Using consultation with class teachers to develop inclusive practice: an action research project.

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Background to the study

• The DISS and MAST research and the new SEND Code of Practice
Nested model of inclusion derived from Farrell (2004)
Inclusive Teaching
Piloting
Four Factor Model of Engagement

- **Academic engagement**: time on task, and the completion of classroom and homework tasks.
- **Behavioural engagement**: attendance and participation in classroom tasks, differentiation of tasks, classroom groupings and classroom interactions.
- **Cognitive engagement**: the extent to which pupils value school and learning, and the relevance of school to their future aspirations.
- **Psychological engagement**: pupils’ sense of belonging to and identification with school.
The Role of the EP
Action Research

“When practitioners get involved in research, they often want to change something in relation to their practice” (Robson, 2011)

• Rooted in the psychology of social processes
• Inclusive process
• Mirrors EP practice
Consultation as action research

- Systemic and solution-focused approach that:
  - Works with others as equals
  - Appreciate others’ expertise
  - Collaborates in the problem-solving process rather than bringing ‘expert’ solutions
  - Highlights the interactions between different aspects of systems in schools and classrooms
Design

**Data Collection Before Consultation**

- Systematic classroom observations.
- Focus-group questionnaires completed by the whole class.
- Questionnaires and semi-structured interviews with pupils with SEN.
- Initial consultation with teacher.

**EP Consultation**

- Consultation with teacher - feeding in the perspectives of the pupils with and without SEN, analysis of the initial teacher consultation and classroom observation.
- Reflection with the teacher on ways to develop skills for learning and enhance inclusive practice, using the teacher’s response to the data and their own skills and training.

**Data Collection After Consultation**

- Follow-up systematic classroom observations.
- Follow-up consultation with teacher.
- Follow-up questionnaires with the whole class.
- Follow-up questionnaires and semi-structured interviews with pupils with SEN.
1. What is the nature of participation and engagement for pupils with SEN in mainstream classrooms?

2. What insights can pupils with SEN share about their participation and engagement that can inform inclusive teaching practice?

3. How do class teachers respond to the information generated by RQs 1 and 2 with regard to their inclusive practice, working in consultation with an EP?
Qualitative analysis of teacher data

- Preparedness
  - Definitions of Inclusion
  - Prior Experience and Training
  - SEN Teaching Skills
  - Planning

- Deployment
  - Grouping
  - Active Differentiation
  - Pupil Self-assessment

- How do CTs respond to the information generated by RQs 1 and 2 with regard to their inclusive practice?

- Practice
  - Inclusive Teaching
  - Pupil Voice
Responses to the data
I didn't think the pupils with SEN were clever enough to pick up on some of the things that they've said. It is helpful, because I will now try and make more out of their ideas when they say something.
Reflections: the consultation process as a research tool

• Provides a means for supporting teachers to reflect on and develop their own practice

• Highly personalised framework

• Power of including the pupil perceptions and the value of their contribution
Limitations of consultation
Implications for EP Practice

• Key role in supporting teachers to develop their inclusive practice
• Help teachers to reflect on the complex psychological processes of classroom learning
• Implementation of the new SEND legislation
Future directions for research

• Further exploration of the engagement of pupils with SEN
• Further exploration of how to improve the relationship between class teachers and pupils with SEN.
Any Questions?
Contact me!

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