Does special needs education need to be special? (Risks and opportunities)

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A problem?

• What is special education?

• What has it got to do with cricket?

• Length of the game
• Who is who
• Field positions
• Rules of the game
A problem?

- My son
  - one to one support
  - speaking
  - listening
  - sensory delights
  - focus of attention
  - own priorities

- I was filled with questions
  - Why was I taking him?
  - What was I intending him to gain from this?
  - Did I want to be my father?

- My aim was to educate him — But how?
  - The over & twiglets
A problem?

- Boundaries and David Willey

- Sensory or emotional moments
- Time (Swimming, cycling, skiing)
A solution?

- What I was trying to achieve for my son was nothing out of the ordinary - it was educational and transformational.
- To achieve it I had to do it on his terms, even though it required him to engage with an activity with its own cultural meanings, social practices and physical actions which were of little relevance to him and of which he had no predictable understanding.
- But isn’t this what all education is about?
- Isn’t it about finding ways to enable the uninitiated to engage?
- Surely, it is about transformation of understanding and identity and agency to enable participation, spread across many years.

- But unfortunately it is not. Not in practice. Not for a lot of people.
- The purpose of education seems to be subsumed by processes and structures, dominated by an overemphasis on what might be seen as component parts of that wider goal (e.g. behaviour, grades, subject knowledge, school identity).
Challenges for early intervention and special education

- School struggles: disabling my son, shifting him to other activities, doing work for him, separating him; practitioners conviction in training...(e.g. The Iron Lady)
  
  But....

- I really do doubt that such struggles as teachers had with my son would have been changed in any way by some new idea or way of working or discovery or invention.

- There is not a new thing out there which will resolve the problem we face. There is not a new theory or practice waiting to be discovered.

- We live in a world of multiple theories, which overlap and compete, contradicting and confounding to such an extent that theory is largely irrelevant at the level of learning and its support.

- We live in a world of multiple practices with numerous experts telling us which is best.
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**What evidence can experts rely upon?**

In large scale systematic literature reviews and meta reviews the **lack of evidence** is clear:

- Parsons et al (2009) - best practice provision for children placed on the autistic spectrum
- Wang and Spillane (2009) - social skills interventions for children with autism
- Danforth & Kim (2008) - inclusive practice for students diagnosed with Attention deficit hyperactivity disorder (ADHD)
- Marschark et al (2011) - effective practice for children who are deaf and children who are hard-of-hearing
- Rix et al (2009) - effective pedagogy to support special educational needs effectively in mainstream classrooms

It would seem that the quality of studies and their reporting is poor:

- Therrien, Zaman, & Banda (2010) and Parsons et al (2009) point to the poor quality of studies and how they are reported in relation to learning disability and autism that evidence for teachers in relation to learning disability
Challenges for early intervention and special education

What evidence can experts rely upon?

There is a strong current of thinking that the research is not relevant to those for whom it is or might be intended

- Disabled activists suggest research is often unrepresentative and not in the best interests of participants (Kitchin, 2000).
- McLesky and Waldron (2011) noted that evidence based approaches were used rarely if at all in either separate provision or the mainstream.
- Patrick, Anderman, Bruening, & Duffin, 2011 point out that there is a “disconnect between much educational psychology research and practitioners’ needs and concerns” (p75)
- McInerney (2005), a professor of Educational Psychology, suggests that “recent theory and research seems to have had a disappointing impact on educational policy and practice” (p596) and that outdated ideas from earlier eras dominate.
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My theory

• I am primarily a socio-culturist.

• Other people are convinced by other theories or practices (which to me may seem unsubstantiated or circumstantial).

• Effective practices can arise from all kinds of theory.

• I am certain that we don’t need neuroscience or psychological models or behaviourist programmes to explain learning.

• Supporting someone in learning is a social process.

• The moment of learning and teaching is a moment of social interplay.

• It occurs within a complex dynamic social and physical environment.

• Even labelling the components of this complex interplay reduces our capacity to represent its fundamental inter-relationship.
A expansive model of interdependence

Dynamic environmental circumstances
Dynamic social connections
Dynamic social circumstances
Dynamic social histories
Dynamic social structures
Dynamic biological processes
Challenges for early intervention and special education

Our focus upon the individual

It is at the core of how we think about education:

- Behaviour (Graham, 2006)
- Intelligence (Hand 2007)
- Development (Hedegaard 2009)

It is at the core of how we plan, deliver and assess education

- English National curriculum or Norwegian Adaptive Curriculum
- English Early Years Foundation Stage
- Developmental journals
- Personalisation of services
- End of school exams
- Individual Education Plans (IEPs)
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Our focus upon the individual

What about new ways of thinking?
E.g. response to intervention (RTI)?

An RTI continuum of placements and services (Fuchs et al 2010)
Challenges for early intervention and special education

What about response to intervention (RTI)?

Reynolds’ (1962) hierarchical structure of special education

An RTI continuum of placements and services (Fuchs et al. 2010)
Challenges for early intervention and special education

**Our focus upon the context??**

- The self is a social process aligned to the reactions of others (Cooley, 1902; Mead, 1934; Becker, 1963).

- ‘Development’ cannot be separated from social and cultural processes, values and goals.

  *Human development is a process in which people transform through their ongoing participation in cultural activities, which in turn contribute to cultural communities across generations. (Rogoff, 2003, p37)*

- Bronfenbrenner (1977) was calling for research which explored human development in the context of the ‘dynamic relation between person and situation’ (p515)

- Vygotsky recognised that impairments are only perceived to be not-normal within social contexts and the teacher’s job was not to deal with biological factors but with social consequences.
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Our focus upon the context??

Even when we focus upon context we focus on independent cultural variables (Rogoff, 2003) which are around the individual child:

For example

• family-centred practice

• assisting parents as teachers or co-interventionists

• developing practitioner skills

• developing practitioner networks

• developing narrative assessment focussing upon the child’s perspective
The tension between the individual and social is evident in many fields.

- E.g: economic theory - a network of individuals and the communal nature of economics.
- E.g: philosophy - individual reason and collective disputation of ideas
- E.g: media - celebrity and social responsibility
- E.g: politics - choice and universal services

Within *special* and *inclusion* the individual and social are often put in opposition. Others try to situate them together.

- E.g: Norwich (2002)suggested an individual level of analysis is more relevant to teaching, learning and assessment, whilst the social level is more relevant to policy, though they can contribute to each other

- This kind of unifying presumption is shared by advocates of the International Classification of Functioning, Disability and Health (ICF) with its biological, psychological or social levels of analysis
The Bio-psycho-social model
A expansive model of interdependence
Challenges for early intervention and special education

Why is the individual problematic?

- The focus upon the individual does not provide a mechanism by which to challenge legacy practices or the wider social context.
- A focus upon an individualised assessment and intervention program leaves everything as it is. (*We are seen to be doing something based upon solid research evidence, but problem will not have gone away?*)

- A commitment to individualisation can rapidly lead to marginalisation.

  E.g: An adaptive approach - adapted to meet needs of individuals
  - studying different curriculum to peers (e.g: English in Norwegian)
  - studying in a different part of the school (e.g: Outdoors alone)
  - studying in separation (e.g: Strengthened school).

- It impacts on both the individual and collective.

  E.g: Assessing and classifying individuals defines both those who fall within and outside categories (Waterhouse, 2004; Gillman et al 2000)
  - Bureaucracy
  - Funding
  - Identity
  - Inside/outside positions.
Challenges for early intervention and special education

Why is the individual problematic?

• Variation in diagnosis locally, nationally and internationally (Rix, 2015)

• Reliability and tendency to prioritise diagnosticians own area of expertise (Bickman et al 2012)

• Rejection of assessment tools – E.g: IQ - corrupt research, lack of evidence , biased processes, shifting score systems (Mackintosh, 1998; Mirza, 1998; Borthwick, 1996; Howe, 1997; Flynn, 2000)

• American Psychiatric Association’s DSM-5 is “sorely lacking in objectivity or comprehensiveness” & “potentially creating false epidemics of misidentified pseudopatients” (Frances & Widiger, 2012)

• The British Psychological Society’s Division of Clinical Psychology (BPS – DCP, 2013) called for “a paradigm shift in relation to functional psychiatric diagnoses” which “provide a flawed basis for evidence-based practice, research, intervention guidelines and the various administrative and non-clinical uses of diagnosis.”
Challenges for early intervention and special education

The tension between the individual and context

Do parents and practitioners recognise the wider role played by the context?

Do parents and practitioners apply their understanding of context within their formal assessment processes?

(based upon Rix and Paige-Smith, 2011)
Challenges for early intervention and special education

The tension between the individual and context

Interview view of parent and practitioner concerns
Challenges for early intervention and special education

The tension between the individual and context

Document view of parent and practitioner concerns
Challenges for early intervention and special education

The tension between the individual and context
How we hide the context

- The assessment ignores the continuously changing circumstances that arise from the moment by moment negotiations and decisions that involve all the participants, their support networks and the policies and established practices and resources with which they work.

- As with nurses (Bowker & Leigh Star 1999), the systems used to record information socialise us into a 'thought world' which integrates top down criteria into day to day practice.

- We fit our experiences of work into the schemas of our organisations. Without realising we resolve the problems caused by the mismatch between policy and the dynamic context:

  “The gap to be bridged lies between reality and process, and it is bridged by the improvisation inherent in practice – so deeply inherent that the practitioners themselves are barely aware of it....”

  (Brown & Duguid, 2000 p108)
Learning activities should be incorporated into the family’s daily life (e.g.: Bernheimer & Keogh, 1995; Edwards et al. 2003).

But home programmes of EI impose a burden on parents. Mahoney et al (1999) outline some of these burdens and conclude:

Gallagher et al (2004) identify 4 stressors. Parents in EI have to:
- gather information on their child, their condition and support;
- deal with personal and relational distress within the family;
- meet biological, social and economic resource needs of the child;
- personal confidence a result of the other stressors.

…but that just scratches the surface.

In case study research in 2015 we identified 105 pressures — though parents if asked may not see them as such.
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<thead>
<tr>
<th>J and D</th>
<th>K and J</th>
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<tbody>
<tr>
<td>Having a child who demands attention forcibly</td>
<td>Having two children to focus upon</td>
<td>Not being able to fool your child with toy/pretend technology</td>
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<td>Having a child who does not easily engage in social situations</td>
<td>Having two children to focus upon</td>
<td>Being a long way from the library</td>
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<td>Having a child who stays close to your side all the time</td>
<td>Not knowing what the programme will involve</td>
<td>A child who wants to go out to groups</td>
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<td>A child who has drawn on your walls</td>
<td>Not having time to sit and read for yourself</td>
<td>Not having the means to take your child out easily</td>
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<td>Feeling you need to know what your child should be doing at a particular age</td>
<td>Having to learn different ways of parenting for different children</td>
<td>Wanting to start the child on activities as early as possible</td>
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<td>Comparing you child to other children</td>
<td>Housework</td>
<td>Feeling you must be the first teacher</td>
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<td>Having time to spend with your child</td>
<td>Partner’s working hours</td>
<td>Having to make things fun</td>
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<td>Wanting your child to be at a particular level by the time they start school</td>
<td>Child’s moods</td>
<td>‘Knowing’ that getting it right will benefit all aspects of the child’s life</td>
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<td>A child who uses the phone to make real phone calls</td>
<td>Other people’s attitudes to bringing up children</td>
<td>Feeling you can always improve</td>
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<td>Feeling you are doing the best you can but could learn more</td>
<td>A child who is not ‘developing’ as you have learned to expect</td>
<td>Not being easy to get you and the child out of the house early in the day</td>
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<td>Not wanting to miss a session</td>
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<td>Feeling things get in the way of you doing more</td>
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<td>Having to make decisions about going back to work</td>
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<td>Feeling you ought to be reading a lot with your child</td>
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<td>Believing you ought to learn from an expert</td>
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<td>Feeling you ought to get your child to write in notes to people</td>
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<td>Feeling you are interfering if you are proactive in a group session</td>
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<td>Feeling your child needs to attend more groups activities</td>
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<td>Having a range of developmental priorities for your child</td>
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<td>Not liking messy play</td>
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<td>Having a partner who is funnier than you</td>
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<th>C, L &amp; K</th>
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<tr>
<td>Concern that children will draw on walls.</td>
<td>Having too many books</td>
<td>Children repeating your swear words</td>
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<td>Playing messes up a flat</td>
<td>Having to read books repeatedly</td>
<td>Being assessed by professionals</td>
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<td>Children not interested in stories</td>
<td>Concern about computers impact on reading</td>
<td>Wanting to limit children’s screen time</td>
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<td>Children ‘developing’ at different rates and in different ways</td>
<td>Parents must continue formal learning at home</td>
<td>Children taking your phone and playing with it.</td>
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<td>Not having many books</td>
<td>Reading to a child is tedious</td>
<td>Wanting to everything you can for your child</td>
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<td>Books being expensive</td>
<td>Reading is part of the parents job</td>
<td>Feeling you have to become involved in your child’s reading and writing</td>
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<td>A partner who does not read</td>
<td>Concern with being able to remove marks a child might make with a pen</td>
<td>A family history of successful early readers</td>
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<tr>
<td>Limited literacy yourself</td>
<td>Feeling you did not get enough support in your childhood</td>
<td>Having to read a book many times</td>
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<td>Battles between siblings</td>
<td>Making sure you do not repeat the mistakes of your upbringing</td>
<td>Having a headache</td>
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<td>Not mixing with other children</td>
<td>Being tired</td>
<td>Having to buy props to support reading and writing</td>
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<td>Relying on christmas and birthdays as a source of books</td>
<td>Being pregnant</td>
<td>Children who like to do their own thing</td>
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<td>Not being able to get out much</td>
<td>Feeling you need to justify how much you do with your child</td>
<td>Not being very good at making up words for songs</td>
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<td>The expense of getting out</td>
<td>Having to read up to 35 times a week to your child</td>
<td>Always having to find new ways to engage with your child</td>
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<td>Not having easy transport</td>
<td>Having to do drawing activities daily</td>
<td>Inappropriate behaviour for the situation</td>
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<td>Having to deal with partner's needs and wants</td>
<td>Making sure you write out of reach of your child</td>
<td>Having to make the effort to carry out activities</td>
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<td>Feeling and ‘knowing’ you could do better</td>
<td>Wanting your child to mix with more people</td>
<td>Having to interpret a child’s attempts at communication</td>
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<tr>
<td>Wanting to feel you are doing okay</td>
<td></td>
<td>A parent responsible for carrying out activities with the child with little partner help</td>
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<tr>
<td>Children taking your pen when you are writing something you see as important</td>
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<td>Trying to get wider family to take part in carrying out activities with the child</td>
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The parental pressures could be:

- Negative or positive
- Motivations or constraints
- A motivation to one but a chore or a burden to another or an unknown, both between and within families
- Beliefs about parenting, childhood and learning, a point of reference by which a parent might judge themselves or their children
- Associated with practical day to day living, family personal history or relationships
- Aspirational associations, linked to lifestyle or notions of success and failure

And what about the practitioner pressures, child pressures, policy maker pressures, funder pressures and so forth???
A expansive model of interdependence
E.g: Learning about learning and learning about yourself

With Tim because of his Down Syndrome he doesn’t necessarily learn exactly the same as other children, but by giving that one-to-one help and the experiences he’s able to really develop to his full potential, but it is a matter of lots of repetition, starting things at an earlier age than you would do with another child, so as you’re laying those foundations for him, and so you’re starting you know could be months before another child would be ready for it, for doing that particular thing, and you build it up little by little, step by step until you have reached your final goal.

I think sometimes you do get caught up in what you’re supposed to be doing, and sometimes it’s what’s the parents expectations of you are as well, that they want to see learning, but I do find myself often saying well you know, trying to get the child to do this I often say to all parents ‘we wouldn’t be doing this with another child, they would just playing, we would not be expecting them to sit down, do this, it’s not a natural thing for children to be doing.
E.g: Learning about safety

Softplay sensory room:

- Fibreoptic cable – Chewed? - ‘yes’
- Electric switch – Can be turned on and off ?- ‘no’

Home

I’ll say to him like if I’m drying my hair he used to just come up and chew the wires, and I’ve been like ‘no, no’ and now he does pause as though to see what my reaction was going to be. (Parent, 2009)

E.g: Learning about therapy

A child spoke 2 or 3 words during an hour long session, but spoke over 21 words in 9 minutes when looking at photographs of their day

E.g: Learning about behaviour

A father’s target of stopping his child throwing because it was dangerous behaviour ignored all the other meanings it could have
• Throwing is about discovery
• Throwing is something you can control
• Throwing can be part of a story
• Throwing is a means of expressing emotion...anger, frustration, boredom, irritation, disinterest.
• Throwing is a challenge
• Throwing is a way to fill a box
• Throwing is something that parents can let you choose to do
• Throwing can be something to do with others.
• Throwing is part of playing

• Throwing can be a mistake
• Not throwing is about choice
• Throwing is a way of moving things
• Not throwing is about recognising another person’s wishes and/or power
• Throwing is fun
• Throwing is a way to clear a space
• Throwing is about testing how strangers will respond
• Throwing is something that you get told off for sometimes.
• Throwing is something adults do

• Throwing is about defiance
• Throwing is physical activity
• Throwing sometimes gets no response
• Throwing is something that can hurt people and you have to be careful
• Throwing can be funny
• Throwing can break things
• Throwing can be a way of getting something away from you quickly
• Throwing is something you can do with some things but not others
We were actually going to get round to doing some lollies or licking. I think she bought bread sticks and chocolate spread, we just never got round to doing that, but ‘yeah’ you’re right, you’ve not actually experienced a lolly, so it is a bit sort of futile isn’t it? (Parent, 2009)
E.g: Learning about learning

Now the woman has the box and opens it, and there are bells, and it is in front of me, and I am not sure I am allowed to take this, and mum helps me, and I take some, and now the woman is shaking, and they’re telling me to shake, and then the woman is doing it, and I am looking but they are making me shake, so I feel the shake around my hands, and then they tell me to stop. I start shaking but mum stops me. Now the woman is looking at me telling me it is my turn and I stop. She shakes and asks me to copy. I do, then they make me shake. They shake my hand and tell me ‘well done’. They keep saying ‘Samuel’s turn’, and the boy [beside me] is shaking so I shake, and I look at Gran and shake, and they say ‘its not my turn’, and then everyone is shaking, and I look at them and they tell me to shake so I do, and they say ‘well done’, and then they say ‘stop’, and they’re making me put them in the box. I don’t want to. Mum makes me do it. They say ‘well done, good boy’.

The use of first person narrative is part of the In-the-picture approach to engaging with a child’s experience (Paige-Smith & Rix, 2011; Parry, 2014)
Considering the impact which it has had upon the public discourse it is remarkable how limited the field of inclusion is. Inclusion is not like a subject area or an impairment specific expertise or a separate space. Inclusion cannot claim a specific body of professionals. The individuals and agencies which are called upon to advise in the delivery of inclusion come from fields with very different vested interests; speech and language therapists, occupational therapists, educational psychologists, paediatricians, behaviour intervention agencies, special teachers, Special Educational Needs Coordinators, social-pedagogues, history teachers, maths teachers, physical education teachers, music therapists, psychotherapists and so on and on; a myriad of names and different professions in every country. These are the people who may have reason to commandeer inclusion, who may use it to recoat old practices with which they feel comfortable and which they value.

Apart from those who have claimed it for their already established practices, there are just a few pressure groups, a few consultants, and some policy makers, parents and practitioners spread around the system. All of these have also emerged from the old ways; many have emerged as a result of their frustrations and unhappy experiences within the established systems mentioned above, or because of moments of epiphany. They come with a huge range of priorities and degrees of commitment.

Everyday opportunities?

![Graph showing the relationship between effect size (in months of gain) and cost per pupil. The graph is divided into two sections: promising and may be worth it, with activities like feedback, meta-cognitive, peer tutoring, homework, collaborative learning, phonics, social & emotional, homework (primary), ability grouping, performance pay, mentoring, aspirations, teaching assistants, smaller classes, after school, summer schools, parental involvement, behaviour intervention, and small group tuition. The x-axis represents cost per pupil ranging from £0 to £1000, while the y-axis represents effect size in months of gain ranging from 0 to 8. The graph shows a steep increase in cost for activities with a high effect size, indicating that some interventions may not be cost-effective.](image-url)
Does this mean we forget the individual? No. But we must recognise that the individual only exists in context. They are of context. They are creating and created by context. We must always be considering and planning for the social interactions of which all learners are a part.

• In a systematic literature review of effective special educational provision in mainstream classes (Rix et al, 2009) there was evidence to say that teachers had to:
  ○ recognise their responsibility for all pupils, having respect for them and for all learning, whilst seeing everyone as a learner and engaging with teachers who shared this model of learning;
  ○ recognise social interaction as the means to develop knowledge as well as having clear learning goals and subject skills and knowledge
  ○ plan to scaffold both cognitive and social content, delineating group roles, and using pupils own understandings as resources for learning;
  ○ explore pupils’ understandings, encouraging questioning, making links between areas of student knowledge whilst actively developing skills in a meaningful way, using a range of modes.
Everyday opportunities?

It is about everyday practices, which are readily accessible to the vast majority of teachers.
If they are encouraged and supported and open to the challenge.

• A systematic review into best practice for persons with Autistic Spectrum Disorders (Parsons et al., 2009) suggested early intervention focused on communicative behaviours, and multi modal, naturalistic, child-centred and child-led approaches.

• Marschark et al (2011) systematically reviewed evidence for effective practice in relation to deaf children. They identified everyday strategies and materials which scaffold learning, which were multimodal, focussed upon the representation of concepts and the links between them, making them relevant and authentic.

• In a systematic review of interventions associated with children identified with emotional disturbance/behavioural difficulties (Cooper and Jacobs, 2011) the most successful programmes were simple teacher-lead or whole school approaches.
Predominant learning theory for majority of children is sociocultural.

Notions such as “the zone of proximal development”, scaffolding, learning communities etc are mainstream.

Special is the one field where sociocultural learning has not taken hold.

And from this perspective what happens if signing, PECS, Grid Player, Numicon, Handle approach, kernels etc are not used widely?

Where there is reliable evidence, effective pedagogies (regardless of theoretical basis) describe ‘good teaching’ for all (Sheehy, 2013).

They involve everyday approaches teachers can readily understand.

Nearly all are rooted in the support of social relationships.

They are about: collaboration, routine, peer-to-peer working, whilst using multiple literacies and being multi-sensory.

They are also facilitated by moving from a teacher-at-the-front model.

The teacher is increasingly talked of as a mentor, involved in team-teaching (in its various guises, but particularly where partners have shared responsibility) and utilising group planning.

In this context: early intervention can be understood as a change in systems rather than a focus upon an individual.
A couple of metaphors to help

• Metaphors bring about associations which both structure and focus our thinking upon particular aspects of experience. They can be a way to coherently understand an experience and guide our future actions (Lakoff & Johnson, 1980).

• Metaphors can change the way that people conceptualise and respond to social issues without them having to be aware of their influence (Thibodeau & Boroditsky, 2011).
It seems appropriate to associate EI as an item of fashion.

- EI will generally serve a practical function, but will come in different styles and have different characteristics, and your response to it is essentially a matter of personal values.
- Your response depends upon numerous cultural and social mores out of which your identity emerges, and this response can change.
- For EI to have value to you, you have to invest in it, but many will engage in it without recognising the processes which underlie its production and usage.
- Many people will carry on investing when it no longer suits them.
- For many EI will represent an aspiration, perhaps hoping it will make them feel better about an aspect of themselves.
- People will buy into EI without thinking and yet it will say something about who they are, perhaps trapping those who buy into it or perhaps changing how they see themselves and are seen by others.
- Each EI programme and each item of fashion represents a particular set of priorities and the culture which gives it meaning.
A metaphor for education that is not special

• This emerged from an examination of special education in 55 countries

• A community is defined by interweaving characteristics, resources, groupings and priorities of its members. Its internal and external boundaries can be both porous and restrictive; its shape is context dependent and its relationships tenuous. It carries with it a sense of an ideal, but also a warning of insularity, serving to remind its members that they can both welcome and marginalise others from inside and outside the community.

• Our broad definition of a community of provision was:
  • A community of provision is made from the settings and services which work together to provide learning and support for all children and young people within their locality.

• By its nature a community of provision will be full of all the contradictions and challenges, opportunities and aspirations which we have touched upon in this lecture (and many more).
A metaphor for education that is not special

Community space: concerned with where support takes place
Community staffing: concerned with who is providing the support
Community of students: concerned with who is being supported
Community support: concerned with the quantity and type of support
Community strategies: concerned with the quality of support
Community systems: concerned with issues of governance

Each perspective must be seen in relation to each other. They are the means by which provision is described but also the means by which it is delivered. They do not contain a singular grouping or separate contained aspect of provision. Any and every educational issue will be affected by these 6 perspectives and needs to be understood through them.

So if you are trying to develop education which is not special, which by it nature provides early intervention, and allows you to engage the evidence-base...

What would your community of provision look and feel like?
References


Fuchs, D., Fuchs, L. and Stecker, P. (2010) The "Blurring" of Special Education in a New Continuum of General Education Placements and Services, Exceptional Children, 76, 3, 301-332


