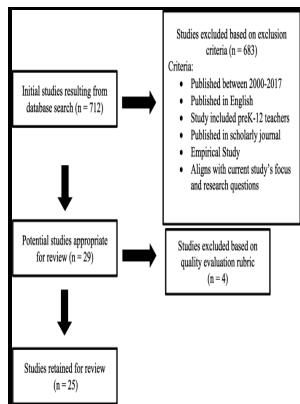


# Investigation into primary school exclusion exploring the differing perspectives of the child, the parent and theschool

University of Birmingham - Distraction, distress and diversity: Exploring the impact of sensory processing differences on learning and school life for pupils with autism spectrum disorders



Description: -

-investigation into primary school exclusion exploring the differing perspectives of the child, the parent and theschool

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## Frontiers

This is an open-access article distributed under the terms of the. Other selection criteria were applied: 1 recommendations from a principal supervisor and special education director; 2 principal tenure at current campus for at least three years; 3 an initial principal interview and campus walk-through. Parental attachment and gender-role identity.

## Frontiers

Ruba but rather an ongoing process. By contrast, some of the interventions found in the literature for children with difficulty processing and integrating sensory information can be broadly seen to be performance oriented, paying little or no specific attention to underlying deficits. I also used triangulation between principal and teacher interviews and school observations to check and confirm data.

## Jennifer Fane

Behaviour Research and Therapy, 47, 418—425. Teachers have to be open and tell you what they are thinking because when they do, you can help problem solve or sort of predict why there's resistance. Journal of Child and Family Studies, 27, 4116—4125.

## Undoing systems of exclusion: exploring inclusive leadership and systems thinking in two inclusive elementary schools

The district's special education director and two principal supervisors were also interviewed. While the children described the workbook and worksheets as helpful, one child emphasized that they did not find them useful because they were about secondary school generally and not about their specific school. Again, each is considered separately in the following paragraphs.

## **Jennifer Fane**

Perceived teacher support is associated with students' motivation and perceptions of a positive school climate after transition. Both studies used a single-case experimental design and, accordingly, had a small sample 5 and 4 children, respectively. To support teachers' adoption of new approaches, principals often buffer teachers from external pressures and provide them with support to increase trust and collaboration ; , especially if collaboration expectations were not previously in place.

### **Social communication skills in the classroom**

Ruba said SIPs often became less useful as the year progressed because of distractions, challenges and unforeseen interruptions. This study highlighted aspects of school climate and culture that are essential in ensuring a good fit between the individual needs of children with ASD and their chosen schools.

### **Social communication skills in the classroom**

Which transition planning experiences did the children and parents perceive as being helpful? Given the variability in the presentation of ASD , previous research has found considerable heterogeneity within the transition requirements of students with ASD ; ;.

### **A Preliminary Investigation of the Spence Children's Anxiety Parent Scale as a Screening Tool for Anxiety in Young People with Autism Spectrum Disorders**

Research in Autism Spectrum Disorders, 5, 164—174. Psychiatric disorders in children with autism spectrum disorders: Prevalence, comorbidity, and associated factors in a population-derived sample.

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