

Enabling Education: experiences in special and ordinary schools

By Priscilla Alderson and Christopher Goodey, Tufnell Press and Amazon

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NEW FOREWORD TO THE SECOND EDITION, 2018

Enabling Education: experiences in special and ordinary schools is an unusual book in two main ways. It directly reports the detailed views of school students aged 4 to 16 years who have disabilities and other difficulties. And it connects them and their schools into their political contexts. Planning the provision of ordinary or inclusive mainstream schools and segregated or 'special' schools is often seen as a matter for experts in education and psychology, but our research found that the planning is powerfully influenced by local and national politics. The research, reported in *Enabling Education*, was first published in 1998, yet the book is still unusual and still very relevant to today's debates about the education of school students with disabilities and other difficulties.

Our research began by interviewing children and young people with a range of physical and sensory disabilities, emotional, behavioural and learning difficulties (including autism), and their parents, about their views and experiences of their local schools. Then, with their permission, we gained access to observe the schools. We interviewed 19 school students in 'East City', and 17 in 'West County', as well as conducting interviews with 81 adults – parents, teachers and authority (LA) staff and members – and holding informal conversations with many more children and adults in the schools. Our interviewees attended 8 ordinary schools in East City and 13 segregated schools and units in West County.

The rest of this Foreword sets *Enabling Education* in its political context and then reviews changes since 1998 to show how the book and the children's views still have relevance in today's concerns and debates.

Recent history

The schools reflected local politics in that East City has very diverse ethnically mixed communities, one remaining special school, and a Labour-run council. Wealthier West County, however, with a Conservative-run council, has more traditionally white British citizens. Families and housing areas are more clearly segregated by class and income than in East City, just as the schools are segregated by ability (grammar schools, secondary moderns/high schools, day and boarding schools for moderate learning difficulties and severe learning difficulties as well other disability categories), and there is segregation by religion and income, with a range of private and public day and boarding schools.

The 1981 Education Act followed the Warnock Report, which regarded 'special educational needs' as a matter for doctors, educational psychologists, and social workers, whose advice made up much of the legal 'statement' of the child's needs

Enabling Education Experiences In Special And Ordinary Schools

Pia Christensen, Allison James



Enabling Education Experiences In Special And Ordinary Schools:

Enabling Education Priscilla Alderson, Christopher Goodey, 1998 In their own words children and teenagers with disabilities or other major difficulties and their parents give moving accounts of their experiences ENABLING EDUCATION compares and contrasts these experiences in both special schools and mainstream schools 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

Teaching Emergent Bilingual Students with Dis/Abilities Patricia Martínez-Álvarez, 2023 Grounded in authentic teaching and learning experiences this book shows elementary school educators how to create spaces that more respectfully and humanely address the needs of emergent bilinguals with disabilities While the fields of bilingual education and disability studies have been traditionally kept separate Martínez-Álvarez argues that many of the constructs researchers and educators employ in their respective fields can be combined to improve instruction This book establishes a dialogue among important constructs such as issues of assimilation and ableism and the expansion of identity agency and humanistic pedagogies It then looks at how these constructs can be used to better understand children who have been assigned inflexible labels that do not cohesively represent their bilingual bicultural identities and their varied ways of learning The text explores the limitations of categorizing children into boxes particularly those of minoritized backgrounds and focuses on actual practices that will engage and empower learners Book Features Combines the fields of bilingual education and disability studies so that bilingual students with disabilities can be understood and taught from a strengths based perspective Includes activity invitations to help teachers create high quality learning spaces Provides sample work from diverse elementary school aged children as well as children's responses to the learning activity Proposes curriculum to expand what identity and agency look like in schools embracing more humanistic pedagogies **Teacher Education for Inclusive Bilingual Contexts** Patricia Martínez-Álvarez, 2021-12-30 This text demonstrates how collective reflection can function as a central part of effective teacher preparation for work in inclusive bilingual environments Through analysis of rich qualitative data Teacher Education for Inclusive Bilingual Contexts shows how group reflection supports pre service educators to recognize the intersectional

circumstances faced by students and understand their identities beyond the possible confines of disability This in turn engenders reconceptualization of standardized expectations and implicates the educator in developing student agency through individualized use of routine language and materials The author offers cultural historical activity theory and disability studies in education as a basis for dialectal interactions to unearth contradictions and misunderstandings surrounding language acquisition and the learning of emergent bilinguals and highlight the ways in which educators can disrupt oppressive practices through expansive learning opportunities This insightful volume will be of interest to researchers scholars and postgraduate students in the fields of inclusive education and disability studies bilingual and language education and teacher education [Learning and Inclusion \(Routledge Revivals\)](#) Priscilla Alderson,2014-01-09

Mainstream schools are consistently faced with numerous and often contradictory requirements both to achieve high results and to be inclusive and incorporate children of every ability This title first published in 1999 describes how one renowned inclusive community school Cleves School responds to the challenges faced by themselves and other schools Specifically Priscilla Alderson shows how methods of inclusive learning can be incorporated with those designed to improve standards of achievement for every child Practical and comprehensive this title remains applicable to the challenges currently faced within the British education system **The Politics of Childhoods Real and Imagined** Priscilla Alderson,2015-11-23

The second volume of Priscilla Alderson's popular and renowned book *Childhoods Real and Imagined* relates dialectical critical realism to childhood By demonstrating their relevance and value to each other Alderson presents a practical introductory guide for applying critical realism to research about children and young people Each chapter summarises key themes from several academic disciplines and policy areas ranging from climate change and social justice between generations to neoliberalism social reform and imagining utopias Children's and adults' views and experiences are reviewed and whereas the first volume deals with more personal and local aspects of childhood this volume widens the scope into debates about global politics which so seldom mention children Each chapter demonstrates how children and young people are an integral part of the whole of society and are often especially affected by policies and events This book is written for everyone who is researching studying or teaching about childhood or who cares for and works with children and young people as well as those interested in critical realist approaches *Childhoods Real and Imagined* Priscilla Alderson,2013-05-29

This book is unusually rewarding in that its author has pulled off the rare trick of providing deep philosophical and theoretical underpinnings to a comprehensive reconsideration of childhood Priscilla Alderson deploys Bhaskar's dialectical critical realism to excellent effect illuminating not only our understanding of the presence and absence of children in our lives and discourses but also the field of childhood studies It is rare that such an integrated text is accomplished and I look forward to the planned second volume This is a work that should facilitate a rethinking of childhood for the new century Graham Scrambler Professor of Medical Sociology at University College London *Childhoods Real and Imagined* explores and charts

the relation of dialectical critical realist concepts to many aspects of childhood By demonstrating their relevance and value to each other Alderson presents an introductory guide to applied critical realism for researchers lecturers and students Each chapter summarises key themes from several academic disciplines and policy areas combining adults and children s reported views and experiences and filtering these through a critical realist analysis The four main chapters deal with the more personal aspects of childhood in relation to the body interpersonal relations social structures and the person soul or self The second volume will widen the scope to include the impact on children and young people of present policies relating to ecology economics ideas of social evolution or progress and ethics Each chapter demonstrates how children are an integral part of the whole of society and are often especially affected by policies and events Through developing the dialectical critical realist analysis of childhood and youth *Childhoods Real and Imagined* will be of great interest to critical realists and childhood researchers and policy advisers

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

Career Success of Disabled High-flyers Sonali Shah,2005-04-15 Drawing on case studies of 31 disabled adults this book suggests that individual traits and patterns of behaviour are key factors in career success and shows that it is often society rather than impairment that hinders professional progression It will provide role models and valuable insights for young career minded disabled people

Education for Citizenship Denis Lawton,Jo Cairns,Roy Gardner,2004-11-15 There is now broad agreement that citizenship should form an important part of the curriculum And that broadly is where the agreement ends yet busy practitioners have to teach citizenship effectively now Education for Citizenship is based on the assumption that theory needs to be related to practice and that there is already a wealth of good practice from which we can learn

Research With Children Pia Christensen,Allison James,2008-03-28 Research with Children is a unique resource book on the methodology of childhood research Leading and new researchers within the social studies of childhood discuss central questions of epistemology and methodology demonstrating the links between theory and practice The theoretical and practical questions are set out in a clear and well argued fashion and will therefore appeal both to the newcomer to childhood studies and to experienced researchers in the field

Research with Children Pia Monrad Christensen,Allison James,2000 Sociologists can choose from an increasingly diverse range of methods in their research with

children This book provides a comprehensive overview of the methodological innovations and development in the field both qualitative and quantitative An ideal text for undergraduates and graduates in the social sciences it brings together original perspectives from around Europe The contributors explore many ideas childhood as text historical and phenomenological perspectives ethnography and social action techniques and technicians macro perspectives in childhood research policy and practice in childhood research

Critical New Perspectives on ADHD Gwynedd Lloyd,Joan Stead,David Cohen,2006-09-27 Experts from all over the world take a critical highly international and often controversial perspective on the ADHD phenomenon a condition that has reached global proportions significantly affecting the lives of children parents and teachers worldwide This book raises a number of concerns often not covered by the material currently available to parents and practitioners Critical New Perspectives on ADHD unpicks the myths surrounding the development of this phenomenon and leaves no stone unturned in its search for answers An in depth exploration into the reasons for the emergence and maintenance of ADHD lead to suggested explanations of the dominance of US psychiatric models and the need for new markets for major pharmaceutical companies as well as the functions that ADHD diagnoses fulfil in families classrooms and communities In a world where moves to educational inclusion are paradoxically paralleled by the ever increasing use of medication to control children s behaviour this book scrutinises current accepted practice and offers alternative perspectives and strategies for teachers and other education professionals This in an invaluable resource for anyone with a serious interest in ADHD and other behavioural difficulties

Learning Disability and Inclusion Phobia C. F. Goodey,2015-10-05 The social position of learning disabled people has shifted rapidly over the last 20 years from long stay institutions first into community homes and day centres and now to a currently emerging goal of ordinary lives for individuals using person centred support and personal budgets These approaches promise to replace a century and a half of scientific pathological models based on expert assessment and of the accompanying segregated social administration which determined how and where people led their lives and who they were This innovative volume explains how concepts of learning disability intellectual disability and autism first came about describes their more recent evolution in the formal disciplines of psychology and shows the direct relevance of this historical knowledge to present and future policy practice and research Goodey argues that learning disability is not a historically stable category and different people are considered learning disabled as it changes over time Using psychological and anthropological theory he identifies the deeper lying pathology as inclusion phobia in which the tendency of human societies to establish an in group and to assign out groups reaches an extreme point Thus the disability we call intellectual is a concept essential only to an era in which to be human is essentially to be deemed intelligent autonomous and capable of rational choice Interweaving the author s historical scholarship with his practice based experience in the field Learning Disability and Inclusion Phobia challenges myths about the past as well as about present day concepts exposing both the historical continuities and the radical discontinuities in thinking about learning

disability Inclusion and Autism Judith Barnard,2000 What does inclusion mean Is it working for people with autism and Asperger syndrome This is the result of a major survey by the NAS of its membership to learn more about their views and experiences of inclusion within education and adult life What does inclusion mean Is it working for people with autism and Asperger syndrome The NAS carried out a major survey of its membership to learn more about their views and experiences of inclusion within education and adult life Overall this report shows that whatever the provision or situation of a child or adult with autism or Asperger syndrome it is essential that their individual needs are addressed and met **Children, Home and School** Ros Edwards,2004-08-02 In contemporary western societies there are increasing emphases on children being the responsibility of their parents contained within the home and on their compartmentalisation into separate and protected organised educational settings Thus home and school form a crucial part of children s lives and experiences This book explores the key institutional settings of home and school and other educationally linked organised spaces in children s lives and the relationships between these It presents in depth discussions concerning new research findings from a range of national contexts and focuses on various aspects of children s and sometimes adult s own understandings and activities in home and school and after school settings and the relationship between these The contributors assess children from a variety of backgrounds and circumstances and consider how these children see and position themselves as autonomous within connected to or regulated by home and school Discussion of the impact of policy and practice developments on the everyday lives of these children is also included **Childhood and Disability** Sarah Beazley,Val Williams,2020-08-11 Drawn from Disability Society over the period 1997 2012 the twelve chapters in this book address a range of personal cultural and institutional arenas in which challenges experienced by disabled children are played out The book includes a mix of theoretical and applied material offering both powerful conceptual tools and practical insights enabling readers to connect the work of recent decades to their own research and questions about disability and childhood Readers will find this book an invaluable resource for understanding what we have learned about disability and childhood through the pages of the world leading international journal in the field The collection makes available a well informed understanding of conditions policies and practices that create disability in children s lives so that we can further the struggle for a more inclusive future in which inequalities structured around impairment are removed The importance of children s own voices for resisting disablement in childhood is clearly foregrounded in this invaluable collection This book was originally published as a special issue of Disability Society Disability and Social Change Sonali Shah,Mark Priestley,2011 Disability and Social Change will reveal how life has changed for disabled people growing up in Britain over the past 70 years from the 1940s to the present day It seeks to provide an in depth examination of the interplay between individual biography and social context **Young Disabled People** Sonali Shah,2016-02-11 Recent policies and government initiatives in many Western countries have strengthened the expectation that young disabled people have the right to be involved in decisions affecting their futures

Many of the choices that are currently taken out of young disabled people's hands including those relating to education and future employment are now being viewed as an opportunity to encourage participation in the decision making process Sonali Shah uses a comparative study of young disabled students within mainstream and special education to determine the influence these recent policies will have on the realization of their long term goals *Young Disabled People Aspirations Choices and Constraints* will be essential reading for academics in the fields of education disability studies and employment policy It will also be valuable to policy makers and teaching and careers professionals *Radical Inclusive Education* Anat Greenstein, 2015-06-12 Many people who work in education start out with enthusiastic ideals about education as a positive force that can spur change in the life of the learner and in society at large yet find themselves frustrated with a bureaucratic system that often alienates and excludes many of its students This is particularly true for students identified as having special educational needs SEN or disability a label often used to justify the ways in which students are failed by a system that focuses on narrow definitions of knowledge seeks to normalise and control behaviour and values economic productivity over other forms of human activity *Radical Inclusive Education* explores how current educational practices such as standardised tests and league tables exclude and fail many disabled students and naturalise educational inequalities around gender class ethnicity and ability Informed by the social model of disability the book argues that educational theories and practices that are geared towards social justice and inclusion need to recognise and value the diversity of human embodiments needs and capacities and foster pedagogical practices that support relations of interdependency The book draws on work in disability studies critical psychology and critical pedagogy and also real life examples from interviews with activists in the disabled people's movement and from research in a school to offer examples of what radical inclusive education that is sensitive to the needs of all students might look like in practice As such it will be of great interest to practitioners and students in the field of education particularly for those interested in SEN and disability sociology of education critical pedagogy informal education and social movement learning

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