



THE TRANSITION EXPERIENCES OF AUTISTIC CHILDREN: PROJECT BY ACoRNS

Centre for Research in Inclusion

4: Spring 2019

About us

The Centre for Research in Inclusion (CRI) in the Education School at the University of Southampton is committed to internationally significant research towards the inclusion of children, adults, families, and practitioners in education. We work with a strong network of collaborators in research that addresses inclusion and engages with the needs of participants and research users. CRI is unusual in working with teachers, young people, disabled and other marginalised groups to carry out the research. See our [Centre for Research in Inclusion video](https://tinyurl.com/yc28fpur) [https://tinyurl.com/yc28fpur].

Our website:

<https://www.southampton.ac.uk/education/research/centres/centre-for-research-in-inclusion.page>

CRI News

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[Dr Vasilis Strogilos](#), [Prof Kiki Messiou](#), and [Prof Sarah Parsons](#) presented workshops at the Portswood Teaching School Alliance's annual Inclusion conference in January. Vasilis talked about assessment and differentiated instruction, Kiki about reaching the 'hard to reach' through child-teacher dialogue, and Sarah about the

transition experiences of autistic children (ACoRNS - Autism Community Research Network @ Southampton). This was a great opportunity for CRI colleagues to share their work and have fruitful discussions with delegates from local schools and organisations. The workshops were very well attended and received positive feedback.

[Dr Michaela Brockmann](#) has been commissioned by the Gatsby Charitable Foundation (£37k grant) to conduct a study on the nature and content of on-the-job training in apprenticeship in England. She will be working with Dr Ian Laurie to carry out research across five sectors: Engineering, Construction, Retail, Social Care, and Digital. The findings will inform the work of the Gatsby Foundation, a key player promoting technical education and influencing government policy, to improve the quality of apprenticeships. The research runs from January to September 2019.

... and away

[Dr Marta Cristina Azaola](#) of CRI was an invited speaker at the seminar *Belonging, exclusion and inequality at school* held in October 2018 at the National Autonomous University of Mexico. Academics from different universities analysed topics related to upper-higher education in Mexico such as access and drop out, differences between urban and rural institutions, and stigmas and violence associated with deprived schools. In her presentation, Cristina shared analysis of

tutors' perceptions about school discipline in deprived high schools in Mexico and its impact on the belonging experiences of students.

New open access paper

["Prosocial digital games for inclusion in the primary classroom"](#)

Parsons, S. & Karakosta, E. 2019. Impact.

Doctoral students wanted!

CRI welcomes inquiries and applications from people interested in researching in the following areas:

- Teaching approaches to support meaningful inclusion of all learners, particularly in inclusive classrooms in schools. We have particular expertise in collaborative working, social and emotional dimensions of learning, classroom interaction and using technology. We are especially interested in learners experiencing marginalisation or poverty and those with autism or learning disabilities.
- Experiences of educational and youth transitions, marginalised identities and learning cultures, informal learning and technical education.
- Developing inclusive and participatory methods within qualitative research approaches.

Find out about the work of our current research students overleaf.



The Centre for Research in Inclusion

provides a vibrant forum for our postgraduate research students to take part in debates of current research in the Centre and to present their own research projects. Students are at different stages of their doctoral journeys and their theses cover a range of aspects of inclusive practice in a variety of education settings. Some of this work is closely aligned to projects led by CRI staff: the [Pedagogy of Methodological Learning](#) (National Centre for Research Methods) and [Reclaiming Social Care](#) (Prof Melanie Nind) and the [ACoRNS](#) project (Prof Sarah Parsons) featured in recent newsletters.

Debbie Collins' work investigates the pedagogy of social research methods in online environments. She uses a case study approach to explore the use of digital technology and the challenges this presents.

Abigail Croydon's research originates from a concern for young people with learning disabilities and their participation in society. Looking at the role of informal learning, Abigail's thesis is based on case studies of young people using personal funding in innovative ways. Using video stimulated recall, reflection and dialogue, Abigail wants to

...find cases that can be used to stimulate more creative thinking about how young people with learning disabilities might contribute to society, including ways around the current impasse of impossible jobs and unavailable care.

Verity Stone's work focusses on technological solutions to improve outcomes for children with autism spectrum conditions in various contexts. Verity's initial

exploratory study investigates current practice through the ACoRNS project.

Focusing on multi-disciplinary collaboration, Anastasia Voulagka and Angeliki Katramadou are looking into how professionals work together to provide inclusive education in different settings. They are using Critical Communicative Methodology. Anastasia is investigating multi-disciplinary collaboration to support children with additional support needs in primary schools in Scotland, whilst Angeliki is examining the collaboration of professionals involved in the education and care of children with severe learning difficulties in Early Childhood settings.

Examining inclusive education through the lens of teacher professional development, Aida Rahman and Rosmalily Binti Salleh have been investigating the training aimed at supporting inclusive practice received by primary school teachers in Malaysia. Aida's study explores the role of message framing in an online course for teachers in raising awareness of dyslexia, whilst Rosmalily examines the role of school-based teacher professional development in five national primary schools.

Other students are motivated by a concern with disadvantage and marginalisation in education. Julio Carrillo Gonzalez' work is concerned with school climate and the factors that contribute to a safe learning environment from the perspectives of pupils, teachers and parents in an English primary school. Simon Dear's research tackles the assumption commonly underpinning government policy that low educational outcomes of disadvantaged children are the result of low aspiration. Through case studies of two primary schools on the Isle of Wight, Simon explored the perspectives and lived experience of children, parents and teachers. Aspirations were found to be highly

contextual and influenced by a range of factors, including access to resources, such as teacher and parent support.

The research interests of some of our students arose from their previous or current experience as practitioners in relevant fields. Gavin Tucker is a former social worker in the youth justice system. His work centres on biographical interviews with young people:

I am focusing on the educational experience of young people with identified SEND who are resettling back into the community after spending time in prison. My proposed outcome is a series of case studies of young people that will shed more light on this little researched area of education.

Sadhbh O'Dwyer is a Specific Learning Differences (SpLD) specialist for FE/HE who provides one-to-one study skills tutorials to learners:

It is very fulfilling but very little research goes into the dynamics of one-to-one SpLD work. Moreover, there are increasing numbers of learners with SpLDs in HE and yet the dominant discourses and approaches in education remain the same. I want to investigate if knowledge of social justice theories such as those of Sen, Freire and Bourdieu can help us to transform our practice and ultimately help our learners more. This is very much an action research PhD and I aim to use a reflective inquiry circle with SpLD specialists in HE.

To find out more about doing doctoral research with us, contact [Dr Michaela Brockmann](mailto:Dr.Michaela.Brockmann@soton.ac.uk) M.Brockmann@soton.ac.uk