Brief Note

An Investigation of Four Fundamental Factors in Inclusive Education

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This study develops and promotes a practical framework for inclusive education, in which human rights and justice are championed. This framework draws from a wide range of scholarly work and is based on the International Classification of Functioning, Disability and Health (hereafter, ICF), theoretical orientation, and critical ideas. Its overall purpose is to nurture diversity and to address differences among children, while at the same time enabling us to discover underlying pervasive issues obstructing learning. This study aims to critically analyze the four fundamental factors (hereafter, FFF) based on its human and socio-environmental factors through a) Living, b) Learning, c) School activities, and d) Community life. I examine the FFF within a conceptual framework, and I also set forth the definitions and principles. The obtained results will help policy makers, school administrators, teachers, parents, children and society in general to understand each other’s needs. It enables us to discover underlying questions and pervasive issues related to inclusive education in school and social life.

Key Words: the four fundamental factors, human rights, justice, ICF and inclusive education

Introduction

Research Backgrounds and the Purpose of This Study

At the end of the 20th century, new paradigms progressed in the conceptualization of disabilities, rehabilitation, and inclusive education. The Warnock report created a new paradigm for addressing disability by addressing human rights and justice. It focused its attention on the necessity for environmental modifications to improve the lives of people with disabilities (Whiteneck, Maeda, Dijkers, Tate, Bushnik, & Forchheimer, 2004; Simeonsson, 2009). According to Verbrugge and Jette (1994) as well as Simeonsson (2009), the elements of the “new paradigm for disability” were: “a) a holistic view of the person, b) a focus on function over impairment, and c) conceptualization of disability as a disablement process defined by a person’s interaction with the environment over time.” This new paradigm for inclusive education focuses on human rights, justice and the normalization movement. This study is a critical analysis of the application of ICF framework, theoretical orientation and my idea of the Four Fundamental Factors (hereafter, FFF).

This research is not only theoretical, but also practical, and guidance is given as to how the theory may be internalized or how to use it to make decisions in social and educational contexts. I believe that the “Universal Declaration of Human Rights,” drafted by representatives with different legal and cultural backgrounds from all regions of the world, is a milestone document in the history of human rights. For example, the idea of normalization is that “in order to make equality in society, all children deserve an equal school environment and lifestyle.” I posit that the norm of normalization is not only useful for the disabled, as it is applied in health and rehabilitation; it is also useful for considering the concepts of human rights and justice in education. Theoretical principles alone do not help create social change championing diversity, in education for the future. We need to find and agree on new educational ideas and policies promoting a social system in which minority children receive educational service similar to other students.

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In order to explain, I describe founding concepts of international organizations such as the WHO and theory in education in this study. Moreover, I analyze norms the FFF are based on, and FFF’s role in education and society. To promote child welfare both at school and in society, the FFF incorporate a balance of psychological, philosophical, and practical ideas.

This study aims to critically analyze the four fundamental factors based on its human and socio-environmental factors through special and cross-cultural in order to find policy-relevant solutions to support minorities in inclusive education. Therefore this study discusses the theory behind the FFF, develops its definitions and principles and discusses FFF in relation to: a) Living, b) Learning, c) School activities d) Community life. Therefore, I propose that inclusive education be examined and developed through the lens of FFF. Educational policymakers, school administrators, textbook makers, teachers, parents and the greater society need to consider the FFF so as to inspire a new dialog and make a practical contribution to the field of inclusive education.

Research Methodologies

Two different methodologies were applied in this research. The first type of methodology was a critical textual analysis of the FFF investigation. This involved collecting a large number of texts describing critical areas in philosophical issues. The literature data was gathered from John Dewey, Michel Foucault, and other critical thinkers and practical data (documents) that included government papers (e.g. the national curriculum), newspapers, and so on. For the government papers, I adopted them from regular national publications, research data (educational statistics results), and the national curriculum and textbooks. These all textual findings are present a shape of aspects of development of the FFF. The second type of research methodology was to derive first-hand data that is classified by interviews. My data method was, I interviewed several minority participant families using the FFF questions in Japan and the United States in 2011. In this study, only one participant of this research is presented. The reason of using a research interview is to demonstrate the fundamental concept of the FFF understanding, not to compare research from different countries or cities.

An Investigation of Four Fundamental Factors

Definition of the FFF

Several new concepts appear in this study especially, the environmental and human factors discussed in this paper which were discovered in practical application of the ICF framework (2001, WHO). These consist of body functions/structures, activities/participation, environmental factors, personal factors/health condition/functioning. These factors (from the ICF framework) will be denominated as Living, Learning, School activities and Community life. As you see Fig. 1, I critically examined from ICF framework and theoretical orientation areas to revised FFF framework. Because the primary participated ICF functions are based on only children/people who need rehabilitation, and disabled children/people, there is a need to further discuss, consider and examine ICF functions in terms of the FFF in inclusive education for children in this study.

In order to discuss the effect of the FFF on inclusive education, it was necessary to subdivide two functions, the following is a detailed explanation of the FFF:

Living focuses on a child’s culture and family background, which tends to differ from that of the majority. Living includes the parts of identity such as self-expression, self-determination, and problems faced by families with challenging circumstances. I analyze behavior and communication of children with different backgrounds.

Learning is based on academic skills and language acquisition. From my early research, I learned that minority disabled children cannot easily solve problems in their classroom, such as communicating with friends and school teachers, without enough time to adapt. Learning from diversity and difference is a
minority group mechanism.

**School activities** are based on relationships with classmates and teachers and on the school system, the role of the teacher in the classroom, curriculum problems, textbooks and pedagogy issues. To develop inclusive education, focus should be on multiple voices and multiple perspectives. Moreover, the School activity includes the information exchange between parents and school teachers during counseling time.

**Community life** is based on the connection between a minority child (e.g., disabled child) and his or her family within social communities. Ideally, differences between the minority and majority group would be embraced with the purpose of understanding each other, thereby nurturing a pluralistic society. Focusing on Community life, I develop strategies for minority disabled children to harmonize differences between the individual and society, and to embrace diversity, and difference. Through this focus on Community life, we realize educators who hold a heavy responsibility to investigate and provide equitable opportunities, and to promote diversity.

**Principles behind the FFF**

Using ICF, I examine the FFF while focusing on Living, Learning, School activities and Community life. As you see Fig. 1, the FFF incorporates norms of psychology and philosophy with practical ideas for application. In other words, the FFF balances psychological theory, philosophical theory, and educational methodology to benefit children/students in school and in society. One important concept of this study is how to balance individual decisions with social decisions within the educational system. This is one reason I chose to analyze FFF for children using the ICF framework. I sought to understand how much children understand and influence their human and socio-environmental circumstances. I analyze clear norms for FFF framework in inclusive education such as how developed conceptual framework of FFF in four principles. Overall, in order to make sure, it is proved four perspectives within the FFF thinking, there are fourfold as follows.

Firstly, the ideas of FFF’s critical theoretical orientations are based on human rights and justice in fundamentally. The philosophical framework behind my FFF comes from studies of humanism and post-structuralism by Michel Foucault and other educational thinkers. Over the last few decades, educational theorists have been attempting to adopt Foucault’s thoughts on human rights, justice, challenge, power, and truth. However, curriculum makers, teachers, school readers are not sufficiently concerned about developing inclusive education through modifying textbooks, curriculum, teachers training courses, or the school system. Today’s school paradigm lacks both critical educational philosophy and practical suggestions on embracing difference and diversity. Critical skepticism in this regard led me to develop the FFF framework, and to ask the ultimate questions:

- Why do we see a lot of thunderclouds ahead in the area of human rights and justice for children in school and society?
- What kind of useful methodology can we focus on in our classrooms?
- How can we identify and understand the ways of thinking and identities that distinguish minorities?

Consequently, most differences in thinking should be defined by humanism and critical thinking in school and society. In other words, we ought to seek to define difference while at the same time considering human rights and justice. Therefore, the two of the FFF are human rights and justice.

Secondly, the FFF’s approach is child-centered education. Children’s lives, learning, activities, and communities develop based on whether their lives, learning, activities, and communities are centered on them, or centered on their parents, teachers, school organizers, or others. Why does the FFF center on children? Child-centered education develops extracurricular lessons, values, beliefs, the child’s own interests and the child’s capacities to question and find solutions. It thereby aids in providing a well-rounded education, and increasing children’s experiences, typically. Teachers are access learners in their efforts and how they develop their own capacities. According to Clark’s (1987) research, progressivism emphasizes methodology and the need for principles to govern the teaching and learning process. Clark (1987) asserts, “Learners are seen as active participants shaping their own learning, with the teacher cast in the role of guide or facilitator. Progressivism lays out great stress on the need for learning by doing, rather than by being taught” (p. 53). That, in essence, is the theory of child-centered education.
Dewey (2004) turns away from lessons centered on the subject, teacher-centered, focused on cultural inheritance and hegemony, mono-cultural in its thinking, non-democratic or that supports traditional power structures. The FFF pursues this kind of child-centered education, critical pedagogy, critical multiculturalism, and multi-ethnic and democratic educational system in this study. I do not doubt critical perspectives on Dewey’s work, which show his work to be the most important source and standard of insight regarding how to deal with individualism in a society. Dewey’s main theoretical concepts are “child-centered.” It is difficult, perhaps impossible, to refute that he engages critical thinking to making better children-centered methods. Therefore, I center the FFF on children in education; the teachers, school materials, curriculum and so on are devices and cooperation tools to aid the FFF, inclusive education.

Thirdly, (as you see Figure 1) the FFF’s framework covers human and socio-environmental factors; I use the FFF to explore the interplay between human factors (individual), and socio-environmental factors (society). The roots of framework of the FFF can be traced back to the fields of philosophy and psychology. I also adopted from a model of the ICF by WHO. We must critically ask why the FFF pursues human factors and socio-environmental factors in this study. In particular, the beginning of scientific psychology recognizes “difference,” such as different introspections about a simple sensory experience, as well as structuralism, functionalism, and behaviorism, play important roles in the early development of the 20th century. Psychological approaches have proliferated in clinical psychology, health, rehabilitation, and diverse and inclusive educational settings.

Lastly, the FFF’s application stimulates dialogue in society for making better inclusive education. Without assessment and communication, people are faced with the problem of how to build relationships with others in society. Likewise, in the thinking behind the FFF, a very important point is that it allows assessment of different understandings, such as between children, teachers, parents, societies, and communities (which all have different views and understandings). The FFF calls for communication between minority (disabled children) and majority groups (abled children). The FFF help when one is faced with problems, undue influence, or other issues amongst persons, groups and society as a communication methodology. In regards to diversity and different communication methods (person to person, person to group or person to society), an emphasis is placed on emotions, expression and diversity of thinking in communication. Children do not intrinsically have any rapport with other children from different groups. Therefore, in order to make an inclusive curriculum, teachers and staffs should have training that integrates the FFF ideas. For instance, what generally happens in a situation is that the students’ and teachers’ reactions are based in fear, ignorance of the individual, stereotypes, prejudice and stubbornness; this problem is not recognized and addressed in the curriculum, or by the school system. Educational policy writers, textbook authors, school administrators, teachers, minority parents and in fact, all members of society, need to work together to create better inclusive educational system.

The FFF, 1) human rights, 2) justice, 3) inclusive education, 4) a practical framework (e.g. ICF) promote democracy, skepticism and child-centered theory, and are designed to transform education and power dynamics. Moreover, the FFF considers the human and socio-environmental circumstances stimulate dialogue in society and inclusive education. Particularly, in above examination of principles of the FFF, I have discovered that in order to promote the FFF’s typical thinking incorporates psychological, philosophical, and practical ideas. Moreover, it investigates thinking that promotes a better balance between psychology, philosophy, and educational methodology for both children in a school setting and in greater society. Following paragraph is to provide the theoretical orientation of the FFF in two theoretical and practical aspects such as why needed two aspects in this study.

The FFF Design in Theoretical and Practical Aspects

Aspects of Theoretical Orientation: Human Rights, Justice and Inclusive Education

Why are human factors one of main subjects in FFF design? Human factors include important fundamental human rights such as social justice, freedom and democracy. In human factors, human rights and justice are as important to our mental and spiritual welfare as air, food and water are to our physical survival. I further examine how knowledge and
information about human rights have developed at the global level and why those concepts are needed for an understanding of the FFF’s design. These fundamental concepts need to be understood to develop practical methodologies to use in schools and society. This is one of the reasons that so many scholars have written about these fundamental concepts, not only in education, but also in society. For instance, international organizations such as the UN and WHO conduct research and teach the public about human rights and justice. International paradigms bring a global perspective to human rights and create even more critical perspectives issues today. I argue that those standards and basic concepts are needed as acquired knowledge for living and learning, and that if this is accomplished, they will increase human rights at the same time. In addition, the mandate to provide the same opportunity for all children has become a fundamental international law. This means the standard ideas of human rights must be based on equitable rights. Thus, it is time to challenge a better critique of classical humanism. For example, let’s consider and note with what kind of curriculum some of the issues surrounding learning about human rights and justice can be described and which kind of theoretical backgrounds or arguments are to be used. The concern here is the paradox of what to do when protecting human rights and providing justice for individuals comes into conflict with protecting the human rights and maintaining justice for children. In particular the disabled children that are central in this study. I examine this paradox of normalization and inclusive education in the following paragraph.

The inclusive education is pivotal to understanding of the FFF. Moreover, the idea of normalization is that in order to create equality in society and school, government should force an equal school and social environment for the benefit of children. I posit that the norm of normalization is not only useful for the disabled, as it is applied in health and rehabilitation; it is also useful for considering the concepts of inclusive education. In an earlier work of Foucault’s (1979), the normal is established as a principle of coercion in teaching with the introduction of a standardized education. The main concern here is that normalization should be defined on critical inquiry and the important point when trying to understand the concept of normalization is that it is necessary to control diversity and difference in the FFF. Hence, the conceptualization of the FFF developed the idea of inclusive education, integration and the Warnock report. Inclusive education and integration education are very similarly applied. Comparing the two concepts, integration began in the 1970s when students with disabilities were mainstreamed, or integrated, into general education programs when deemed appropriate. Inclusive education, on the other hand, began in the mid-1980s, and places emphasis on students with disabilities being included in all school programs and activities (Smith, Polloway, Patton, & Downy, 2008). The thinking changed from mainstreaming to inclusive education.

Aspects of Practical Orientation: from ICF Framework

FFF and ICF in inclusive education both combine critical thinking and practical methodologies to tackle typical problems faced by an individual with intellectual and developmental disabilities by helping teachers recognize the personal and environment factors in a child’s development. First of all, to understand the concept of the FFF, I draw from ICF manual. The ICF provides a taxonomy to document the nature and severity of an individual’s functional limitation. The ICF is pivotal to this study as I go on to provide a conceptual framework, application and develop the FFF from it. I examined WHO’s development in the area of understanding and treating disability from the 1980s to 2012. Cieza et al. (2002) points out that, “The ICF is intended for use in multiple sectors, including health, education, insurance, labor, health and disability policy and statistics. The ICF will probably be used both in research and clinical studies; it would be useful if specific domains of health-status measures could be systematically linked to corresponding categories of the ICF”.

Why do we need the ICF in inclusive education? The most important points of the ICF are to learn and understand why the description of functioning and disability is important for identifying the needs of persons and populations, and to realize that functioning may differ between people with the same health condition and may be similar in people with different health conditions. Hollenweger (2011) mentions: “With the help of the ICF model and classification, an inclusive and coherent framework to conceptualize low-incidence disabilities, high-incidence disabilities, learning or behavioral difficulties due to
social disadvantages, and normal functioning has been developed. Children with disabilities are not a pre-defined special group with pre-defined special needs. Considering overall human functioning, there is more sameness of functioning with all children than difference.

By regarding the ICF, “the notion of disability, prejudice, discrimination in school and society changed from the group to the individual. The goal of the development of measures should be to capture profiles of individual differences in children.” Since the WHO published the ICF in 2001, many nations (including Germany, United States, Netherlands, United Kingdom, Iceland, Canada, Sweden, and Japan), initiated government activities using the ICF. For example, in 2009 the Japanese government published the results of ICF research works in the national curriculum for special needs education, within the commentary regarding special school support and self-support activities.

The introduction of ICF ideas in the standard curriculum was a big change for Japanese educational researchers and teachers. It established a fundamental new paradigm for people with disabilities. At last, the Japanese government participated in improving the quality of life for disabled individuals. Moreover, according to Gakusyu Sidouyoryou (2009), “it is important to understand and recognize how to deal with issues related to learning, living, teaching improvement, and establishing cooperation between educational institutions for children with disabilities.” According to Tokubetsu Sien Gakkou Kaisetsu, “ICF served as a reference to document conflicts within individual educational programs, between official people such as teachers, and showed the educational commitment to work towards understanding.” In Japan, the ICF applied to individual educational programs helped to create documents that provided understanding among teachers and in the field of childhood education.

The growth and application of the ICF has led to improvements in the nature of children's environment (school system, teachers, parents, family, local policy and etc.). Even ordinary ideas have started to be analyzed through the lens of ICF, so we have started to examine the behavior of children and their thinking critically. For instance, if a child has a problem in the classroom, we now do not consider it only their problem, but also take their teachers', classmates', siblings' and parents' words and behaviors into consideration, as they affect the child as well. We also consider local policies and the education system which could affect the child. Previously, the approach was to attempt to change results, but with the ideas of the ICF, we look into discovering the fundamental reasons and impairments causing the problem. We should recognize that every child has a different background, even though we expect the same results from them. This study addressed human and environmental factors in the field of inclusive education using my own FFF methodology. Here, I not only consider the theory, but also look at the practical implementation of the theory in school and society.

Practical Application of the FFF

Case Study

I provide another interesting short case study, this time conducted with a minority child whose so called “double difference” life in Japan is examined. The meaning of double difference is that they are different from the majority on two human or/environmental factors, such as minority culture, language, disability, justice, and power. This can cause the child to struggle in the educational environment. It is easy to compare how different the environmental factors and human factors are on the FFF form.

The subject of the interview is a minority child who lives in U city, Japan. His family consists of a Korean mother, a Japanese father and a disabled older brother; the older brother exhibits signs of severe autism spectrum, including development disorder, and he goes to a special middle school in U city. The family is a result of an international marriage, so the boy that was interviewed has two different cultural backgrounds. However, most food, their housing style and most things in their life adhere to Japanese cultural norms. Moreover, the Korean mother takes responsibility for most of the childcare, as well as making lunch boxes for the boy’s father and doing all housework. The father is an architect and spends most of his time outside, even during weekends. The interview used a form in the style of the FFF listing aspects of Living, Learning, School activities and Community life.

Findings

In Living: Ian’s (an assumed name) daily life is
spent at school and home. He likes his father more than his mother because his mother is so busy with his older brother, so that spending time together is difficult. His father is approximately 15 years older than his mother. Although his father is busy, they sometimes go on trips together. This time together on trips is the best time for the boy. His older brother cannot control his own will or behavior due to autism syndrome disorder. Often, the older brother breaks the computer, TV, his school equipment and so on. It is difficult to go to restaurants because the older brother has difficulty staying seated. His brother is also rude to others, and this makes the boy very angry. He likes to go out to eat meat at restaurants, but it is not very often that he does. His mother prepares many dishes for him. They want to move to a new place that his father and co-worker will design and build soon. Those were the big issues in their household at the time of the interview. If he returns home from school, he takes care of his older brother, but he complained that his older brother sometimes breaks his computer.

**In Learning:** His main language is Japanese and he does not know Korean. Sometimes his mother lets him go to South Korea, but he does not go alone. He does not know much about Korea and is not so interested in the country. He wants to be Japanese. He is learning Karate after school. He participates in big Karate contests every year. Ian displays quite independent attitudes compared to other children, which means he can do almost anything by himself, and he does not want help from others. He selects most things related to learning, such as Karate, exercise, and Juku activities.

**In School activities:** He speaks Japanese very well. His academic scores are not so great and most academic skills are learned from a special program in school. The boy's parents have not directly helped him develop his academic skills. He has a few friends, but sometimes has troubles with them. His friends want to use his money to play at a game center. His mother worries about this, and does not give him much money. His mother wants to be a member of the parent-teacher association in his school, but this does not seem to be going well. Nevertheless, she participates in many school program meetings. She hopes her son could get into a better middle and high school and says he should study harder. Especially, since his mother is invested more in his older brother's school than his school, so that she is involved in more activities at the older brother's school.

**In Community life:** His mother participates in community activities such as meetings for disabled children, meeting programs for their siblings, etc. Ian also participated in the special sibling program for a while even though he was not so interested. The sibling program has many activities to encourage empathy and understanding feelings between the siblings who have a disabled brother or sister and his/her mother or father. Also, every December his elementary school has international exchange events. His mother organizes some part of the program for children. In fact, most Japanese parents passively participate, whereas his mother is heavily involved. As his mother is bullied by the other mothers, Ian is not so happy with that.

**Some Final Thoughts**

The FFF interview style makes it easy to draw up support plans, by revealing in detail what kind of problems interviewees have, not only for minority children and their families but also for school teachers, organizers, policy makers and others. Consequently, you can consider support methods such as what should be done for them, how to address their needs, what kind of concerns they had in the FFF, etc. I believe that by using this method it is easy to understand the minority family environment, their thinking, desires and needs. Moreover, we have to consider what the best support method is for children/students. Most double difference children have trouble choosing an educational institution, dealing with different educational views and systems, and trouble with relationships with friends, school teachers and others. Using the FFF methodology, I am able to clarify and discuss some of the identity issues concerning “practical support methodology”.

In Ian's case, I examined his needs, support and problems in living, learning, school and society as a minority child. Most researchers examine learning, language, particularly the majority language in regarding the double difference minority children. However, language does not cover all this family's issues. This means that even if they are proficient in the majority language, minorities can still experience many other problems related to identity, living, and culture that come to light in the FFF framework. When I reflected on the interview with him and his
mother, I was concerned that the boy’s problems were not so much social and language related, but rather psychological, and priority should be given in providing the boy with psychological support such as help with understanding his identity, and developing his self-esteem and pride in himself. To improve social relationships, a better understanding between parties is crucial. However, the question that remains is how well can we identify a need for communication, or how well can we come to an understanding between dissimilar individuals or groups in our schools and society? The FFF allows one to reflect on difference, in distinguishing one’s identity, as well as the diversity of communication that can exist from person to person, person to group, and person to society.

Conclusion and Discussion

I examined FFF-based on (1) human rights, (2) justice and (3) inclusive education using the ICF model and analyzing the norms of the FFF and their place in society. The FFF were adopted and developed from the ICF ideas, as well as from Dewey, Foucault and other theoretically oriented philosophers. This study discusses the development of the FFF and similarities and differences from other thinking in inclusive education. The FFF are based on psychological, philosophical, and practical ideas. The FFF provides a perspective that combines psychological and philosophical theory, and practical educational methodology to both aid children in school and society, and aid investigative thinking. Championing the FFF leads to greater understanding of diversity, difference and equity for minority children in the classroom. The FFF are useful, effective, productive and practical values to be used in learning, in teaching in school and in society. FFF can be adapted for use in either health related matters, or in education including curriculum development, insuring educational rights, living, inclusion, and acceptance of diversity and difference. The application of the FFF is expanding rapidly with reference to improving individual and environmental factors in education.

The FFF makes it easy to draw up support plans for minority children and their families, and also for school teachers. Its use makes it easier to understand the minority family environment, their thinking, desires and needs. Consequently, you can consider support methods. Most double difference families have trouble choosing an educational institution, dealing with different educational views and the education system, dealing with friends and school teachers. The most important point is finding the common concerns and goals of parents and school teachers. For instance, analyzing Ian through the FFF, we found that he has complicated relationships with the members of his family: a disabled older brother, a mother with a different nationality and a father who is significantly older than his mother, and the parents of his friends. These were big concerns for him in the interview. Sometimes his family and home are not a comfortable or relaxing place for him; rather, it is a tense and serious place.

Education and school have to provide and support children, students, and others who want to learn with the motivation and the capacity to acquire knowledge and information for their future. Thus, teachers, school organizers, and educational policy makers should provide opportunities for them in schools and educational institutes. In Ian’s case, according to his mother, he and his friends broke some school rules and got punished by the school. He wasn’t allowed to take the bus, and had to walk. She also mentioned that he went to game centers with friends and that they stole money from him sometimes; yet she said, “It is fine with me, ‘boys will be boys.’” However, she guessed he was not getting along with neither his friends nor his teachers. Ian’s family wanted to be a part of the majority in his school, and in their society with no recognition for their differences. According to Joshi, Eberly and Konzai (2005), “The lack of understanding of the underlying beliefs about the parents goals for child-rearing and education may lead to an unarticulated clash with educators’ values and beliefs” (p. 12). Thus, educational policymakers, school administrators, teachers, minority parents, and society in general need to consider the FFF. This is vital in order to build a system for inclusive education. The FFF approach is a practical method to better understand the needs of minority parents and school teachers; it also enables us to discover underlying questions and pervasive issues related to inclusive education.
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