



Students with Intellectual Disabilities: Insights, Implications and Recommendations (SpringerBriefs in Education)

By Poulomee Datta

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This book investigates the self-concept of the students with intellectual disabilities who were placed in specialist and mainstream educational settings in South Australia. It gains insights into what students with intellectual disabilities felt about themselves and their achievements across the different dimensions of self-concept. It is divided into two stages of execution. In Stage 1, the Tennessee Self-Concept questionnaire was administered to students with intellectual disabilities. In Stage 2, interviews were conducted with students with intellectual disabilities, their parents and teachers. These data reflected a range of viewpoints from which to examine the research questions. These findings have implications for teachers, special educators, policy makers and a range of professionals in the education and special education sector in enabling greater understanding of the problems experienced by these students and pointing to modifications and improvements in the services for these students.

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Editorial Review

About the Author

Dr. Poulomee Datta is working in the capacity of a Lecturer in Special Education at the Australian Catholic University. Prior to this, she worked in diverse positions as Primary and Secondary school teacher, University Lecturer and a Research Assistant. Poulomee has successfully published in several peer reviewed international journals in her field and in additional research areas of international and sex education. She was also the recipient of the 'Graduate Scholar Award' and appointed as the Chairperson at the Sixth International Conference on Design Principles and Practices at the University of California, Los Angeles, U.S.A. (2012).

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