References

Chapter 1 Setting the Context

- Betts, G. and Neihart, M. (1988). 'Profiles of the gifted and talented', *Gifted Child Quarterly*, Milton Keynes: NAGC (now Potential Plus UK). Available at: https://www.potentialplusuk.org/
- Bronfenbrenner, U. (1989). 'Ecological systems theory', in Vasta, R. (ed.) *Annals of child development* (Vol. 6). Boston, MA: JAI Press, pp. 187–249.
- DfE (2011). Support and aspiration: A new approach to special educational needs and disability: A consultation. Norwich: TSO.
- Department for Education and Department of Health (2014). *Special educational needs code of practice:* 0–25. London: DfE.
- Department for Education and Department of Health (January 2015). *Special educational needs code of practice: 0–25.* London: DfE.
- Department for Education and Science (DES) (1981). *Education Act 1981*. London: HMSO.
- Department for Education and Skills (DfES) (2001). Special educational needs code of practice. London: DfES.
- HMSO (1978). Warnock Report: Special Educational Needs, Report of the Committee of Enquiry into the Education of Handicapped Children and Young People. London: HMSO.
- Ofsted (2019). *The Ofsted Inspection Framework*. May. Available at: https://assets. publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf
- Rose, R., Shevlin, M., Winter, E. and O'Raw, P. (2015). *Project IRIS Inclusive research in Irish Schools. A longitudinal study of the experiences of and outcomes for children with special educational needs (SEN) in Irish Schools.* National Council for Special Education.
- Schwartz, J., Hatfield, S., Jones, R. and Anderson, S. (2019). What is the future of work? Available at: https://www2.deloitte.com/content/dam/Deloitte/nl/Documents/humancapital/deloitte-nl-hc-what-is-the-future-of-work.pdf
- UNESCO (2000). *The Dakar Framework for Action: Education for All: Meeting our collective commitments*. France: UNESCO. Available at: https://resourcecentre.savethechildren.net/node/2023/pdf/2023.pdf

Chapter 2 The Professional Self and Diverse Learning Needs

- Black, A., Lawson, H. and Norwich, B. (2019). 'Lesson plan for diversity', *Journal of Research in Special Educational Needs*, 19(2), pp. 115–25. doi:10.1111/1471-3802.12433.
- Bronfenbrenner, U. (1989). 'Ecological systems theory', in Vasta, R. (ed.) *Annals of child development* (Vol. 6). Boston, MA: JAI Press, pp. 187–249.
- Carter, B. B. and Spencer, V. G. (2006). 'The fear factor: And students with disabilities', *International Journal of Special Education*, 21, pp. 11–23.
- Elliot, J. (1991). Action research for educational change. Buckingham: Open University Press.
- Erikson, E. H. (1950). Childhood and society. New York: W. W. Norton.
- European Agency for Development in Special Education (EADSNE) (2012). 'Teacher education for inclusion: Profile of inclusive teachers'. Available at: https://www.european-agency.org/sites/default/files/Profile-of-Inclusive-Teachers.pdf
- Fletcher-Watson, S. and Happé, F. (2019). Autism: A new introduction to psychological theory and current debate. London: Routledge.
- Lundy, L. (2007). "Voice" is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child, *British Educational Research Journal*, 33(6), pp. 927–42. doi:10.1080/01411920701657033.
- Lynam, A. M., McConnell, B. and Mc Guckin, C. (2018). BeSAD (Bereavement, Separation, and Divorce): The response of pre-service teachers to pupil well-being. A report for the Standing Conference on Teacher Education North and South (SCoTENS). Armagh, Northern Ireland: The Centre for Cross Border Studies. ISBN: 978-1-9997543-2-7: Available at: https://www.tcd.ie/Education/news/scotens-conference2018/BeSAD-Report.pdf
- Marshall, K. (2016). 'Rethinking differentiation: Using teachers' time most effectively', *Phi Delta Kappan*, 98(1), pp. 8–13. doi:10.1177/0031721716666046.
- Mc Guckin, C. and Minton, S. (2014). 'From theory to practice: Two ecosystemic approaches and their applications to understanding school bullying', *Australian Journal of Guidance and Counselling*, 24(1), 36–48. doi:10.1017/jgc.2013.10.
- Montgomery, D. (2015). *Teaching gifted children with special educational needs:* Supporting dual and multiple exceptionality. London: Routledge.
- Norwich, B. and Kelly, N. (2004). 'Pupils' views on inclusion: Moderate learning difficulties and bullying in mainstream and special schools', *British Educational Research Journal*, 30(1), pp. 43–65. doi:10.1080/01411920310001629965...
- O'Brien, A. M. and Mc Guckin, C. (2014). 'Grieving students: The response and support of Irish schools', *Trinity College Dublin Journal of Postgraduate Research*, 13, pp. 159–76. ISSN: 2009–4787: Available at: http://hdl.handle.net/2262/72482.
- O'Síoráin, C. (2017). An inquiry into the literacy practices of pupils with autism in mainstream primary settings in the Republic of Ireland (Unpublished doctoral thesis). Trinity College Dublin, Ireland.

- O'Síoráin, C., Shevlin, M. and Mc Guckin, C. (2018). 'Discovering gems: Authentic listening to the "voice" of experience in teaching pupils with autism', in Mooney, B. (ed.) *Education matters: Ireland's yearbook of education*. Dublin, Ireland: Education Matters, pp. 171–5. Available at: https://educationmatters.ie/irelands-yearbook-of-education-2018-2019/
- Organisation for Economic Co-operation and Development (OECD) (2010). *Education at a glance 2010: OECD indicators*. Paris: OECD. Available at: http://www.oecd.org/education/skills-beyond-school/educationataglance2010oecdindicators.htm
- Paterson, D. (2007). 'Teachers' in-flight thinking in inclusive classrooms', *Journal of Learning Disabilities*, 40(5), pp. 427–35. doi:10.1177/00222194070400050601.
- Preece, D. and Howley, M. (2018). 'An approach to supporting young people with autism spectrum disorder and high anxiety to reengage with formal education The impact on young people and their families', *International Journal of Adolescence and Youth*, 23(4), 468–81. doi:10.1080/02673843.2018.1433695.
- Purdy, N. and Mc Guckin, C. (2014). 'Disablist bullying: What student teachers in Northern Ireland and the Republic of Ireland don't know and the implications for teacher education', *European Journal of Special Needs Education*, 29(4), pp. 446–56. doi:10.1080/08856257.2014.952914.
- Quirke, M. and McCarthy, P. (2020). A conceptual framework of Universal Design for Learning (UDL) for the Irish Further Education and Training Sector: 'Where Inclusion is Everyone's Business'. Dublin, Ireland: SOLAS.
- Rix, J. (2015). *Must inclusion be special: Rethinking educational support within a community of provision*. London: Routledge.
- Robinson, D. (2017). 'Effective inclusive teacher education for special educational needs and disabilities: Some more thoughts on the way forward', *Teaching and Teacher Education*, 61, pp. 164–78. doi:10.1016/j.tate.2016.09.007.
- Rose, R., Shevlin, M., Winter, E. and O'Raw, P. (2015). *Project IRIS–Inclusive Research in Irish Schools. A longitudinal study of the experiences of and outcomes for children with special educational needs (SEN) in Irish Schools.* National Council for Special Education.
- Safi, O. (2014, November 6). *The disease of being busy*. [Blog post]. Available at: https://onbeing.org/blog/the-disease-of-being-busy/
- Salokangas, M. and Ainscow, M. (2018). *Inside the autonomous school Making sense of a global educational trend*. Oxon: Routledge.
- Smit, B. and Scherman, V. (2016). 'A case for relational leadership and an ethics of care for counteracting bullying at schools', *South African Journal of Education*, 36(4), pp. 1–9. doi:10.15700/saje.v36n4a1312.
- Soini, T., Pietarinen, J., Pyhältö, K., Jindal-Snape, D. and Kontu, E. (2019). 'Special education teachers' experienced burnout and perceived fit with the professional community: A 5-year follow-up study', *British Educational Research Journal*, 45(3), pp. 622–39. doi:10.1002/berj.3516.
- United Nations Educational Scientific and Cultural Organisation (UNESCO) (1994). The Salamanca statement on principles, policy and practice in special needs education. Paris, France: UNESCO.

- United Nations (UN) General Assembly (2000). 'United Nations Millenium Declaration', *United Nations(UN)General Assembly*. Available at: https://doi.org/http://www.undp.org/content/undp/en/home/mdgoverview.html
- United Nations (UN) General Assembly (2015). *Transforming our world: The 2030 agenda for sustainable development. United Nations(UN)General Assembly.* Available at: https://doi.org/10.1007/s13398-014-0173-7.2
- Warnock, M. (1978). Special educational needs: Report of the Committee of Enquiry into the education of handicapped children and young people. London: Her Majesty's Stationery Office.
- Warnock, M. and Brahms, N. (2010) *Special educational needs: A new look* Terzi, L. (ed.). 2nd edn. London: Continuum.
- Woods, P. A. and Roberts, A. (2018). *Collaborative school leadership: A critical guide*. London: Sage.

Chapter 3 Health and Well-Being

- ACT (2009). A guide to the development of children's palliative care services. 3rd edn. Bristol: ACT. Available at: https://edisciplinas.usp.br/pluginfile.php/4282446/mod_folder/content/0/ACT.%20A%20Guide%20to%20the%20Development%20%20 of%20Childrens%20Palliative%20Care%20Services.pdf?forcedownload=1
- Anderson, M. and Cardoza, K. (2016). Mental health in schools: A hidden crisis affecting millions of students, NPR.org, 31 August, Part One in an NPR Ed series on mental health in schools.
- Bainbridge, A., Reid, H. and Del Negro, G. (2019). 'Towards a virtuosity of school leadership: Clinical support and supervision as professional learning', *Professional Development in Education*. doi:10.1080/19415257.2019.1700152.
- Department for Education (2015). Supporting pupils at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England. London: DfE.
- Department for Education and Department of Health (2014). Special educational needs and disability code of practice: 0–25. London: DfE.
- Department for Education and Department of Health (2015). Special educational needs and disability code of practice: 0–25. London: DfE.
- Department of Health (2014). Closing the gap: Priorities for essential change in mental health. London: DoH.
- Ekins, A. (2017) Reconsidering inclusion: Sustaining and building inclusive practices in schools. London: Routledge.
- Hall, S., Fildes, J., Perrens, B., Plummer, J., Carlisle, E., Cockayne, N. and Werner-Seidler, A. (2019). 'Can we talk? Seven year youth mental health report 2012–2018', Mission Australia: Sydney, NSW.
- House of Commons (2019). 'Children and young people's mental health- policy, services, funding and education', Briefing paper No. 07196. London: HoC.
- Internet 1. https://www.leedsbeckett.ac.uk/carnegie-school-of-education/national-hubfor-supervision-in-education/

- Jerrim, J., Taylor, H., Sims, S. and Allen, R. (2020). 'Has the mental health and wellbeing of teachers in England declined over time? New evidence from three datasets'. Available at: https://johnjerrim.files.wordpress.com/2020/01/jerrim-working_paper_21_01_2020_clean.pdf
- National Audit Office (2019). Support for pupils with special educational needs and disabilities in England, DfE. Available at: https://www.nao.org.uk/report/support-for-pupils-with-special-educational-needs-and-disabilities/
- Reid, H. and Soan, S. (2015). *Supervision: A business and community service for colleagues in schools*. Evaluation Report, Canterbury Christ Church University: Faculty of Education.
- Reid, H. and Soan, S. (2018). 'Providing support to senior managers in schools via 'clinical' supervision: A restorative and purposeful professional and personal space', *Professional Development in Education*, 45(1), 59–72. doi:10.1080/19415257.2018.14 27132.
- Robinson, S. and Summers, K. (2012). 'An evaluation of the educational support for teachers who teach children with life-limiting illness in schools', *Pastoral Care in Education*, 30(3), 191–207. doi: 10.1080/02643944.2012.671341
- Välimaa, R., Kannas, L., Lahtinen, E., Peltonen, H., Tynjälä, J. and Villberg, J. (2007). 'Finland: Innovative health education curriculum and other investments for promoting mental health and social cohesion among children and young people'. Available at: http://www.euro.who.int/__data/assets/pdf_file/0007/74761/Hbsc_Forum_2007_Finland.pdf
- Worth, J., Lynch, S., Hillary, J., Rennie, C. and Andrade, J. (2018). *Teacher workforce dynamics in England*. Slough: NFER.

Chapter 4 The Learning Environment

- Austin, R. (ed.) (2007). Letting the outside in Developing teaching and learning beyond the early years classroom. Stoke on Trent: Trentham Books Limited.
- Australian Institute for Teaching and School Leadership Limited (aitsl) (2011). Australian professional standards for teachers. Available at: https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf?sfvrsn=5800f33c_64
- Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Cambridge, MA: Harvard University Press.
- Buckingham, D. (2000). After the death of childhood: Growing up in the age of electronic media. Cambridge: Polity Press.
- Byers, T., Imms, W. and Hartnell-Young, E. (2018). 'Evaluating teacher and student spatial transition from a traditional classroom to an innovative learning environment', *Studies in Educational Evaluation*, 58, pp. 156–66.
- Couper, L. and Sutherland, D. (2019). *Learning and connecting in school playgrounds: Using the playground as a curriculum resource.* Abingdon: Routledge.

- Davies, R. and Hamilton, P. (2018). 'Assessing learning in the early years' outdoor classroom: Examining challenges in practice', *Education 3–13*, 46(1), pp. 117–29.
- Department for Education (DfE) (2011). *Teachers' standards*. Available at: https://www.gov.uk/government/publications/teachers-standards.
- Department for Education and Department of Health (2014). Special educational needs and disability code of practice: 0–25. London: DfE.
- Department for Education and Department of Health (2015). *Special educational needs* and disability code of practice: 0–25. London: DfE.
- Department for Education and Department of Health (DfE and DoH). (2015). Special educational needs and disability code of practice: 0 to 25 years. London: Crown Copyright.
- Department of Health (DoH) (2009). Valuing employment now: Real jobs for people with learning disabilities. London: Department of Health.
- Dillenburger, K., Matuska, E., De Bruijn, M. and Rüdiger Röttgers, H. (2019). *Job coaches for adults with disabilities: A practical guide*. London: Jessica Kingsley Publishers.
- Elson, N. (2011). 'Which way next? What is the real choice for students leaving a special school?', Support for Learning, 26(4), pp. 152–9.
- Etherington, N. (2012). Gardening for children with Autism spectrum disorders and special educational needs. London: Jessica Kingsley Publishers.
- Hall, E. and Wilton, R. (2011). 'Alternative spaces of 'work' and inclusion for disabled people', *Disability & Society*, 26(7), pp. 867–80.
- Hughes, M. and Pollard, A. (2006). 'Home-school knowledge exchange in context', *Educational Review*, 58(4), pp. 385–95.
- Lambe, S., Russell, A., Butler, C., Fletcher, S., Ashwin, C. and Brosnan, M. (2019). 'Autism and the transition to university from the student perspective', *Autism*, 23(6): 1531–41. doi:10.1177/1362361318803935
- Lowrey, K. A., Hollingshead, A. and Howery, K. A. (2017). 'Closer look: Examining teachers' language around UDL, inclusive classrooms, and intellectual disability', *Intellectual and Developmental Disabilities*, 55(1), pp. 15–24. doi:10.1352/1934-9556-55.1.15
- Maciver, T. (2012). 'Developing practice and delivering a forest school programme for children identified as gifted and talented', in Knight, S. (ed.) *Forest school for all*. London: Sage, pp. 41–53.
- Malone, K. and Waite, S. (2016). 'Student outcomes and natural schooling: Pathways to evidence and impact report 2016', Plymouth: Plymouth University. Available at: http://www.plymouth.ac.uk/research/oelres-net
- Maslow, A. H. (1954). Motivation and personality. New York: Harper and Row.
- Moll, L. and Greenberg, J. (1990). 'Creating zones of possibilities: Combining social contexts for instruction,' in Moll, L. (ed.) *Vygotsky and education: Instructional implications and applications of socio-historical psychology*. Cambridge: Cambridge University Press.

- Mulcahy, D. (2015). 'Re/assembling spaces of learning in victorian government schools: Policy enactments, pedagogic encounters and micropolitics', *Discourse: Studies in the Cultural Politics of Education*, 36(4), pp. 500–14.
- Neenan, C. and Knight, S. (2012). 'Supporting emotional and social development in forest school with adolescents', in Knight, S. (ed.) *Forest school for all*. London: Sage, pp. 67–79.
- Oblinger, D. (2006). Learning spaces. Louisville, CO: Educause.
- Skellern, J. and Astbury, G. (2012). 'Gaining employment: The experience of students at a further education college for individuals with learning disabilities', *British Journal of Learning Disabilities*, 42, pp. 60–7.
- Sutherland, D. and Gosteva, A. (2019). 'Playgrounds for learning, communicating and playing', in Couper and Sutherland (eds.) *Learning and connecting in school playgrounds: Using the playground as a curriculum resource*. Abingdon: Routledge.
- understood.org (2019). *Universal design for learning*. Available at: https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/understanding-universal-design-for-learning#item0
- United Nations Educational, Scientific and Cultural Organization (2019a). 'United Nations Sustainable Development Goals Knowledge Platform'. Available at: https://sustainabledevelopment.un.org/?menu=1300
- United Nations Educational, Scientific and Cultural Organization (UNESCO) (2019b). *Meeting Commitments: Are Countries on Track to Achieve SDG 4?* Paris, Global Education Monitoring Report UNESCO.
- United Nations International Children's Emergency Fund Jamaica (2016). *Deaf Can!*Coffee: empowered youths brewing a thriving business. Available at: https://blogs.
 unicef.org/jamaica/deaf-can-coffee/
- Vincent, S. (1999). *The multigrade classroom: A resource handbook for small, rural schools. Book 2: Classroom organization.* Portland, OR: Northwest Regional Educational Lab (Rural Education Program).
- Woolner, P., McCarter, S., Wall, K. and Higgins, S. (2012). 'Changed learning through changed space. When can a participatory approach to the learning environment challenge perceptions and alter practice?' *Improving Schools*, 15(1), pp. 45–60.

Chapter 5 Technology

- Adam, T. and Tatnall, A. (2017). 'The value of using ICT in the education of school students with learning difficulties', *Education and Information Technologies*, 22, pp. 2711–26. doi: 10.1007/s10639-017-9605-2
- Ainscow, M. and César, M. (2006). 'Inclusive education ten years after Salamanca: Setting the agenda', *European Journal of Psychology of Education*, 21(3), pp. 231–8.
- Alper, S. and Raharinirina, S. (2006). 'Assistive technology for individuals with disabilities: A review and synthesis of the literature', *Journal of Special Education Technology*, 21(2), pp. 47–64.

- Armstrong, F., Armstrong, D. and Barton, L. (2016). *Inclusive education: Policy, contexts and comparative perspectives*. London: Routledge.
- Biesta, G. (2015). 'What is education for? On good education, teacher judgement, and educational professionalism', *European Journal of Education*, 50(1), pp. 75–87.
- Billinghurst, M. and Duenser, A. (2012). 'Augmented reality in the classroom', *Computer*, 45(7), pp. 56–63.
- Bloomberg, K. and Johnson, H. (1990). 'A statewide demographic survey of people with severe communication impairments', *Augmentative and Alternative Communication*, 6(1), pp. 50–60.
- Bondy, A. S. and Frost, L. A. (1994). 'The picture exchange communication system', *Focus on Autistic Behavior*, 9(3), pp. 1–19. doi:10.1177/108835769400900301
- Bondy, A. S. and Frost, L. A. (2001). 'The picture exchange communication system', *Behavior Modification*, 25, pp. 725–44. doi:10.1177/014544550125500
- Borg, J., Larsson, S. and Östergren, P. O. (2011). 'The right to assistive technology: For whom, for what, and by whom?' *Disability & Society*, 26(2), pp. 151–67.
- Chinn, S. (2018). *Maths learning difficulties, dyslexia and dyscalculia*. 2nd edn. London: Jessica Kingsley.
- Costantino, M. A. and Bonati, M. (2014). 'A scoping review of interventions to supplement spoken communication for children with limited speech or language skills', *PloS One*, 9(3), p. e90744.
- Deuchar, M. (2013). British sign language. London: Routledge.
- Devarakonda, C. (2012). *Diversity and inclusion in early childhood: An introduction*. London: Sage.
- DFE and DoH (2015). 'SEN and disability code of practice 0 to 25 years', DFE: London. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Dillenbourg, P. and Evans, M. (2011). 'Interactive tabletops in education', *International Journal of Computer-Supported Collaborative Learning*, 6(4), pp. 491–514.
- Durkin, K., Boyle, J., Hunter, S. and Conti-Ramsden, G. (2015). 'Video games for children and adolescents with special educational needs', *Zeitschrift Für Psychologie*, 221(2), pp. 79–89.
- Edyburn, D. L., Kavita, R. and Hariharan, P. (2017). 'Technological practices supporting diverse students in inclusive settings', in Hughes, M. T. and Talbott, E. (eds.) *The Wiley handbook of diversity in special education*. Chichester: John Wiley and Sons, pp. 357–78.
- Egan, K. (1978). 'What is curriculum?' Curriculum Inquiry, 8(1), pp. 65-72.
- Equality Act (2010). Available at: www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf
- Ethnologue. (2020). 'Ethnologue'. Available at: https://www.ethnologue.com/subgroups/sign-language
- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.
- Hayhoe, S. (2014). 'The need for inclusive accessible technologies for students with disabilities and learning difficulties,' in Burke, L. (ed.) *Learning in a digitalized*

- *age: Plugged in, turned on, totally engaged?*. Melton, UK: John Catt Educational Publishing, pp. 257–74.
- Hayhoe, S. (2015). 'A pedagogical evaluation of accessible settings in Google's Android and Apple's IoS mobile operating systems and native apps using the SAMR model of educational technology and an educational model of technical captial'. Presentation at INTED2015 Proceedings, Spain, pp. 2220–8. IATED. Available at: https://library.iated.org/view/HAYHOE2015APE
- Hayhoe, S., Roger, K., Eldritch-Böersen, S. and Kelland, L. (2015). 'Developing inclusive technical capital beyond the disabled students' allowance in England', *Social Inclusion*, 3(6), pp. 29–41.
- Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y. and Burke, S. (2016). 'A summary of the evidence on inclusive education', ABT Associates. Available at: http://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf
- Henwood, K. S., Chou, S. and Browne, K. D. (2015). 'A systematic review and metaanalysis on the effectiveness of CBT informed anger management', *Aggression and Violent Behavior*, 25, pp. 280–92.
- Hillman, H. and Chapman, C. (2018). 'Biofeedback and anger management: A literature review', *NeuroRegulation*, 5(1), p. 43.
- Housand, B. and Housand, A. (2012). 'The role of technology in gifted students' motivation', *Psychology in the Schools*, 49(7), pp. 706–15.
- Illeris, K. (2014). 'Transformative learning and identity', *Journal of Transformative Education*, 12(2), pp. 148–63.
- Kahn, J., Ducharme, P., Rotenberg, A. and Gonzalez-Heydrich, A. (2013). "RAGE-control": A game to build emotional strength, *Games for Health: Research*, *Development, and Clinical Applications*, 2(1), pp. 53–7.
- Lancioni, G. E., O'Reilly, M. F., Cuvo, A. J., Singh, N. N., Sigafoos, J. and Didden, R. (2007). 'PECS and VOCAs to enable students with developmental disabilities to make requests: An overview of the literature', *Research in Developmental Disabilities*, 28(5), pp. 468–88. doi:10.1016/j.ridd.2006.06.003
- Law, J., Plunkett, C. and Stringer, H. (2012). 'Communication interventions and their impact on behaviour in the young child: A systematic review', *Child Language Teaching and Therapy*, 28(1), pp. 7–23.
- Light, J. and McNaughton, D. (2012). 'Supporting the communication, language, and literacy development of children with complex communication needs: State of the science and future research priorities', *Assistive Technology*, 24(1), pp. 34–44.
- Mesibov, G. and Shea, V. (2010). 'The TEACCH program in the era of evidence-based practice', *Journal of Autism and Developmental Disorders*, 40(5), pp. 570–9.
- Mitchell, D. (2007). What really works in special and inclusive education: Using evidence-based teaching strategies. London: Routledge.
- Montgomery, D. (2015). *Teaching gifted children with special educational needs:* Supporting dual and multiple exceptionality. London: Routledge.

- Moore, A. and Lynch, H. (2015). 'Accessibility and usability of playground environments for children under 12: A scoping review', *Scandinavian Journal of Occupational Therapy*, 22(5), pp. 331–44.
- Müller-Tomfelde, C. (ed.) (2010). *Tabletops-horizontal interactive displays*. London: Springer.
- Northcote, M., Mildenhall, P., Marshall, L. and Swan, P. (2010). 'Interactive whiteboards: Interactive or just whiteboards?' *Australasian Journal of Educational Technology*, 26(4), pp. 494–510.
- Norton, P. and Hathaway, D. (2010). 'Video production as an instructional strategy: Content learning and teacher practice', *Contemporary Issues in Technology and Teacher Education*, 10(1), pp. 145–66.
- OHCHR (2016). 'Report of the inquiry concerning the United Kingdom of Great Britain and Northern Ireland carried out by the Committee under Article 6 of the Optional Protocol to the Convention', United Nations Committee on the Rights of Persons with Disabilities. United Nations. Available at: https://www.ohchr.org/EN/HRBodies/CRPD/Pages/InquiryProcedure.aspx
- Power, M. and Dalgleish, T. (2016). Cognition and emotion: From order to disorder. 3rd edn. New York: Psychology Press.
- Riordan, J. P. (2020). 'A method and framework for video-based pedagogy analysis', Research in Science and Technological Education. doi:10.1080/02635143.2020.1776243
- Robacker, C., Rivera, C. and Warren, S. (2016). 'A token economy made easy through ClassDojo', *Intervention in School and Clinic*, 52(1), pp. 39–43.
- Siegle, D. (2017). 'Technology: Encouraging creativity and problem solving through coding', *Gifted Child Today*, 40(2), pp. 117–23.
- Siegle, D. (2015). 'Using QR codes to differentiate learning for gifted and talented students', *Gifted Child Today*, 38(1), pp. 63–6.
- Sigafoos, J. and Lacono, T. (1993). 'Selecting augmentative communication devices for persons with severe disabilities: Some factors for educational teams to consider', *Australia and New Zealand Journal of Developmental Disabilities*, 18(3), pp. 133–46.
- Slough, S. and Connell, M. (2006). 'Defining technogogy and its natural corollary, Technogogical Content Knowledge (TCK)', Association for the Advancement of Computing in Education, March.
- Sprague, D. R. and Shaklee, B. (2015). 'Differentiating through technology for gifted students', in *Cases on Instructional Technology in Gifted and Talented Education*. IGI Global, pp. 269–86. Available at: https://doi.org/10.4018/978-1-4666-6489-0.ch013
- Swan, B., Coulombe-Quach, X.-L., Huang, A., Godek, J., Becker, D. and Zhou, Y. (2015). 'Meeting the needs of gifted and talented students: Case study of a virtual learning lab in a rural middle school', *Journal of Advanced Academics*, 26(4), pp. 294–319.
- Thaler, L. and Goodale, M. A. (2016). 'Echolocation in humans: an overview', *Wiley Interdisciplinary Reviews: Cognitive Science*, 7(6): 382–93.
- Todis, B. (1996). 'Tools for the task? Perspectives on assistive technology in educational settings', *Journal of Special Education Technology*, 13(2), pp. 49–61.
- van der Meer, L., Sigafoos, J., O'Reilly, M. and Lancioni, G. (2011). 'Assessing preferences for AAC options in communication interventions for individuals with

- developmental disabilities: A review of the literature, *Research in Developmental Disabilities*, 32(5), pp. 1422–31.
- World Health Organisation (WHO) (2018). *Deafness prevention*. Available at: https://www.who.int/deafness/estimates/en/
- World Health Organisation (WHO) (2019). *Blindness and visual impairment*, Available at: https://www.who.int/health-topics/blindness-and-vision-loss#tab=tab_1
- Wright, J., Sheehy, K., Parsons, S. and Abbott, C. (2011). *Guidelines for research into the effectiveness of assistive technologies (AT)*. London: Kings College London/De Montford University Leicester.
- Zabala, J. (2005). 'Ready, SETT, Go! Getting started with the SETT framework', *Closing the Gap*, 23(6), pp. 1–3.

Chapter 6 Empowerment – The Power of Observation and Listening

- Alderson, P. (2000). 'School students' views on school councils and daily life at school', *Children & Society*, 14(2), pp. 121–34.
- Astington, J. W. and Edward, M. J. (2010). 'The development of theory of mind in early childhood,' *Encyclopedia on Early Childhood Development*, 2010, pp. 1–6.
- Baron-Cohen, S. E., Tager-Flusberg, H. E. and Cohen, D. J. (1994). 'Understanding other minds: Perspectives from autism', Most of the chapters in this book were presented in draft form at a workshop in Seattle, April 1991. Oxford: Oxford University Press.
- Bourdieu, P. (1986). 'The forms of capital', in Richardson, J. (ed.) *Handbook of theory and research for the sociology of education*. New York: Greenwood, pp. 241–58.
- Brookfield, S. (1990). Using critical incidents to explore learners' assumptions. Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning. San Francisco, CA: Jossey-Bass Publishers, pp. 177–93.
- Clark, A. and Moss, P. (2011). *Listening to young children: The mosaic approach*. London: Jessica Kingsley Publishers.
- Clark, C., Dyson, A., Millward, A. and Robson, S. (1999). 'Theories of inclusion, theories of schools: Deconstructing and reconstructing the 'inclusive school', *British Educational Research Journal*, 25(2), pp. 157–77.
- Cox, S. and Robinson-Pant, A. (2006). 'Enhancing participation in primary school and class councils through visual communication', *Cambridge Journal of Education*, 36(4), pp. 515–32.
- Department for Education and Department of Health (DfE and DoH) (2015). Special educational needs and disability code of practice: 0 to 25 years. London: Department for Education.
- Ferguson, P. M. and Asch, A. (1989). 'Lessons from life: Personal and parental perspectives on school, childhood, and disability', in Biklen, D. P., Ferguson, D. L. and Ford, A. (eds.) Schooling and disability: Eighty-eighth yearbook of the National Society for the Study of Education, Part II. Chicago: National Society for the Study of Education, pp. 108–40.

- Fielding, M. (2001). 'Students as radical agents of change', *Journal of Educational Change*, 2(2), pp. 123–41.
- Geake, J. G. and Gross, M. U. (2008). 'Teachers' negative affect toward academically gifted students: An evolutionary psychological study', *Gifted Child Quarterly*, 52(3), pp. 217–31.
- Hammarberg, T. (1990). 'The UN convention on the rights of the child-and how to make it work', *Human Rights Quarterly*, 12(1), pp. 97–105.
- Hart, R. A. (1992). 'Children's participation: From tokenism to citizenship' (No. inness92/6). Florence: UNICEF Innocenti Centre.
- Hess, R., Molina, A. M. and Kozleski, E. B. (2006). 'Until somebody hears me: Parent voice and advocacy in special educational decision making', *British Journal of Special Education*, 33(3): 148–57. doi:10.1111/j.1467-8578.2006.00430.x
- James, A., Jenks, C. and Prout, A. (1998). *Theorizing childhood*. Cambridge: Polity Press. Koshy, V., Smith, C. P. and Brown, J. (2017). 'Parenting "gifted and talented" children in urban areas: Parents' voices', *Gifted Education International*, 33(1), pp. 3–17.
- Long, L., McPhillips, T., Shevlin, M. and Smith, R. (2012). 'Utilising creative methodologies to elicit the views of young learners with additional needs in literacy, *Support for Learning*, 27(1), pp. 20–8.
- Lundy, L. (2018). 'In defence of tokenism? Implementing children's right to participate in collective decision-making', *Childhood*, 25(3), pp. 340–54.
- Marrable, T. (2014). 'Emotion in responses to the child with "additional needs", *Child & Family Social Work*, 19(4), pp. 401−10.
- Maslow, A. H. (1954). Motivation and personality. New York: Harper and Row.
- Messiou, K. (2012). 'Collaborating with children in exploring marginalisation: An approach to inclusive education', *International Journal of Inclusive Education*, 16(12), pp. 1311–22.
- Messiou, K. (2019). 'Understanding marginalisation through dialogue: A strategy for promoting the inclusion of all students in schools', *Educational Review*, 71(3), pp. 306–17.
- Moll, L. C., Amanti, C., Neff, D. and Gonzalez, N. (1992). 'Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms', *Theory into Practice*, 31(2), pp. 132–41.
- Murdick, N., Shore, P., Gartin, B. and Chittooran, M. M. (2004). 'Cross-cultural comparison of the concept of "otherness" and its impact on persons with disabilities, *Education and Training in Developmental Disabilities*, 39(4), pp. 310–16.
- Norwich, B. (2002). 'Education, inclusion and individual differences: Recognising and resolving dilemmas', *British Journal of Educational Studies*, 50(4), pp. 482–502.
- Prior, S. (2011). 'Student voice: What do students who are intellectually gifted say they experience and need in the inclusive classroom?', *Gifted and Talented International*, 26(1–2), pp. 121–9.
- Prunty, A., Dupont, M. and McDaid, R. (2012). 'Voices of students with special educational needs (SEN): Views on schooling, *Support for Learning*, 27(1), pp. 29–36.

- Sergeant, J. and Gillett-Swan, J. K. (2015). 'Empowering the disempowered through voice-inclusive practice: Children's views on adult-centric educational provision', *European Educational Research Journal*, 14(2), pp. 177–91.
- Turnbull, A. P. and Turnbull, H. R. (2002). 'From the old to the new paradigm of disability and families: Research to enhance family quality of life outcomes', in James, L. P., Lavely, C. D., Cranston-Gringas, A., Taylor, E. L. (eds.) *Rethinking professional issues in special education*. Westport; London: Ablex Publishing, pp. 83–119.
- United Nations General Assembly (1989). 'Convention on the Rights of the Child', General Assembly resolution, 44/25, 20 November. U.N. Doc. A/RES/44/25.
- United Nations General Assembly (2006). 'Convention on the Rights of Persons with Disabilities', Resolution/Adopted by the General Assembly. A/RES/61/106.
- Vigo-Arrazola, B. and Dieste-Gracia, B. (2019). 'Building virtual interaction spaces between family and school', *Ethnography and Education*, 14(2), pp. 206–22.
- Wall, K., Cassidy, C., Robinson, C., Hall, E., Beaton, M., Kanyal, M. and Mitra, D. (2019). 'Look who's talking: Factors for considering the facilitation of very young children's voices', *Journal of Early Childhood Research*, 17(4), pp. 263–78.

Chapter 7 Working Together

- Alsop, P. and Kupenga, T. R. (2016). *Mauri Ora: Wisdom from the Māori World*. New Zealand: Potton and Burton. Available at: https://www.pottonandburton.co.nz/ [as printed in]
- Anning, A., Cottrell, D., Frost, N., Green, J. and Robinson, M. (2010). *Developing multi-professional teamwork for integrated children's services*. Maidenhead: Open University Press.
- APPG Review (2012). *The All-Party Parliamentary Group for looked after children and care leavers*, APPG and UCU, Available at: http://dera.ioe.ac.uk/15782/1/Education_Matters_in_Care_September_2012.pdf
- Bailey, R., Barrow, R., Carr, D. and McCarthy, C. (2013). The SAGE handbook of philosophy of education. London: Sage.
- Corbett, J. and Slee, R. (2000). 'An international conversation on inclusive education', in Armstrong, F., Barton, L. and Armstrong, D. (eds.) *Inclusive education: Policy, contexts and comparative perspectives* (Vol.1:133–146). London: David Fulton.
- Couper, C. (2019). 'Collaboration in the New Zealand School Education Survey 2019' (Unpublished).
- Cross, M. (2004). *Children with emotional and behavioural difficulties and communication problems*. London: Jessica Kingsley Publishers.
- Department for Education and Department of Health (2014; 2015). *Special educational needs and disability code of practice: 0–25 years*, DfE. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Glazzard, J. (2014). 'The standards agenda: reflections of a special educational needs coordinator', *Support for Learning*, 29(1), pp. 39–53.

- Godemann, J. (2008). 'Knowledge integration: A key challenge for trans-disciplinary cooperation, *Environmental Education Research*, 14(6), pp. 625–41.
- Gray, C. and Macblain, S. (2012). Learning theories in childhood. London: Sage.
- Hutton, E. and Soan, S. (2015). "Lessons Learned" from introducing universal strategies designed to support the motor and functional skills of Reception and Year 1 children in a sample of primary schools in South East England, *Education*, 3–13, pp. 1–21. doi:10.1080/03004279.2015.1048270
- Kennedy, S. and Stewart, H. (2011). 'Collaboration between occupational therapists and teachers: Definitions, implementation and efficacy, *Australian Occupational Therapy Journal*, 58, pp. 209–14.
- Lynch, S. L. and Irvine, A. N. (2009). 'Inclusive education and best practice for children with autism spectrum disorder: an integrated approach'. *International Journal of Inclusive Education*, 1(8), December, pp. 845–59.
- Massey, A. (2016). *Provision mapping and the SEND code of practice*. 2nd edn. Abingdon: Routledge.
- Nancarrow, S., Booth, A., Ariss, S., Smith, T., Enderby, P. and Roots, A. (2013). 'Ten principles of good interdisciplinary teamwork', *Human Resources for Health*, 11(19), pp. 1–11.
- O'Toole, C. and Kirkpatrick, V. (2007). 'Building collaboration between professionals in health and education through interdisciplinary training, *Child Language Teaching and Therapy*, 23(3), pp. 325–52.
- Salamanca Agreement United Nations Educational, Scientific and Cultural Organization (UNESCO) (1994). *The Salamanca statement and framework for action on special needs education*. Salamanca: UNESCO. Available at: www.unesco.org/education.pdf/SALAMA_E.PDF
- Soan, S. (2013). An exploration through a small number of case studies of the education provision for looked after children who have experienced early life abuse or neglect (Unpublished PhD). The University of Kent/CCCU.
- Soan, S. (2019). 'Multi-disciplinary practice and inclusive education', in Schuelka, M. J., Johnstone, C. J., Thomas, G. and Artiles, A. J. (eds.) *The SAGE handbook of inclusion and diversity in education*. London: Sage, pp. 307–21.
- UNICEF (1989). *The UN convention on the rights of the child.* Available at: https://www.unicef.org/child-rights-convention/what-is-the-convention
- United Nations Educational, Scientific and Cultural Organization (UNESCO) (2000). The Dakar Framework for Action. Education for All: Meeting our collective commitments. Paris: UNESCO.

Chapter 8 Resilience, Reflection and Reflexivity

Beltman, S. (2015). 'Teacher professional resilience: Thriving not just surviving', in Weatherby-Fell, N. (ed.) *Learning to teach in the secondary school*. Melbourne, Australia: Cambridge University Press, pp. 20–38.

- Bolton, G. and Delderfield, R. (2018). *Reflective practice: Writing and professional development.* 5th edn. London: Sage.
- Booth, T. and Ainscow, M. (2011). *Index for inclusion, developing learning and participation in schools*. Bristol: Centre for Studies on Inclusive Education.
- Booth, T. and Ainscow, M. (2016). *Index for inclusion: A guide to school development led by inclusive values.* 4th edn. Cambridge: Index for Inclusion Network.
- Boud, D., Keogh, R. and Walker, D. (1985). *Reflection: Turning experience into learning*. Abingdon: RougledgeFalmer.
- Bourdieu, P. with Wacquant, L. (1992). *An invitation to reflexive sociology*. Translated by Wacquant, L. Oxford: Polity.
- Charles, S. (2019). 'Dyslexia spells trouble: Disclosure and discrimination within the UK primary teaching profession', in Chiou, V., Holz, O., Oruç Ertürk, N. and Shelton, F. (eds.) *International insights: Equality in education*. Munster Germany: Waxman.
- Claxton, G. (2018). 'Deep rivers of learning: Get below surface-level knowledge to help students build attitudes and habits that will stay with them for a lifetime', *Phi Delta Kappan*, 99(6), pp. 45–8.
- Dall'Alba, G. (2009). 'Learning professional ways of being: Ambiguities of becoming', in Dall'Alba, G. (ed.) *Exploring education through phenomenology*. Oxford and Malden, MA: Wiley-Blackwell, pp. 41–52.
- Day, C. (2017). *Teachers' worlds and work: Understanding complexity, building quality.* Abingdon: Routledge.
- Day, C. and Gu, Q. (2014). 'Response to Margolis, Hodge and Alexandrou: Misrepresentations of teacher resilience and hope', *Journal of Education for Research*, 40(4), pp. 409–12.
- Department for Education (2014). The national curriculum in England: Framework document. Available at: https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4
- Dewey, J. (1933). How we think: A restatement of the relation of reflective thinking in the educative process. Boston, MA: DC Health & Co.
- Dweck, C. (2015). A Joosr guide to mindset: The new psychology of success. Citheroe: Bookish.
- Eraut, M. (1995). 'Schon Shock: A case for reframing reflection in action', *Teachers and Teaching*, 1, pp. 9–22.
- Gadamer, H. (1998). *The relevance of the beautiful and other essays*, in Walker, N. and Bernasconi, R. (eds.) Cambridge: Cambridge University Press (Original work published 1986).
- Gray, G., Wilcox, G. and Nordstokke, D. (2017). 'Teacher mental health, school climate, inclusive education and student learning: A review', *Canadian Psychology*, 58(3), pp. 203–10.
- Helsing, D. (2007). 'Regarding uncertainty in teachers and teaching', *Teaching and Teacher Education*, 23(8), pp. 1317–33.
- Hilton, J. (2018). Ten traits of resilience. London: Bloomsbury.
- Hodkinson, A. (2016). *Key issues in special educational needs and inclusion*. 2nd edn. London: Sage.

- Howard, S. and Johnson, B. (2004). 'Resilient teachers: Resisting stress and burnout', *Social Psychology of Education*, 7(4), pp. 399–420.
- Hymer, B. and Michel, D. (2002). *Gifted and talented learners: Creating a policy for inclusion*. Abingdon: David Fulton.
- Jordan, A., Schwartz, E. and McGhie-Richmond, B. (2009). 'Preparing teachers for inclusive classrooms', *Teaching and Teacher Education*, 25, pp. 535–42.
- Kennedy, M. (2010). 'Attribution error and the question for teacher quality', *Educational Researcher*, 39(8), pp. 591–8.
- Kroll, L. (2012). Self study and inquiry into practice: Learning to teach for equality and social justice in the elementary school classroom. Abingdon: Routledge.
- Lambe, J. and Bones, R. (2007). 'The effect of school-based practice on student teachers' attitudes towards inclusive education in Northern Ireland', *Journal of Education for Teaching*, 33(1), pp. 99–131.
- Margolis, J. and Alexandrou, A. (2014). 'Reply to Professors Day and Qing Gu', *Journal of Education for Teaching*, 40(4), pp. 413–14.
- Moltzen, R. (2006). 'Can "inclusion" work for the gifted and talented?', in Smith, C. (ed.) *Including the gifted and talented: Making inclusion work for more gifted and able learners*. Abingdon: Routledge, pp. 41–55.
- Moltzen, R. (2011). 'Inclusive education and gifted and talented provision', in Richards, G. and Armstrong, F. (eds.) *Teaching and learning in diverse and inclusive classrooms*. Abingdon: Routledge, pp. 102–12.
- Norwich, B. and Ylonen, A. (2014). 'Lesson study practices in the development of secondary teaching of students with moderate learning difficulties: A systematic qualitative analysis in relation to context and outcomes', *British Educational Research Journal*, 41(4), pp. 629–49.
- Oliver, M. (2004). 'If I had a hammer: The social model in action', in Swain, J., French, S., Barnes, C. and Thomas, C. (eds.) *Disabling barriers enabling environments*. London: Sage, pp. 7–12.
- Robinson, D. (2017). 'Developing the effectiveness of teacher education for inclusion'. Presented at the Global Conference of Education Research, University of South Florida, Sarasota-Manatee, FL, USA, 22–25 May.
- Schön, D. (1983). The reflective practitioner. San Francisco, CA: Jossey-Bass.
- Sellars, M. (2017). Reflective practice for teachers. 2nd edn. London: Sage.
- Silverman, L. (2019). 'Hidden treasures: Twice exceptional students', in Wallace, B., Sisk, A. and Senior, J. (eds.) *The Sage handbook of gifted and talented education*. London: Sage, pp. 144–58.
- Sternberg, R. (2019). 'Is gifted education on the right path?' in Wallace, B., Sisk, A. and Senior, J. (eds.) *The Sage handbook of gifted and talented education*. London: Sage, pp. 5–18.
- Ungar, M. (2012). 'Social ecologies and their contribution to resilience', in Ungar, M. (ed.) *The socialecology of resilience: A handbook of theory and practice.* New York; Heidelberg; Dordrecht; London: Springer.
- van Manen, M. (1990). Researching the lived experience, human science for an action sensitive pedagogy. New York: The State University Press.

Vygotsky, L. (1962). Thought and language. New York: Wiley.

Wharton, J., Codina, G., Middleton, T. and Esposito, R. (2019). SENCO induction pack: Supporting you at the start of your journey. Whole School SEND/DfE/LLSENDCiC/nasen. Available at: https://www.sendgateway.org.uk/whole-school-send/sencosarea/ (accessed 2 August 2019).

Chapter 9 The Role of Teachers and Teaching

- Armstrong, D. and Squires, G. (eds.) (2012). *Contemporary issues in special educational needs: Considering the whole child.* Maidenhead: OUP.
- Barned, N. E., Flanagan Knapp, N. and Neuharth-Pritchett, S. (2011). 'Knowledge and attitudes of early childhood preservice teachers regarding the inclusion of children with autism spectrum disorder', *Journal of Early Childhood Teacher Education*, 32(4), pp. 302–21. doi:10.1080/10901027.2011.622235
- Booth, T. and Ainscow, M. (2011). *Index for inclusion: Developing learning and participation inschools.* Bristol: Centre for Studies on Inclusive Education.
- Caplan, B., Feldman, M., Eisenhower, A. and Blacher, J. (2016). 'Student-teacher relationships for young children with Autism Spectrum Disorder: Risk and protective factors', *Journal of Autism and Developmental Disorders*, 46, pp. 3653–66. doi: 10.1007/s10803-016-2915-1
- Department for Education (2011). *National Teachers' Standards*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf
- Department for Education (2013). 'Achievement for All: Effect on SEND pupils', DfE. Department for Education and Department of Health (2015). The special educational needs and disability code of practice: 0–25 years. DfE.
- Ekins, A. (2012). The changing face of special educational needs. London: Routledge.
- Foster, D. (2018). *Teacher recruitment and retention in England*, Briefing Paper No. 72222, December. Available at: http://researchbriefings.files.parliament.uk/documents/CBP-7222/CBP-7222.pdf
- Gu, Q. (2014). 'How do people become effective teachers?', in Pollard, A. (ed.) *Readings* for reflective teaching in schools. 2nd edn. London: Bloomsbury, pp. 4–6.
- Hattie, J. (2016). *Third visible learning annual conference: Mindframes and maximizers*. Washington, DC, 11 July. Available at: https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/
- Huskin, P. R., Reiser-Robbins, C. and Kwon, S. (2018). 'Attitudes of undergraduate students toward persons with disabilities: Exploring effects of contact experience on social distance across ten disability types', *Rehabilitation Counseling Bulletin*, 62(1), pp. 53–63.
- Lindblom, A., Dindar, K., Soan, S., Kärnä, E., Roos, C. and Carew, M. T. (2020). 'Predictors and mediators of European student teacher attitudes toward autism spectrum disorder', *Teaching and Teacher Education*, 89(102993), pp. 1–10.

- Montgomery, D. (ed.) (2009). *Able, gifted and talented underachievers*. 2nd edn. Chichester: John Wiley and Sons Ltd.
- O'Reilly, N. (2016). 'The key components to creating effective collaborative teaching and learning environments', Thesis Publication University of Canterbury, New Zealand. Available at: https://ir.canterbury.ac.nz/handle/10092/12190
- Pillen, M. T., Den Brock, P. J. and Beijard, D. (2013). 'Profiles and change in beginning teachers' professional identity tensions', *Teaching and Teacher Education*, 34, pp. 86–97.
- Reid, A. (2010). 'The politics of educational change', in Arthur, J. and Davies, I. (eds.) *Education studies textbook*, Abingdon: Routledge.
- Sachs, J. (2016). 'Teacher Professionalism, why are we still talking about it?', *Teachers and Teaching: Theory and Practice*, 22(4), pp. 413–25.
- White, D., Hillier, A., Frye, A. and Makrez, E. (2016). 'College students' knowledge and attitudes towards students on the autism spectrum', *Journal of Autism and Developmental Disorders*. Advance online publication. doi:10.1007/s10803-016-2818-1.
- Wood, R. and Jackson, C. (2020). 'The important role of the teacher', Chapter 9, in Campbell-Barr, V. and Maisey, D. (eds.) *Why do teachers need to know about child development*. London: Bloomsbury.