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Inclusive practice: a biographical approach

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Abstract

For the past decades, inclusive educational practice has developed to be a guiding political vision in Norway as in several other Western countries. In this article, we are concerned with how the ideal of inclusive practice is realized in one particular classroom. Ann is the homeroom teacher for a third-grade class and in her class she has two boys with severe behavioural problems. These boys are included in the ordinary classroom activities together with their teacher and classmates. The study focuses on one aspect of her inclusive educational practice as well as on how this has developed over time.

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Keywords

Inclusive practice; Children with behavioural problems; Individual perspective vs. a holistic approach; Teacher development

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