

Review of: "Strategies for Creating Inclusive Schools"

Geert van Hove¹

¹ Ghent University

Potential competing interests: No potential competing interests to declare.

Dear colleagues

I read your article with great interest.

With your School Inclusion Model, you offer future readers some very important keys to support the process of transforming a school from an elite-segregating to a diverse-inclusive institution. Thank you for that!

I have been asked to provide your writing with tips/ideas to take it to the 'next level'. I hope you can read the following list as an attempt to be respectful of your work.

1. On page 2, line 5, it says ...The increase of demographic students.... Is there a word missing?
2. On page 2, you refer to 'three core elements'... The word 'core' gives the impression that there is more/that we are dealing with something much more complex...: can you explain this complexity and/or indicate more and different elements?
3. At the bottom of page 2, you refer to 'The School Inclusion Project': I think you need to give a bit more content here.
4. On page 3, you refer to ESSA components without explanation, which would be useful for an international audience.
5. On page 3, you refer to 'the non-treatment schools': Does working with different approaches in schools have ethical implications?
6. You talk about a survey SIS; this needs more context. SIS also has other meanings, e.g., Support Intensity Scale.
7. Leaders who have limited understanding... Is this respectful enough as a description (I doubt it)?
8. Page 3. We felt were the most effective--> (FELT) this does not sound 'evidence based'. Did you choose them from a wider list, and if so, what other strategies were not used?
9. Was 'empathy mapping' only used with parents? It is now in the text positioned just before 'parent engagement' This seems a bit unclear now.
10. Page 4, third last line: treatment --> typo??
11. Your model in the appendix looks nice, but your conclusion reads as 'still immature'. I think it is necessary to go back to the literature to confront your results. Also, I miss the discussion (e.g., what can a school achieve if local policy makers do not provide a sufficient framework and vision?)

With these points, I hope to help mature your very interesting text.

Geert