



The Case of Inclusion: Why Hard Cases Make Good Law: Exploring Research-Informed Practical Strategies for Inclusion


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Overview of Workshop

- Inclusion: Opportunities and Obstacles
- Taking a Moment to Celebrate
- Why does Inclusion Continue to be Problematic?
- Hard Cases and Good Law
- Confronting the Obstacles
- Let's Talk About Language
- Operationalising Research
- The Environment as 'the Third Teacher'
- Classrooms as Democratic Spaces
- The Role of Reflection
- The Case of Cian
- And Finally...





Opportunities + Obstacles



Word Cloud



Taking a Moment to Celebrate *From 1916... Cherishing all Children of the Nation Equally*

Salamanca Statement

Those with special educational needs must have access to **regular schools** which should accommodate them within a **child-centred pedagogy** capable of meeting these needs. *Regular schools with this **inclusive orientation** are the **most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all**; moreover, they provide an effective education to the **majority** of children and improve the efficiency and **ultimately the cost-effectiveness** of the entire education system.*

(United Nations Educational, Scientific and Cultural Organisation (UNESCO), 1994, p. viii-ix)



Let's Talk About Language...

- The disabled
- The child who is hard of hearing
- The child who is blind
- Wheelchair User
- Invalid
- Cripple
- Severely Disabled
- Down's
- Suffers from
- The Special Needs Child
- The Wheelchair Toilet
- A child with special educational needs
- The Disabled Toilet
- Accessible Toilet
- The SEN child
- Children with disabilities
- Wheelchair bound
- Afflicted with
- The Handicapped Child
- The Child with Mental Retardation
- The normal children
- The autistic child
- The Deaf



- The disabled
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'disability', in relation to a person, means a substantial restriction in the capacity of the person to carry on a profession, business or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectual impairment

(Ireland, 2005)

Disability **Deficit** **Disorder**
Difficulty **Impairment**

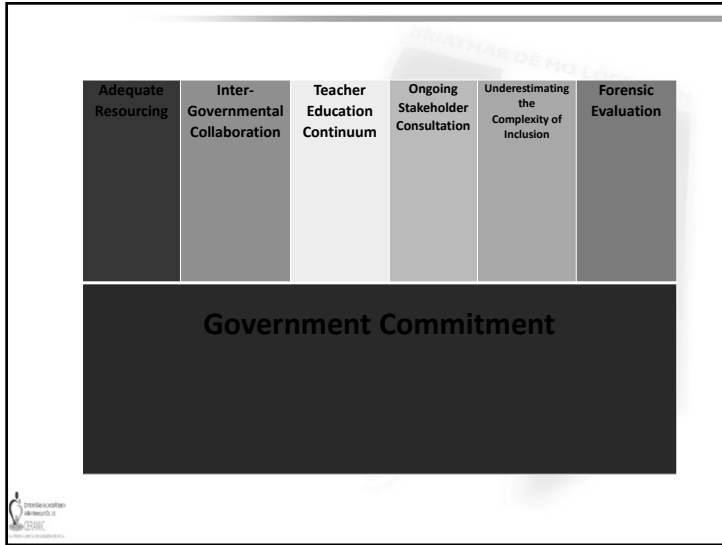
Language shapes our attitudes and attitudes change the world

Difference

Why does Inclusion Continue to be Problematic?

ncse
 An Evaluation of Education Provision for Students with Autism Spectrum Disorder in Ireland
 Patricia Daly, Emer Ring (Principal Investigators), Margaret Egan, Johnnie Fitzgerald, Claire Corbett, Paula Long, Catherine McCarthy, Mary Eileen O'Brien, Anne O'Shea, Sarah O'Sullivan, Marie Byrne (Project Lead) with Ruth Madden and Sarah Callahan (Research Assistant)
 RESEARCH REPORT NO. 21

Daly and Ring et al. 2016

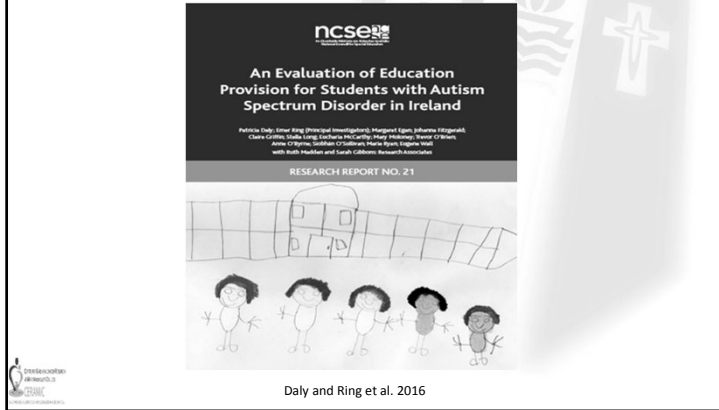


Hard Cases and Good Law

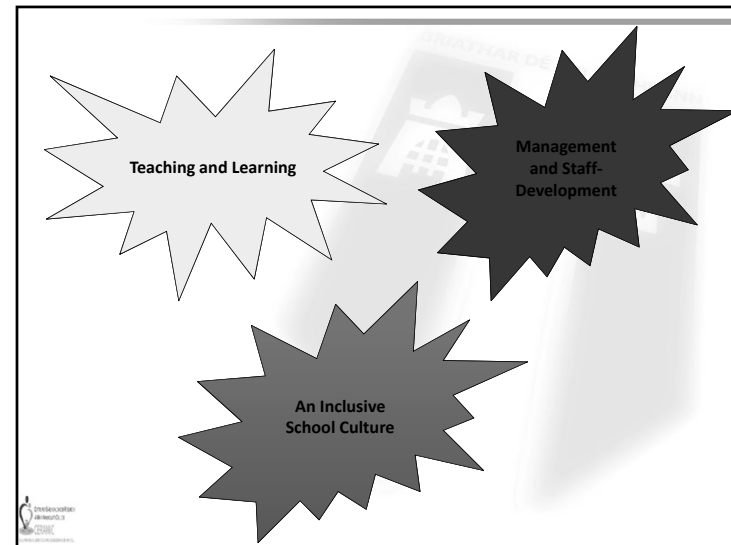
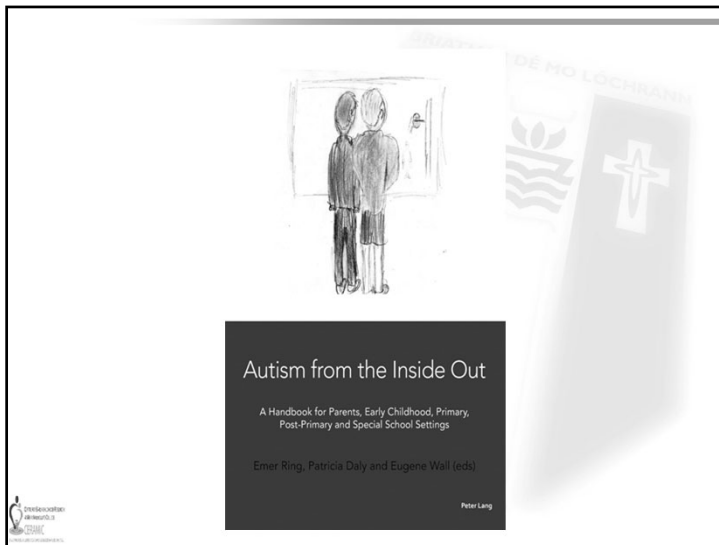
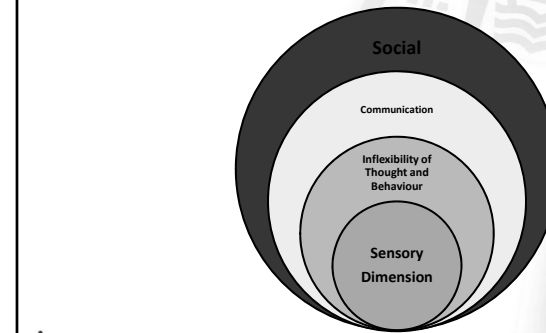


- **O'Donoghue v Ireland (1993/96)**
'Education essentially is the teaching and training of a child to make the best possible use of his inherent and potential capacities, physical, mental and moral'
Mr. Justice O'Hanlon
- **Sinnott v. Ireland (2000/2001)**
'...the constitutional duty of the State to provide for free primary education is owed to children and not to adults'
Mr. Justice Geoghegan
- **O'Cuanacháin v. Ireland (2007)**
'Given the wide range of differences between all children with autism, where no single child will have identical needs, and each will need to be considered separately in order to decide exactly what intervention is needed and from time to time as progress is made and as the child grows, it seems obvious that the model of provision decided upon by the Minister must be broad in nature in order to accommodate those differing needs in such children'
Mr. Justice Peart

Confronting the Obstacles




DSM V: Autism Spectrum Disorder



Teaching and Learning

- Children's experiences are planned with the needs of all children in mind.
- Strategies are in place to promote the participation of all children in learning.
- A range of appropriate pedagogical approaches is used to support the holistic development of all children.
- Play and playful learning are key features of practice for all children.
- All children's communication and interaction are promoted.
- All children's views are valued and responded to.
- Early identification of children who require additional support is central to practice.
- A variety of approaches to observation, recording and assessment is in place.
- Teachers plan, implement and evaluate children's learning in partnership with children, parents/carers and relevant others.
- Positive relationships are understood and nurtured.
- Children's specific assessed needs are understood as 'signposts' that support children's learning and development.
- External assistance is elicited where required to support the school in meeting children's additional needs.




An Inclusive Culture

- All children are welcome.
- All children are valued.
- A focus is placed on promoting respectful interactions.
- There are high expectations for all children.
- Partnership with parents/carers is actively promoted.
- Difference is acknowledged and celebrated.
- The environment accommodates the needs of all children.
- All policies are inclusive policies.



Management and Staff Development

- Support for children with additional needs is co-ordinated.
- Staff members are encouraged to avail of continuing professional development opportunities.
- All staff are aware of their roles and responsibilities in relation to the promotion of inclusive practice.
- The expertise of staff is acknowledged and utilised.



Operationalising Research



Loris Malaguzzi 1920-1994

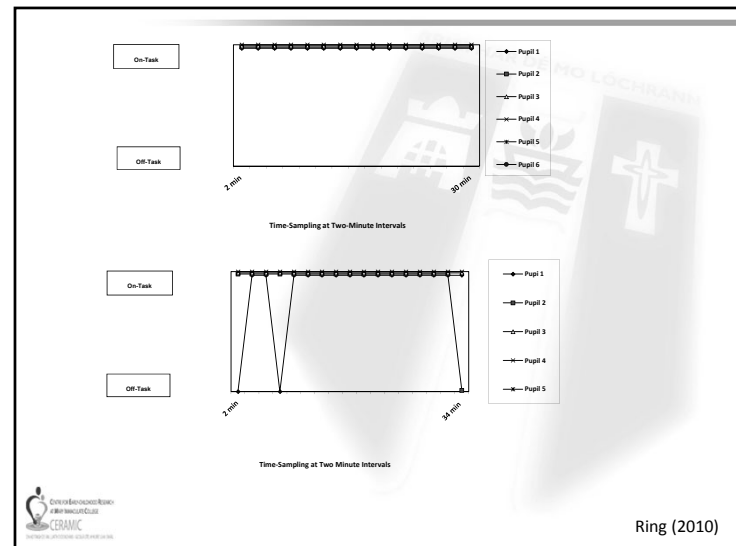
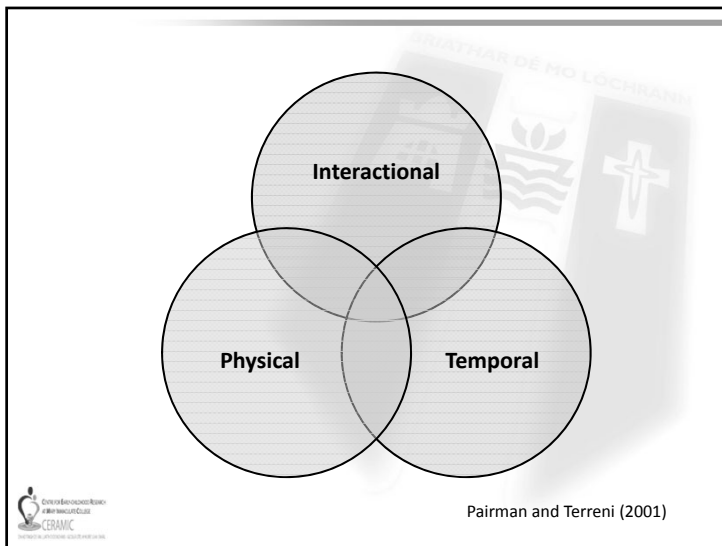
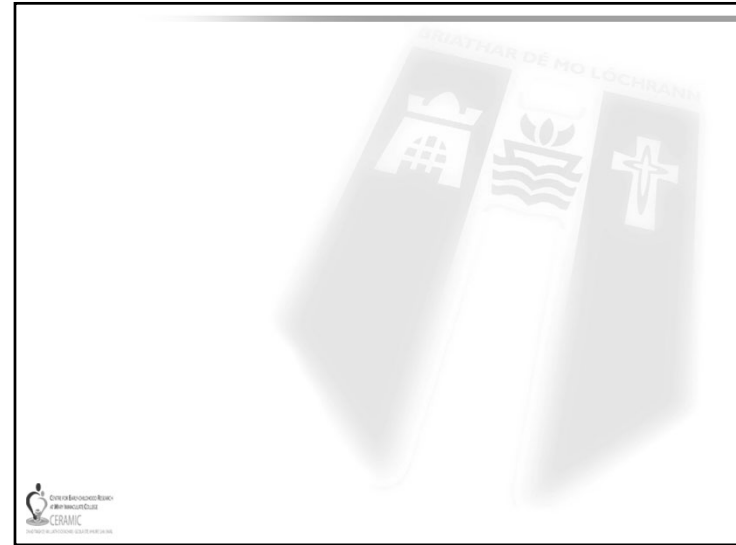



The 100+ Languages

Edwards, C., Gandini, L. and Forman, G. (eds) (2012)


**The Environment as the Third
Teacher**









Physical:
Space
Resources
Aesthetics
Sensory



Carter (2017)




Physical



<https://www.youtube.com/watch?v=Y00TeUWM1mU>

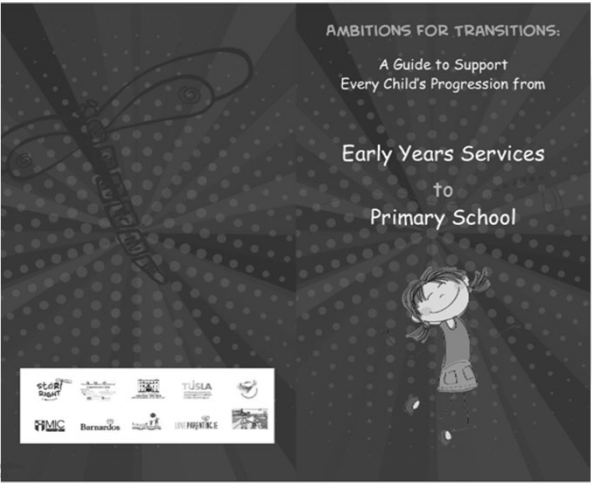


**Temporal:
Routines
Predictability
Sensory**




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RESEARCH IN EARLY CHILDHOOD DEVELOPMENT

**AMBITIONS FOR TRANSITIONS:
A Guide to Support
Every Child's Progression from
Early Years Services
to
Primary School**



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Temporal



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https://www.youtube.com/watch?v=DgDR_gYk_a8

**Interactional
Quality of social
interactions
Sensory**



Interactions Drive Development

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Melhuish (2015)



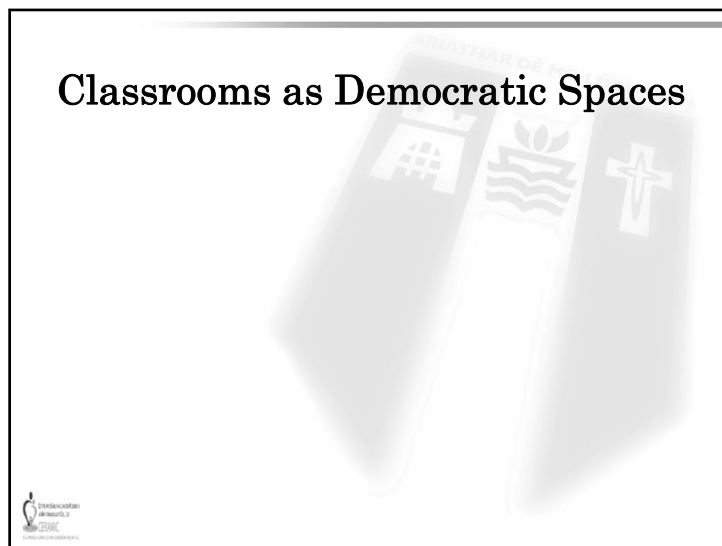
People will forget what you said, people will forget what you did, but people will never forget how you made them feel

Maya Angelou 1928 -2014

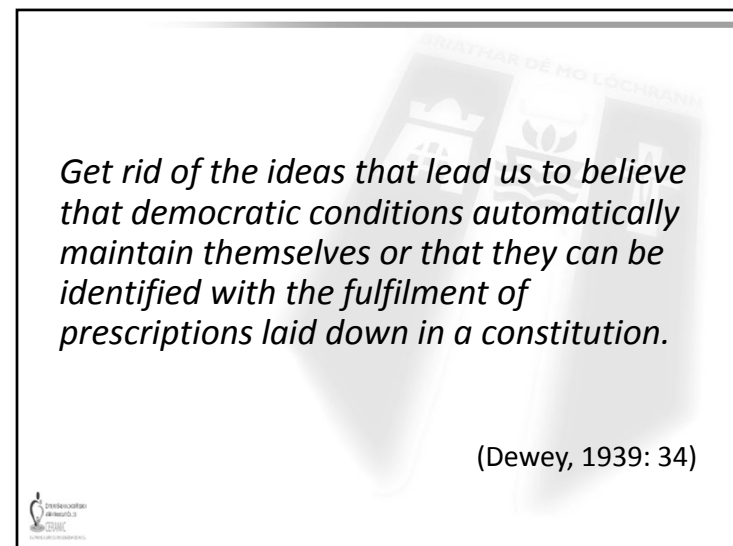



Interaccional

<https://www.youtube.com/watch?v=bXwxmMKBzWk>




Classrooms as Democratic Spaces



Get rid of the ideas that lead us to believe that democratic conditions automatically maintain themselves or that they can be identified with the fulfilment of prescriptions laid down in a constitution.


(Dewey, 1939: 34)



The teacher's part...is that of interpreter and guide as the child re-enacts, rediscovers and re-constructs his experience from day to day. The teacher sets the stage for the moving drama of the child's life...

(Camp Mayhew and Camp Edwards, 1936: 253)


We know that...



Research continues to confirm that young children can provide valuable insights into how they perceive their education experiences and underlines the importance of embedding a pedagogy of voice and a pedagogy of listening for children from the beginning.

(Ring and O'Sullivan, 2018)

Ring and Mhic Mhathúna et al., 2016



An examination of concepts of school readiness among parents and educators in Ireland

DEPARTMENT OF CHILDREN AND YOUTH AFFAIRS
2016

Ring and Mhic Mhathúna et al., 2016

Methodology

Two-Phase Sequential Exploratory Model
Phase One: Qualitative Phase

- ▶ Purposive sample of primary schools and feeder early learning and care (ELC) services Semi-structured interviews and child conferences.
- ▶ Semi-structured interviews and child conferences

Participant	Number
School Principals	7
Junior Infant Class Teachers	7
Early Learning and Care Managers	9
Early Learning and Care Practitioners	9
Parents of children availing of the universal ECCE scheme	30
Children	57
Total	119

Phase Two: Quantitative Phase

- Survey of the entire population of primary schools (N=3,299) and early learning and care (ELC) services participating in the free pre-school year in ECCE scheme (N=4,201).
- Probability sampling used to select 500 schools and 500 ELC services.
- Primary school sample stratified according to:
 - Needs profile (mainstream/ special schools);
 - Composition (boys/girls/mixed gender);
 - Socio-economic grouping (DEIS/non-DEIS);
 - Geographical location (city or suburban / large town / medium town / small town / village or rural);
- Sample of ELCs stratified according to:
 - Ownership / management (community / private)



School Readiness was associated with...

Early Learning and Care Practitioners

- Recognising and writing the letters of the alphabet.
- Recognising numbers and basic counting.
- Knowing letter sounds.

Primary Teachers

- Interest in language and communicating.
- Independence and autonomy.
- Self-regulation.



For parents School Readiness was associated with...

- Recognising and writing the letters of the alphabet.
- Recognising numbers and basic counting.
- Knowing letter sounds.

Only Four Parents Mentioned Play as being Important in Preparing Children for School.

Ring and O'Sullivan 2017



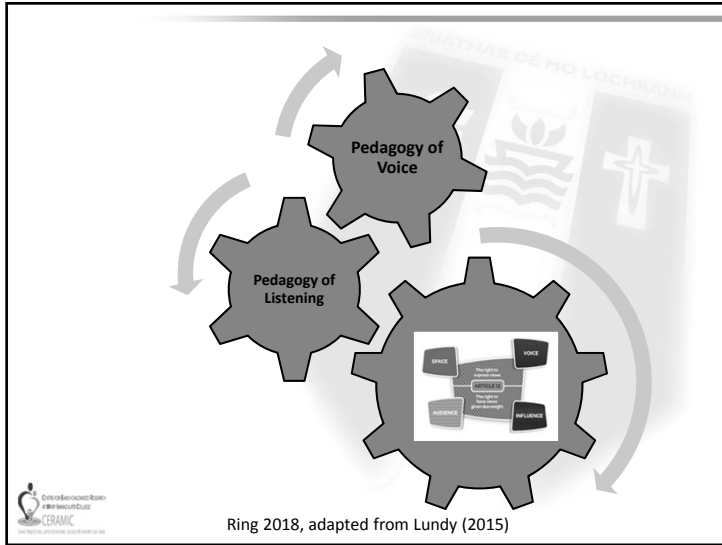
For children starting primary school, School Readiness was associated with...

- Being able to do homework.
- Knowing numbers and letters.
- Knowing letter sounds.
- No more play.



Ring et al. 2016; Ring and O'Sullivan 2018.





Democracy is not a free for all, and children have to understand that and parents too; democracy doesn't mean getting your own way- it means a balance of listening and speaking'

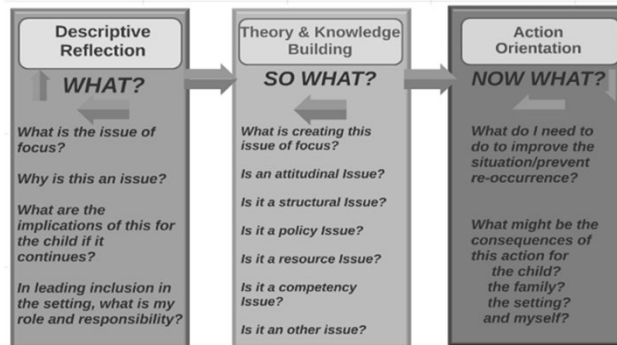
(Turner, 2017: 24)



The screenshot shows the 'Upcoming Webinars' page on the Teaching Council website. The page title is 'Upcoming Webinars' and it lists a webinar for December 2018: '5 December, 8:00-9:00 p.m. "Student Engagement"'. The list of speakers includes Dr. Anna Moriarty, Dr. Emer Ring, Michael McGinley, Lauren Carr, and Adam Graham. The page also features navigation tabs for Registration, Research, and FE/LE, and a sidebar with links to Research (CROI), Research Support Framework, and Research Library.

<https://www.teachingcouncil.ie/en/Research-CROI-/Research-Webinars-/Upcoming-Webinars/>

Reflection



Horgan, O'Byrne and Ring 2017

The Case of Cian

Speaking at a conference on teacher action research, the renowned author and early childhood educator Vivian Paley recounted a time a professor of education asked her why anyone should listen to what just one school teacher had to say about just one group of children. Paley confided in the audience that she thought the question a bit rude, but she replied politely: 'because it is the only way to find out what one teacher thinks'.

(Cooper 2009, p. 1)



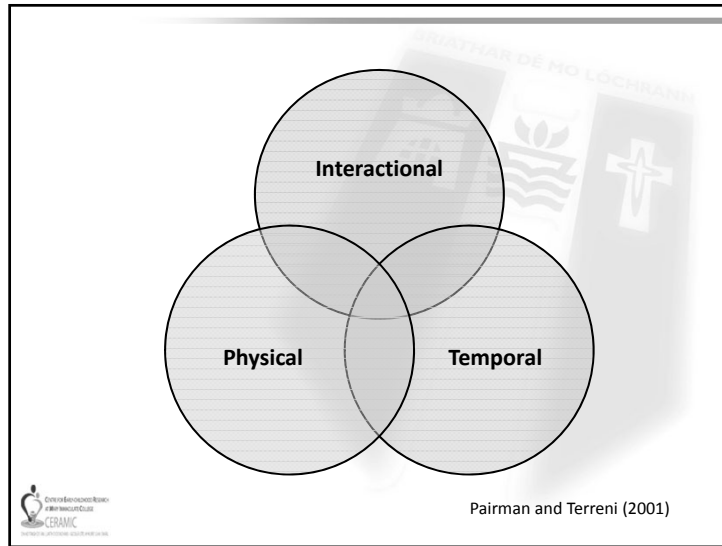
I can remember the frustration of not being able to talk at age three. This caused me to throw many a tantrum. I could understand what people said to me but I could not get my words out...I can remember thinking logically to myself that I would have to scream because I had no other way to communicate...My behaviour was like a tripping circuit breaker.

Temple Grandin (1995)



My name is Cian, I am eight years old. I live with my Mom, Dad and older sister, Aisling. I am in second class in Bally National School. I like music and art. At home, I make lots of lego models. I understand what adults and children are saying but sometimes finding words is hard for me and I can be slow answering. Loud noises and bright lights make me want to wave my hands or sometimes if it is very bad run away. I don't understand why all my friends like playtime. I like doing my work when I am interested in what I am doing and when the classroom is not so noisy. I find it hard to remember what comes next every day in class.





'A lot has been learned from our years of trial and error in breaching the long impassable frontier of educating the 'ineducable' and including the excluded in order to realise that every child can learn if they are appropriately helped to do so'

Swann, 2000

From *Exclusion to Inclusion to Inclusion*, *Frontline* 44 pp. 26-28

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Inclusion Matters...

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