Special educational needs – assessment and categorizing processes in an international perspective

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Abstract

Issue addressed
The aim of this paper is to explore how disabilities are ‘socially constructed’ within the educational system. Moreover, conceptual frameworks for diagnostics as well as assessment models are being discussed. Relevance is given as an inclusive educational system gives the frame. It’s driven by the question if categorization through special educational needs is relevant, useful and appropriate?

Method
A comparative perspective of two countries, Germany and Sweden, is the starting point for understanding and comparing different diagnose and categorizing processes and professional responsibilities. The data entails international and national publications and steering documents.

Analysis/ results
The results implicate that the use of different assessment measures as well as resources leads to a variation in practice regarding differentiation and adaption in learning processes.

References

National Council for Special education (NCSE) (2010). Procedures used to Diagnose a Disability and to Assess Special Educational Needs: An International Review. By Dr Martin Desforges and Professor Geoff Lindsay, Centre for Educational Development, Appraisal and Research, University of Warwick. Report nr. 5.


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