

MAKING DIFFICULTIES

Research and the
Construction of SEN



edited by **Peter Clough**
and **Len Barton**

Making Difficulties Research And The Construction Of Sen

Julie Allan



Making Difficulties Research And The Construction Of Sen:

Understanding Special Educational Needs Ruth Kershner, Roland Chaplain, 2014-06-03 New and experienced teachers working with children with special needs in mainstream or special school settings are increasingly discovering the value of research to inform and improve their teaching This highly accessible text features identification of the key research issues which relate to different aspects of SEN and inclusion guidance on how to carry out research in order to enhance teaching and learning for children whose progress is causing concern explanations of a range of approaches to research including empirical studies of individuals groups and institutions with children parents teachers and other professionals advice on how to use and disseminate research findings The authors support their basic guidance with a variety of examples of published research and they offer a framework and practical suggestions for planning and carrying out school based investigations with different purposes in mind This text will be relevant to teachers and SENCOs and to mentors and tutors in their supporting role

Doing Inclusive Education Research Julie Allan, Roger Slee, 2008-01-01 Those attempting to research inclusive education face an enormous challenge Not only is it a highly complex field but it is also fraught with tensions sometimes spilling into over into disputes between researchers over ideology Research textbooks present research decision making as relatively straightforward and offer little help to students and novice researchers on how to navigate complex fields such as inclusive education or understand ideology Doing Inclusive Education Research is an attempt to lift the lid on the processes of doing research and uncovers the experiences of key researchers in the field Len Barton Mike Oliver David Gillbourn Deborah Youdell Stephen Ball Ellen Brantlinger Sally Tomlinson Mel Ainscow Lani Florian Alan Dyson Suzanne Carrington Ken Kavale Karen Harris and Kim Cornish have all opened themselves up to scrutiny and reveal the decisions and choices they made at different points of the research process as well as some of their concerns as they undertook the work They also respond to the invitation to discuss the positioning of their work and offer their take on the ideological battles Students and all involved in researching inclusive education will find Doing inclusive education research an indispensable as well as fascinating insight into the research process and will gain useful advice on how to engage with this complex field

Ethics and Research in Inclusive Education Melanie Nind, Jonathan Rix, Kieron Sheehy, Katy Simmons, 2014-01-02 The recent move towards inclusive education has radically influenced the way educational research is conducted Students need to become aware of the critical legal and ethical responsibilities that arise from investigation in this new and expanding area Written from the standpoint of inclusive education rather than special education this carefully edited collection of readings from a wide variety of sources will develop the student s ability to identify and respond to ethical dilemmas that occur within their particular research methodologies and settings respond appropriately to the myriad of complex legal issues that are pertinent to their own work The contributions to this book draw upon examples of inclusive practices from around the world Students taking postgraduate courses or diplomas in Inclusive education will find this an invaluable read

Transforming

the Role of the SENCO: Achieving the National Award for SEN Coordination Graham Hallett, Fiona Hallett, 2017-08-16

This book offers valuable insights into the role of the Special Educational Needs Coordinator SENCo and aims to illustrate evaluate and analyze the characteristics and practice of the SENCo role This new edition has been updated to reflect changes in legislation and the framework for the National Award for SEN Coordination NASC Transforming the Role of the SENCO reflects the three areas of development of the NASC learning outcomes Professional Knowledge and Understanding Leading and Coordinating Provision and Personal and Professional Qualities The book links directly to the NASC learning outcomes whilst remaining both cutting edge and relevant to real world practice Key features of this second edition include Updated content in light of the SEND Code of Practice 0 25 2015 Contributions from thought leaders in the field of SEN and Inclusion Vignettes offering clear practical and well theorized examples of the work of SENCOs based on conversations with stakeholders currently involved in the field This is a key text for SENCOs particularly those undertaking the National Award for SEN Coordination as well as for students studying SEN and Inclusion on other courses and modules who may aspire to the role of the SENCo

Inclusive Education Keith Ballard, 1999 The aim of this text is to convey the experiences of excluded children their parents teachers and remaining classmates It offers reflections on inclusion and exclusion and the issues raised are international

From Them to Us Mel Ainscow, Tony Booth, 2005-06-23 Inclusive education has become a phrase with international currency shaping the content of conferences and national educational policies around the world But what does it mean Is it about including a special group of disabled learners or students seen to have special needs them or is it concerned with making educational institutions inclusive responsive to the diversity of all their students us In this unique comparative study the editors have brought together an international team of researchers from eight countries to develop case studies which explore the processes of inclusion and exclusion within a school or group of schools set in its local and national context The study includes classroom observation the experiences of the school day of students and interviews with staff students parents and school governors Through an innovative juxtaposition of the case studies and commentaries on them differences of perspective within and between countries are revealed and analysed The study arose from a dissatisfaction with previous research which presents national perspectives or seeks findings that have global significance This book avoids such simplification and draws attention to the problems of translation of practice across cultures The editors start from an assumption of diversity of perspective which like the diversity of students within schools can be viewed as problematic or as a resource to be recognized and celebrated

Special Educational Needs and Inclusive Education: Inclusive education David R. Mitchell, 2004 Demonstrates how the fields of special education and inclusive education have evolved philosophically and technically over the past 30 years

Rethinking Inclusive Education: The Philosophers of Difference in Practice Julie Allan, 2007-11-07 One of the important responsibilities that advocates of inclusion need to continually practise is that of self criticism This includes examining and re examining the assumptions

informing our perspectives the concepts that we use including inclusive education and our intentions especially in relation to the question of change We need to beware of the danger of unexamined orthodoxies the possibilities of adopting inclusive language with little if any changes in our thinking and practice and a sterile and insensitive position with regard to the pursuit of new or alternative ideas In this very important book Allan powerfully reminds us of the necessity and centrality of these concerns and provides a direct perceptive and thoughtful examination and critique of the varied barriers to the task of how to make inclusion happen Allan challenges the reader to step back and re-examine the rationale for inclusion through an alternative mindset She challenges the varied attacks upon inclusion including those in the education business to stop using economic it costs too much and pedagogical it is bad for the other children in the class and traumatic for the disabled children and social just too much for the teacher's workload reasons for closing the door and doing the right thing and those who argue that inclusion was an experiment that did not work

Theorising Special Education Catherine Clark, Alan Dyson, Alan Millward, 2005-06-23 The field of special needs education is well established and although it continues to develop in exciting and controversial ways involving some of education's leading thinkers many people feel it is lacking a coherent theoretical analysis of its own Students and practitioners looking for some solid theory to reinforce their own study or practice commonly have to borrow from other disciplines such as psychology and sociology since there has been no attempt to provide a theoretical foundation for the special needs community This book does exactly that bringing together contributions from key names in the field from UK and beyond The book will establish itself as an essential text for students and teachers as well as all those involved in special needs across the social sciences

Struggles for Equity in Education Mel Ainscow, 2015-07-16 In the World Library of Educationalists series international experts compile career-long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Spanning Mel Ainscow's accomplished 30-year international career in education the texts in this book trace his efforts to find ways of fostering more equitable forms of education This has involved a series of struggles as he has experimented with different approaches in a variety of contexts to find new possibilities for responding to learner diversity Over the years this has related to a variety of headline themes starting from special education through to integration on to inclusive education and then more recently educational equity The readings have been chosen to illustrate the changes that have occurred in Ainscow's thinking and practices and a short introduction is provided for each chapter that is intended to help readers to understand the significance of what is presented and how this relates to other chapters in the book The writings in this text reinforce the idea that the promotion of equity in schools is essentially a social process that has to occur within particular contexts

Disability & the Politics of Education Susan Lynn Gabel, Scot Danforth, 2008 Disability and the Politics of Education An International Reader is a rich

resource that deals comprehensively with the many aspects of the complex topic of disability studies in education For nearly two decades global attention has been given to education as a human right through global initiatives such as Education for All EFA and the Salamanca Statement Yet according to UNESCO reaching the goals of EFA remains one of the most daunting challenges facing the global community Today millions of the world s disabled children cannot obtain a basic childhood education particularly in countries with limited resources Even in the wealthiest countries many disabled children and youth are educationally segregated from the nondisabled particularly if they are labeled with significant cognitive impairment International agencies such as the United Nations and the World Bank have generated funds for educational development but unfortunately these funds are administered with the assumption that west is best thereby urging developing countries to mimic educational policies in the United States and the United Kingdom in order to prove their aid worthiness This McDonaldization of education reproduces the labeling resource allocation and social dynamics long criticized in disability studies The authors in this volume explore these subjects and other complexities of disability and the politics of education In doing so they demonstrate the importance and usefulness of international perspectives and comparative approaches

Policy and Power in Inclusive Education Melanie Nind,Jonathan Rix,Kieron Sheehy,Katy Simmons,2023-04-14 The movement towards inclusive education is undoubtedly an international phenomenon and it has resulted in the development of policy initiatives impacting on schools in all nations This informative wide ranging text brings together key illustrative material from an international field It adopts a critical perspective on policy issues but goes beyond this by making explicit the assumptions that drive policy development Readers will be encouraged to develop their own framework allowing them to conduct policy analysis and evaluation within their own educational context Students and researchers interested in how principles of inclusive education are being translated into educational practices around the world will find this book an enlightening read

Mapping the Field Jane Martin,Marion Bowl,Gemma Banks,2023-10-04 From its origins in the University of Birmingham s then Institute of Education in 1948 Educational Review has emerged as a leading international journal for generic educational research Seventy five years on Mapping the Field presents a detailed account of education theory and research policy and practice through the lens of key articles published in the journal over this timespan Volume II opens with Part I a collection of articles examining teachers job dis satisfaction and stress and the gendered composition of the teaching workforce Articles in Part II trace a shift in academic focus from schools seen as families communities to the parent school relationship The concepts of inclusion and equality and strategies for their fulfilment in education are interrogated in Part III The volume concludes with Part IV in which diverse identities in the education field are represented Curated and introduced by the editors the articles included in both volumes of Mapping the Field represent a careful selection from the work of scholars whose ideas have been and continue to be influential in the field of education Overall this major text covers a wide range of topics and offers original insights into educational policy provision processes and practice

from around the world Enabling Access Barry Carpenter,Chris Stevens,Keith Bovair,Rob Ashdown,2014-04-08 First Published in 1997 In special education we are at last in a good position to offer pupils a broad and balanced curriculum which is relevant to their needs and which is based on the same range of provision enjoyed by all pupils Such a curriculum can only be planned as a cohesive whole compartmentalizing aspects of the whole curriculum risks seeing one part as having more merit or worth than another The whole curriculum in all schools will vary depending on local needs and opportunities In special education it is important that we embrace that whole curriculum using its diversity and opportunity to plan for breadth balance and relevance This book makes a significant contribution to the developments in planning for access to the whole curriculum **Inclusion and Behaviour Management in Schools** Janice Wearmouth,Ted Glynn,Robin C. Richmond,Mere Berryman,2013-04-03 Providing an overview of the issues crucial to understanding inclusion and behavior management in schools this book discusses Policy at national local authority and school level Inclusive practices in mainstream settings and Issues such as race ethnicity school disciplines and exclusion Understanding the Development of Inclusive Schools Mel Ainscow,2002-01-04 The current emphasis on individualised intervention programmes for students with special needs may not only be impractical but also undesirable This book compares and contrasts special needs approaches with school effectiveness strategies The author sets out theories about inclusive schooling that arise out of a detailed scrutiny of practice The link between theory and practice will be welcomed by many practitioners With extensive examples from the field to illustrate Ainscow's ideas this is an eminently accessible text **EBOOK: Researching Disability Issues** Michelle Moore,Sarah Beazley,June Maelzer,1998-03-16 This book is designed to meet a growing need for clear illustrations of how to carry out research which seeks to explore disability issues It aims to demonstrate the value of a critical attention to social rather than medical starting points for researching disability through reviewing a variety of studies which look at different aspects of disabled people's lives Different methodological approaches and research techniques are considered ranging from analysis of observation data concerning disabled children in schools to rich conversation based data which focuses on family life A central theme concerns the pivotal role of disabled people in research The book provides substantive examples of the dilemmas which face researchers and connects these to ideas for individual personal action Disabled and non disabled researchers professionals and students from a wide range of disciplines will find the presentation of both research findings and debates informative and of interest **Managing Special Needs in Mainstream Schools** John Dwyfor Davies,Philip Garner,John Lee,2018-09-03 First published in 1998 The wide ranging perspectives in this book will help key personnel in primary schools to manage the implementation of the 1993 Education Act and the Code of Practice on the Identification and Assessment of Special Educational Needs more effectively Governors and headteachers comment on the management of resources and on interaction with parents and others outside the school Researchers and academics provide an analysis of the impact and legal implications of the Code of Practice on primary schools SENCOs offer insights

into the development of whole school and classroom practice commenting on the practicalities of implementing the philosophy behind the Code of Practice *Educating Special Children* Michael Farrell, 2012 Based on many years of experience and drawing on expertise from all corners of the globe *Educating Special Children* is a companion for anyone requiring an overview of provision that has proved effective for children with learning disorders and disabilities **The SAGE Handbook of Special Education** Lani Florian, 2006-11-16 This book provides an excellent overview of special education which will be a valuable resource for teachers school managers and administrators parents and indeed anyone with an interest in the development of provision for pupils with special educational needs It is also likely to be an invaluable source book for researchers and postgraduate students alike REACH The Handbook offers a range of views on how to empower all learners to transcend their current performance and go beyond the limits Journal of Cognitive Education and Psychology This text makes an important contribution to special education Perhaps more significantly it makes an important contribution to inclusive education and possibly even more widely to education in general it is a book that has significance for all of us who wish to move education towards a more equitable democratic humane and dignified system for our young people Education in the North In recent years there has been increasingly vigorous debate about the nature and purpose of special education and what might be considered the appropriate responses to pupils who experience difficulties in learning This Handbook brings together the most up to date knowledge of this area and will serve as the major source book of authoritative information and ideas about current and future directions for special education It examines the intricate relation between theory research and practice and places a particular emphasis on what has been learned about providing for students who experience difficulties in learning how these understandings can contribute to new conceptualisations of special education and the development of more inclusive schools This comprehensive research based work brings together scholarship on an international level and covers topics that transcend national boundaries It will become essential reading for all professionals and academics with any interest in this important and dynamic field

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