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Effective or Affective

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Effective or Affective

Practices for Inclusion

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Aim of this presentation

- Challenge colleagues and fellow academics to consider whether 'inclusion' of children with autism and intellectual disability in mainstream education in Irish primary schools is creating exclusion and generating new vulnerabilities for these children

- We need to question our practices and keep seeking to find the truth in how we support children with autism

- We need to look at our pedagogical approaches to inclusion, inclusive play **and** to explore how they can think, plan and act inclusively of all children and learners

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The Research Project

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• This paper emerges from a larger qualitative, case study on the literacy practices of children (n-35) aged 6-10 years with autism, their parents (n-34) and their teachers (n-14). Observations (63) of classroom practice and interviews (45) provide evidence of inclusion and pedagogical practices within these specific classrooms.

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Inclusion: EPSEN (2004)and UNCRPD

- A fundamental aspect of the UNCRPD is **the development of a respectful, inclusive education for people with disabilities among their non-disabled peers**.

- Ireland, while late to the notion of inclusive education, is working towards and has legislated for (EPSEN Act, 2004) a concept of inclusion in education.

- The question of who needs 'special' education within an 'inclusive' setting has come to the fore highlighted by the education needs of children with autism.

- 82% of special education provision is specific to autism support, yet we still have insufficient places within the mainstream (1500 classrooms)

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Rights Based Agenda: UNCRPD and UNCRC

- UNCRPD Article 24 (1) b. The development by persons with disabilities of their <mark>personality, talents and creativity</mark>, as well as their mental and physical abilities, to their <mark>fullest potential</mark>

- UNCRC - 25 years on… is it time to reflect??
  - Article 31 - The Right to Play
    - To engage in play, recreation and leisure
  - Autism and Play – Play as a support to learning
    - Jordan & Libby (2012, pp.25) Play is rarely referred to as a pedagogic tool, limited value placed on play versus other pursuits such as 'work'
    - Conn (2016) Focus is on pretend play but other forms are over-looked
    - Jordan & Libby (2012, pp.36) adamant that play 'can be a valuable part of the curriculum for pupils with autism'
    - Aistear framework – poorly understood and not embraced in autism teaching and learning

Are we (IRE) do the 'right thing' or doing things right?

- What constitutes inclusion for children with autism in our mainstream primary school system?

- Dillenburger (2012) 'Why re-invent the wheel?'
  - having the same educational experiences as non-disabled peers
  - having access to an authentic and appropriate curriculum
  - connecting and belonging to your peers in a culturally and socially respectful manner

- O'Síoráin, C. A., McGuckin, C., & Shevlin, M. (2018) and Goodall, C. (2018) all draw attention to pedagogical practice for effective teaching, learning and inclusion

- So, is this ideology of inclusion being achieved or do we need to 'reinvent the wheel'?
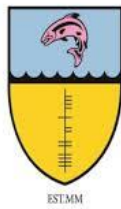
Movement	Locked doors, long corridor separates from rest of school, no contact with mainstream	Unlocked doors, Free movement throughout school, scheduled and unscheduled inclusion, next to mainstream classes and PE hall	Locked doors, no movement outside of area, no contact with mainstream	Unlocked doors and free movement throughout school, scheduled and unscheduled inclusion	Unlocked doors with free movement, extensive scheduling of SNA and pupil movements, all academic lessons held in mainstream class, social and language learning in unit.	Unlocked doors, senior pupils are integrated for non-curriculum lessons. Junior pupils remain within the class.	All pupils assigne to mainstream class and remove to learning support/resource as timetabled. All learners have SN/ provision
add on over the years.		80's	classes built on as pods.	educational need classrooms	refurbished	on as wings and pods

Design structures and the 'affect' of exclusion?

Introspection

From an initial exploration of the term 'inclusive environment' it leads us to think that an 'inclusive environment' is purely a matter of architecture

- 6/7 schools within this project demonstrate how the architecture of the buildings can create and embed exclusionary practices and generate other social vulnerabilities for these children

Banks & McCoy (2017) - 50% lack of mobility from special education classrooms = a lack of engagement with peers

- So where is play and learning through play?

Is this 'containment'?

Is this what Imrie and Kumar (1998) term 'apartheid by design'? (cited in Mitchell, 2014, pp.238)

How do Children with Autism Benefit from Education?

Evidence from Research and observations

Case Example School (G)			Case Example School (F)			Case Example School (B)			Case Example School (E)		
Time	Activity	Learning, routine or functional	Time	Activity	Learning, routine or functional	Time	Activity	Learning, routine or functional	Time	Activity	Learning, routine or functional
9am	Free play area	Functional	9.05am	'Movement' class	Motor skill instruction	9.05	Morning assembly	Preparing for today's tasks. Connecting to understanding by scaffolding and connecting	9am	Researcher interviews with parents as classes held across school Observation starts late	
9.10	Morning Song/Role call	Routine	9.25am	Theraputty activity for P(c)	Functional with instruction	9.10	Homework review with P(e)	Supporting completion of tasks, one-to-one	11.45	Group Maths work with P(a), P(b), P(e) and peer from mainstream T2 leads 1 SNA supporting	Peer-to-peer learning seconds in minute, minutes in hour, T2 reviews time spent this morning
9.15	Free Choice	Functional	9.32	Reading class P(d), P(e), P(b)	Reading and comprehension instruction	9.15	Breakfast club	Routine		Maths cont. T1 leads	Personal schedules and locating current time and task, SNA schedules, T schedules, pupil schedules
9.23	Motor sensory class for P(a)	Motor Skills development- Learning	9.43	Free play	Functional	9.25	Impromptu Social Story with P(d)	T draws story and relates consequences		Maths continued T1 and T2 co-teach	Bus and Rail timetable and linking with personal

9.35	Independent desk work	Functional	9.50	Writing class with P(c) and P(a)	Formation of the letter 's' instruction	9.30	Movement Class and Music	T instructs and models movements, T instructs on tempo (speed and pace)		Maths continued P(c) and P(d) join group 2 more SNAs join	Peer group recap with T and Transitions to independent work stations with task specific
9.50	Free play area	Functional	10am	Bingo word game- sight word task	Word identification task	9.40	Group time	Prepositions, using bean bag and body awareness	12.30	Observation ends	
10am	Lunch	Functional/routine	10.10	Yard time followed by small lunch	Routine	9.50	Maths class	Time, clocks and time in day			
10.20	Yard	Functional	10.45	'Circle time' roll, weather, song	Routine, T uses questioning to check comprehension	10.20	Free play SNA distributes treats	Functional and sentence completion task – describe treat			
10.40	Music time	Listening and responding - Learning	11.05	'Story time'	Reading strategies modelled	10.30	Yard and small snack time	Routine			
10.50	Phonics	Listening and responding, reading -Learning	11.15	Homework review with P(d), Maths instruction	One-to-one direct instruction	10.50	Planned GAA training with peers	GAA coach provides instruction. T and SNA encourage play			
11am	Independent desk work	Functional	11.50	Yard and big lunch	Routine	11.40	Reading class	SNA and P(b) Comprehension check			
11.15	Ball Pool	Sensory support, Functional	12.00	Observation ends		11.50	Reading class cont.	T with P(a), P(e) and P(f) Word recognition, capital letters,			

								writing explanation texts			
11.30	Free play area	Functional				12.10		Observation ends			
11.40	Music Time	Using instruments and following instruction									
12noon	Observation ends										

Effective or Affective? The findings

- Segregation remains a significant issue for a significant proportion of the pupils with autism in mainstream education.

- The findings indicate clearly that the structure of the classrooms and positioning of the units happen before the enrolment of the pupils and therefore set in motion a persistent negative expectation for problematic behaviours associated with autism traits.

- The needs of learners with autism is not articulated in some of the design structures of these classrooms.

- Findings correlate with research by Imrie and Kumar (1998, p. 363/5) that this type of placement is 'perpetuating the concept' that 'being different' aligns with being 'unable' and therefore requires a differently built environment. While children with autism may have specific challenges, such as sensory issues, it surely doesn't warrant 'back door treatment'?

- Evidence within the settings suggests 'ethical sinkholes' are created when little introspection occurs on ideology of inclusion and the practice of inclusion.

- It is well established that providing an inclusive learning experience for learners with SEN is challenging and consideration of capacity within staff is an important feature. Where inclusion was effective it was evidenced that there was a transformative and transactional leaders at the helm.

Play: effective or affective?

- Little evidence of structured play as a teaching and learning strategy
- Play is poorly positioned
- Mesibov et al. (2016) caution 'solitary wandering' leads to distress
- When play was evident it was relational, reciprocal and demonstrated key language skills

- Playful Pedagogues?
- 14 teachers were observed in practice – non presented as play partners
- Conn (2016) Play = communication and social attunement
- A happy note! The role of the SNA

O'Síoráin, C. A., & Shevlin, M. (2019) Education Matters (Forthcoming)

Thank You