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# U The inclusion challenge B

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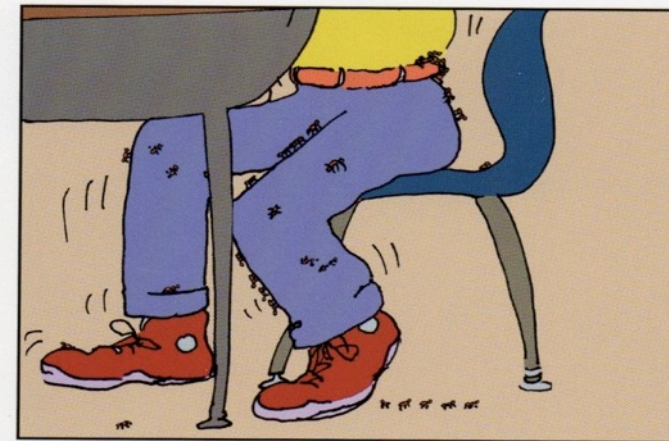
- Inclusion policies
- Standards and other global pressures
- Inclusion? Or an expanded and expensive 'SEN industry'?
- Missing voices of children and young people
- Inclusive successes: Sweden and the UK
- Prospects and possibilities for inclusion

# Inclusion policies

- Inclusion endorsed by Salamanca statement, 1994, signed by 92 governments and 25 international organizations
- Inclusion: increasing participation of all children *and* removing barriers (which may be structural, environmental or attitudinal) to participation
- But uncertainty about what inclusion means in practice
- Teachers' confusion, frustration, guilt and exhaustion

# Standards and other global pressures

- An education system that insists that 'everyone do better than everyone else' (McDermott 1993, 274)
- Choice, competition and individual responsibility
- 'Calculative practices' of national testing
- The tyranny of transparency' (Strathern, 2000)
- Emphasis on proving rather than improving, forcing the fabrication of success (Ball, 2000).
- 'What works'
- Missing voices: of children, parents, disabled people, minority groups, teachers



AFTER A HASTY SPECIAL EDUCATION  
PLACEMENT FOR BEHAVIOR PROBLEMS,  
SCHOOL OFFICIALS WERE EMBARRASSED  
TO LEARN THAT MARTY REALLY DID HAVE  
ANTS IN HIS PANTS.

# Responding to pupils' (special) needs

- The 'big glossies', outlining pupils' pathologies
- Inclusion presented as 'theory junk sculpture, a cacophony of incompatible explanations' (Thomas, 2007)
- Inclusion outcomes concerned (merely) with physical presence in mainstream schools



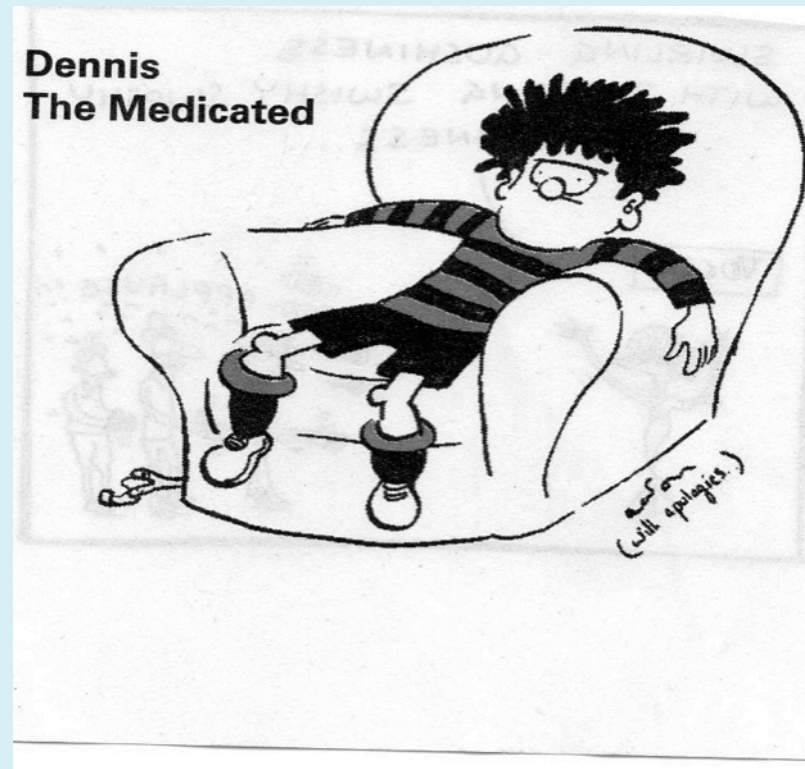
# Inclusion? Or an expanded and expensive SEN industry?

- 'Irresistible' (Tomlinson, 2012: 267)
- the continued need for resourcing on the basis of a diagnosis
- an increasing number and range of parents seeking such a diagnosis for their child
- teachers, under pressure to raise standards, seeking to remove troublesome pupils from their classrooms
- an expanding number of professionals and practitioners needing to increase their client base.

# Behavioural problems and diagnoses of mental disorder

- The rates of children whose behaviour is recognised, understood and treated as a medicalised condition, such as Attention Deficit Hyperactivity Disorder (ADHD), rather than simply as poor behaviour, are continuing to increase
- Estimates of the worldwide prevalence of ADHD are 5.29%
- There are heightened levels of diagnosis associated with 'race', social disadvantage and gender.

In Harwood, V & Allan, J (2014) *Psychopathology at school: Theorizing mental disorders in education*. London: Routledge.





# Missing voices: Children and young people can tell us

What it is like to experience inclusion and exclusion

- Where some of the barriers to inclusion lie within schools
- How to make inclusion happen
- How to invent new selves through the the experimentation with, and the experience of, inclusion



# Experiencing inclusion

“Inclusion is about more than being in the same building; it is about being with others, sharing experiences, building lasting friendships, being recognised for making a valued contribution and being missed when you are not there. Inclusion is not an issue of geography. Yes, we need buildings to be made accessible, but change can happen only if people have accessible minds. We need to realise that it is a fundamental right of all children to be educated together. We all need to realise that today’s children are tomorrow’s future. We need to work together in partnership to secure that future”

## Inclusive successes: Raising achievement through inclusion in Essunga, Sweden

- From bottom to top of exam league tables in 3 years – through inclusion
- Special classes removed; teaching resource redistributed
- Teachers supported in developing inclusive practice
- Teachers' absolute confidence that the students will succeed
- Pushing and driving students
- An ethos of seeing help
- The motto: 'together we can be a great school' 'ringing in the ear'
- Teachers who 'seem to think it's fun to work

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# Raising achievement through inclusion in Essunga, Sweden

	Achieved goals in all school subjects (%)		Eligibility for Upper secondary education (%)	
	Percentage	Rank	Percentage	Rank
2007	62.8	287	76.9	289
2008	78.1	120	91.4	90
2009	80.6	99	93.1	67
2010	96.3	3	100.0	1

# Raising achievement through inclusion in Essunga, Sweden

- “I’ve had pretty good discipline in planning and such. The class knows which ones are good so then you had to help. Sometimes if I was finished, it was ‘can you not help me a bit?’ ... I always enjoyed it and it was very fun to do because ... you can”
- “inclusion, a victory against segregation”
- “The experience I have of people with disabilities is that the worst that can happen is you are treated as a restricted person. One should have the same opportunities and values and the conditions should be the same and one should have the same platform to stand on”
- “I think you get an insight into the different difficulties for some and the extra help that some need and you know how to handle situations in the future”

# Inclusive successes: Children's rights in school

- One school implementing children's rights
- 'Special Needs Observation Group (SNOG)' focused on inclusion.
- Identified barriers to inclusion
- For one student, Alistair, taking responsibility for others stopped his own deviant behaviour
- Initial concerns with the inclusion of disabled children; focus shifted to asylum seekers, then to children with weight problems.

# Alistair

A: “I used to be, like, really really bad. I used to fight everybody, but now I’ve calmed down because I’ve got a responsibility to look after them.

J: Can you say more about that?

A: Well, when I started to know them I was, like, I need to show them I want to be good, cos I used to get into fights and stupid things like that but when I started to get to know them and got into the SNOG group I started my behaviour; I wanted to start again and be good.

J: Is that right?

A: Yeah, cos I didn’t want everybody to know me as Alistair the bad boy. I want to be good now. So that’s what I was trying to do when I went into the SNOG group.

J: Wow. So, before you used to get into lots of fights?

A yeah. Now I get into them not that much... but sometimes I’m amazing and no-one thinks that I used to fight and that, but I just kick it off again. I just want to be good but I can’t sometimes. I think I’ve really improved my behaviour. I used to be really bad but now I’m not that bad. I’m quite good now.”

# Alistair

A:” I get into a fight or I get angry because it didn’t happen. If I didn’t get to sit beside my friends I start to get angry. I just want to be a good boy now. As everybody says ‘good boy’. That’s what I want to be – I want to prove them all wrong. They all think I can’t behave but I want to prove them all wrong that I can behave.. some people just know me as ‘there’s Alistair – stay away from him. But I’m to prove them all wrong – that I’m good. I’m going to be good. I just want to be good now. But I was bad a couple of weeks ago.

J: Were you? So what happened then?

A: I was shouting at a teacher. I said something to him really bad and I had to get taken home...At the time I was all angry and I just shouted, but afterwards I regretted it cos I knew I’d done wrong, but you can’t change the past but you can make sure the future’s better.”



# Alistair

“I think everyone that’s got a disability feels better when you treat them the same...I think that’s how they feel – they just like to get on with their life... Cos they don’t like being felt sorry for – just because they have disabilities doesn’t mean they should be treated differently. That’s what the group’s all about – to make sure people don’t treat each other differently because they look different. So that’s what we’ve been doing”

# Inclusion: prospects and possibilities

- Addressing competing policy demands
- Learning from children and families about the experiences of inclusion and exclusion
- Research on inclusion and diversity
- Teacher education programmes which help teachers to understand and engage with inclusion and diversity

# A credo for support

Throughout history  
People with physical and mental disabilities  
Have been abandoned at birth  
Banished from society  
Used as court jesters  
Drowned and burned during the inquisition  
Gassed in Nazi Germany  
And still continue to be segregated, institutionalized  
Tortured in the name of behaviour management  
Abused, raped, euthanized and murdered  
Now, for the first time, people with disabilities are taking  
their rightful place  
As fully contributing citizens.  
The danger is that we will respond with remediation  
And benevolence rather than equity and respect.  
And so we offer you  
A Credo for Support  
Do Not see my disability as the problem  
Recognize that my disability is an attribute  
Do Not see my disability as a deficit  
It is you who see me as deviant and helpless.  
Do Not try to fix me  
Because I am not broken.

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**Support me. I can make my contribution to  
The community on my own.  
Do Not see me as your client.  
I am your fellow citizen.  
See me as your neighbour.  
Remember, none of us can be self-sufficient.  
Do Not try to modify my behaviour.  
Be still & listen.  
What you define as inappropriate  
May be my attempt to communicate with you  
In the only way I can.  
Do Not try to change me.  
You have no right.  
Help me learn what I want to know.  
Do Not hide your uncertainty behind  
Professional distance  
Be a person who listens  
And does not take  
My struggles away from me  
By trying to make it all better.  
Do Not use theories and strategies on me.  
Be with me.**

And when we struggle with each other,  
Let that give rise to self-reflection.  
Do Not try to control me.  
I have a right to my power as a person.  
What you call non-compliance or manipulation  
May actually be the only way I can  
Exert some control over my life  
Do Not teach me to be obedient, submissive and polite.  
I need to feel entitled to say NO  
If I am to protect myself.  
Do Not be charitable towards me  
The last thing the world needs  
Is another Jerry Lewis.  
Be my ally against those  
Who exploit me for their own gratification.  
Do Not try to be my friend.  
I deserve more than that.  
Get to know me.  
We may become friends.  
Do Not help me.  
Even if it does make you feel good.  
Ask me if I need your help.  
Let me show you how you can best assist me.

**Do Not admire me.  
A desire to live a full life  
Does not warrant adoration.  
Respect me, for respect presumes equity.  
Do Not tell, correct, and lead.  
Listen, Support and Follow.  
Do Not work on me.  
Work with me.**

**Kunc and van der Klift (1997)**