

Inclusion in Community Educational Psychology: a Journal Content Analysis

Special education used to be focussed on the medical model and on locating problems within the individual. The move to Inclusive Education is a paradigm shift from that model to the more favoured social/ecological model. The social/ecological model focusses on creating platforms/systems that enable people to flourish. Inclusive education and community psychology share similar values e.g., ecological approaches, empowerment and inclusion.

My study aimed to examine how scholars publishing articles interpret the concept of inclusion or inclusive education; and what the patterns and trends regarding inclusion are. I used three journals to source articles: *School Psychology International*, the *International Journal of Educational Psychology* and *School Psychology Review*. I counted the number of articles published between 2013 and 2017 in each of these journals and then searched for articles whose abstracts contained the terms “Inclusive Education” and “Inclusion” for this study.

The journal content analysis suggests that inclusion is not used in the same way by different scholars. Inclusion was used in reference to marginalised populations such as children. It was also used in the general classroom setting – not limited to children with special needs. This is important because much literature and common practice often conflate inclusion and inclusive education with disability. This journal content analysis suggested differently.

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