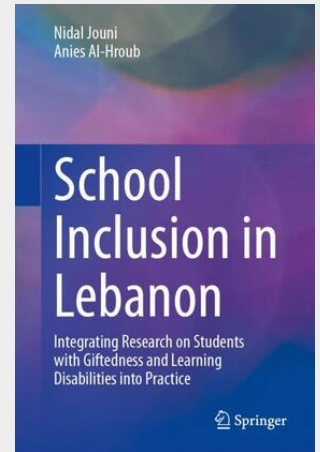


School Inclusion in Lebanon

Integrating Research on Students with Giftedness and Learning Disabilities into Practice

This book addresses the impact of inclusion on the performance of students with and without special needs in Lebanese schools. It examines the performance of regular students to the performance of students with learning disabilities (LD) and gifted students as perceived by them to identify the population that is best served by inclusion. The book investigates three domains affecting student performance in inclusive settings: management and organization. Teaching and learning, and student support and school ethos. In addition, it compares the ways in which these domains affect student performance for each population. In addition, the book presents a detailed description of the inclusive practices that affect student performance and the indicators that contribute most positively to fostering the performance of regular students, gifted students, and students with LD. Finally, it describes the inclusion model applied and proved empirically to affect the positive performance of all student groups as a response to the increasing call for inclusive schooling in Lebanon. Key areas of coverage include: - Inclusive education, social justice, and equity in Lebanese schools. Student perceptions of inclusion in Lebanon. - Inclusion of gifted learners and students with learning disabilities. Comparison of student performance among different populations in inclusive settings. - Domains affecting student performance in inclusive settings. Proposed model of student inclusion in Lebanese schools. School Inclusion in Lebanon is an essential resource for researchers, professionals and policymakers, and graduate students in such interrelated fields as school psychology, inclusive education / educational psychology, and social work.

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