



PROFESSOR MELANIE NIND IN ACTION AT THE WORLD CONFERENCE ON QUALITATIVE RESEARCH

Centre for Research in Inclusion

6: Autumn 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>].

CRI News

Coming up soon!

Members of the [Self-Build Social Care](#) study team will be holding their main research impact event on 13th November in London. It will showcase findings about how adults with learning disabilities are building their lives in the shift from away from day centre provision. The event will include a screening of the new film *Self-building Our Lives* and show innovations in social care developed by and for adults with

learning disabilities and their supporters. The research will be co-presented with adults with learning disabilities from the Advisory Groups who will share their own stories. If you are interested in attending you can [register](#) or contact Professor Melanie Nind M.A.Nind@soton.ac.uk for details.

The Autism Community Research Network @Southampton (ACoRNS) is holding its second ESRC Festival of Social Science event on November 7th 2019. Relevant to all professionals working with autistic children, as well as autistic people and families, this event will showcase the latest research and practice from ACoRNS that aims to address two key questions: What are the views and experiences of autistic children about their education? How can we find out? The event is free to attend but anyone wishing to come should [register](#) to secure a place. Any questions please contact Sarah Parsons: s.j.parsons@soton.ac.uk

Also part of the ESRC Festival of Social Science, Dr Andy Coverdale will be running a workshop with Dr Andrew Power for Health and Social Care students at Eastleigh College. Using role

play and scenarios based on findings from the [Self-Build Social Care](#), students will adopt the identities of people with learning disabilities and social care practitioners to help them gain an understanding of the opportunities and challenges to building meaningful lives in the community.

The centre welcomes new members

We're delighted that Angharad Butler-Rees will be joining Dr Sarah Lewthwaite's Teaching Accessibility research project team. Angharad is a social scientist with a longstanding interest in disability issues, having worked for [Leonard Cheshire Disability](#) and [UCAN Productions](#).



CRI welcomes Angharad Butler-Rees

Angharad's interest in digital accessibility has been driven in part by her personal experiences of encountering barriers to technology as someone with a visual impairment, and further fueled through her previous research in developing accessible apps for blind and visually impaired people.

Also joining CRI as a visiting member for the year is Dr Sue Carpenter from City University New York. Sue is here investigating how people with learning disabilities are accessing university courses across Europe.

CRI grant success

Prof Kiki Messiou from CRI and Dr Kiki Makopoulou from the University of Birmingham were successful with their application to the BA/Leverhulme Small Research Grants. Their study, *Inclusive pedagogies in physical education: Students' voices for professional development*, will use the Inclusive Inquiry approach developed by Prof Messiou and colleagues. The approach has been used in primary and secondary schools in five European countries and in this study approach it will be used in the context of physical education.

CRI members active in conference season

Several CRI academics travelled to Hamburg this Autumn for the European Conference of Educational Research. This sizeable, vibrant event included papers by

- Dr Vasilis Stogilos and colleagues on the school engagement of parents of children with special educational needs and disabilities in the UK, and on teachers' attitudes and self-efficacy perceptions towards inclusion and their willingness to implement a peer tutoring program

- Dr Michaela Brockmann on 'on the job' training and apprenticeship in England, and

- Dr Andy Coverdale and Prof Melanie Nind on Learning through 'Self-building' in a new social care landscape

- Abigail Croydon on methods for exploring ubiquitous and invisible forms of learning by young people with learning disabilities

In addition, Dr Kiki Messiou presented a paper at the British Educational Research Association annual conference on Reaching out to all children through dialogue in schools and Prof Sarah Parsons presented two papers and a poster at the Autism Europe conference in Nice on co-constructing a technology research roadmap with autism stakeholders; using Digital Stories to capture the voices of young autistic children in their transitions to primary school; and principles for supporting positive transitions for pupils on the autism spectrum across all ages.

In something a bit different, Dr Sarah Lewthwaite presented at Inclusive Design 24 (ID24), a 24-hour online event for a global community. ID24 celebrates inclusive design and shares knowledge and ideas from analogue to digital, from design to development, from planners to practitioners, and everything and everyone in between. Sarah's talk 'Teaching accessibility: 10 messages from research' was broadcast live with captions, and is available to watch via the Inclusive Design 24 YouTube channel: https://youtu.be/qeGK_r4nWmQ



Prof Melanie Nind and fellow co-directors from the National Centre for Research Methods (NCRM) gave a keynote panel presentation at the World Conference on Qualitative Research in Porto. NCRM has acted as a focal point for national and international research and training in social science research methods. The panel showcased this work and Melanie presented the case for the participatory potential of focus group methods. Focus groups, which have a history within feminist research and social justice work, can

create spaces where participants can be in control of the dialogue and where they can learn from each other. Melanie demonstrated this with examples from her research.

Open access papers

Parsons, S., Yuill, N., Good, J., & Brosnan, M. (2019) 'Whose agenda? Who knows best? Whose voice?' Co-creating a technology research roadmap with autism stakeholders. *Disability & Society*, <https://www.tandfonline.com/doi/full/10.1080/09687599.2019.1624152>

Points of interest:

- This paper presents a new way of reviewing and producing evidence about autism and technology research.
- Over 240 people took part in a series of seminars over two years. The participants included autistic people, parents and families, teachers, business leaders, research students, research funders, and academics.
- This review is based on the comments of participants gathered using post-it notes at each of the seminars.
- The analysis of the comments was done in a very careful and detailed way.
- Research in autism and technology needs to think differently by recognising and respecting a range of views from people with different perspectives and experiences.
- Thinking differently means doing research differently to work in more inclusive and participatory ways.



New papers from CRI - research synopses

The CRI newsletter has traditionally publicised the open access publications of its members. This allows readers to download papers without needing to have access to a university library. We are now expanding the newsletter so that you can also read a short synopsis of other CRI research. Just get in touch with the authors if you would like the full paper.

Strogilos, V. & King-Sears, M. (2019) Co-teaching is extra help and fun: perspectives on co-teaching from middle school students and co-teachers. *Journal of Research in Special Educational Needs*, 19 (2), 92-102. (doi:10.1111/1471-3802.12427).

In this interview study, three middle school students with disabilities and seven without disabilities were interviewed about their experiences in a co-taught classroom. Also, data from their co-teachers who taught mathematics, social studies and science were gathered. Both students and teachers reported that co-teaching provides extra help for all students and that co-teachers' positive interactions in the class benefit students' learning and social participation. Although some results matched other researchers' findings that special educators are less frequently the lead teacher, our results indicated that supportive co-teaching can be effective under certain conditions. We call for a deeper examination of the supportive co-teaching model because it can be effective when there is active support provided for all students. As reported by these co-teachers and their students, aspects of parity were evidenced in the relationships between and among the co-teachers and students, even when the general educator led most of the instruction.

Messiou, K. (2019) The missing voices: students as a catalyst for promoting inclusive education. *International Journal of Inclusive Education*. DOI: [10.1080/13603116.2019.1623326](https://doi.org/10.1080/13603116.2019.1623326)

Over the last 25 years, after the UNESCO Salamanca Statement in 1994 which highlighted that 'Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights', progress has been made in relation to the inclusion of all children. Inclusion is defined as being about the presence, participation and achievement of all learners. Listening to children's voices is a manifestation of being inclusive. However, as this paper argues, there is still room for further improvements, especially in relation to listening to children's voices and acting upon their views in schools.

Drawing on a programme of research carried out over a period of 20 years in a number of European countries, this paper argues that children and young people themselves should have a central role in informing thinking, policies and practices in education. Although this is in line with the UN Convention of the Rights of the Child, the views of children and young people continue to be largely absent from important discussions that directly affect them. Using examples from two interconnected studies, the paper illustrates how children and young people can be a catalyst for inclusive development, provided their views are heard and acted upon. The two studies were conducted in primary and secondary schools where students took active roles in developing learning and teaching in schools, including taking the role of researchers and collecting and analysing their classmates' views. All students' views were then used to inform the design of lessons that would

enable all to participate. This was achieved through dialogues about learning and teaching amongst students and teachers.

The paper argues that students' voices were a determining factor in bringing about change in practices, as well as changes in the thinking of those involved. The processes involved allowed teachers and students to focus on details that matter that might otherwise have gone unnoticed. At the same time, this impacted on teachers' thinking about the power of engaging with the views of students, and children themselves came to understand better the complex processes of learning and teaching.

Dr Sarah Lewthwaite keynote at London Accessibility MeetUp



September 23rd was a milestone date for UK digital accessibility as the first stage of the Public Sector Bodies (Websites and Mobile Apps) Accessibility Regulations 2018 came into force (see overleaf). To coincide with this, Sarah presented a synthesis of research on the teaching of accessibility at the 29th London Accessibility Meetup, at Sainsbury's London, alongside Abi James (AbilityNet) who spoke about the regulatory landscape. For captioned video from the event visit: <https://youtu.be/HqIbnRK3zxE>

Could changes to digital accessibility laws (finally) ensure online public services for all?

Dr Sarah Lewthwaite and Dr Abi James

In September, major changes to the regulations of digital public services in the UK came into force. These new accessibility laws could represent a step-change for digital inclusion, ensuring that disabled people, older people and related communities, those who use assistive technologies and adaptations, or other 'reasonable adjustment', are fully catered for in our digital public realm. This is important because our society is increasingly reliant on digital platforms, from checking in at the doctor's surgery, to applying for a school place, a passport or benefits, or registering to vote. The UK Government has adopted a 'digital-first' approach, but until now, there has been no guarantee that online public services will be accessible, despite pre-existing legislation such as the Equality Act (2010). Indeed, the lack of progress has been troubling (House of Commons Work and Pensions Committee, 2018). The new regulations offer a concrete legal impetus towards accessibility have the potential to transform the digital landscape.

The 'Public Sector Bodies (Websites and Mobile Applications) (No 2) Accessibility Regulations' (2018) mean that accessibility must be ensured by service providers and documented through a publicly available accessibility statement. And, importantly, accessibility compliance will be centrally monitored for the first time, by Cabinet Office and enforced by the Equality and Human Rights Commission (EHRC). This means that for the first time the onus is no longer exclusively on disabled people to issue legal challenges to digital exclusion. So far, so good.

However, some concerns remain. First, the regulations originate from an EU directive (European Commission, 2016). The regulations have been passed into the UK statute – they are part of UK law,

irrespective of Brexit - however, as the UK leaves the EU, the UK Government will be essentially marking its own homework – with no independent oversight or safeguards. Moreover, stakeholders have expressed concerns, first that the Government has published few details on the provision of monitoring and enforcement (for example, which organisations will be covered) (see GDS, 2019); second that the EHRC's current powers are limited – it can only address issues of non-compliance to public organisations who have not complied with the Public Sector Equality Duty (EHRC, 2018) which is a separate responsibility to these new web accessibility regulations. In addition, the EHRC's 'Draft Litigation and Enforcement Policy 2019-2022' makes no mention of its new responsibilities or priorities to address web accessibility under these regulations (EHRC, 2019). In sum, the proposed monitoring and regulatory framework is missing at present many of the important factors that are required to encourage an accessibility-compliant culture. This is a dynamic picture, one we hope will change for the better.

For more on this topic, look out for Sarah and Abi's forthcoming 'Current Issues' piece in *Disability and Society* and subscribe to the Teaching Accessibility mailing list: <http://teachingaccessibility.ac.uk>

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CRI website: 

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