

# 重度知的障害児の他生徒に対する理解 (perception)をいかに探るか

- 英国インクルーシブ教室内的での質的研究を通じて -

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**要 旨：**イギリスの小学校通常学級に在籍する、重度知的障害があると学校内で認識されている生徒が、同じクラスの他生徒と教師をいかに理解 (perceive) しているかを探るため、参与観察とインタビューを行ってきた。その過程で、対象児のクラスは入学以来クラス替えをしていないことから、対象児の周囲への理解 (perception) は、学校関係者と他生徒の知識 (shared knowledge) を利用できるとする仮説が立てられた。そこで、本研究では、生徒と学校関係者が経験し、構築されてきた対象児に対する知識 (対象児のいくつかの表情・行動にある意味) の収集、分析を行った。その結果、対象児の表情と行動には一貫性があることから、本クラスにおける学校関係者と他生徒の知識の有効性が示唆された。今後は他クラス、他学校においても同様の結果が得られるかを検討する必要がある。本研究における対象児は Paul (男) と Emma (女) の2名 (CA11歳) である。筆者は6ヶ月間 (週1回) 対象児の在籍する小学5年生のクラスにて、学校関係者 (担任、アシスタント2名、サポートユニット (リソースルーム) 教師、校長) と対象児間の相互作用を教室、運動場、サポートユニット、食堂、廊下で観察した。さらに、学校関係者に対するインフォーマル、セミフォーマルインタビューを実施した。

**Key Words：**インクルーシブな小学校 (inclusive primary school), 質的研究法, 重度知的障害 (severe learning difficulties)

## . Rationale

Recently, definitions of inclusion have broadened still further (Booth and Ainscow 1998). The argument is that the development of schools should be more responsive to the diversity of all learners, rather than concentrating on a group of students that are categorized as having special needs, or disabilities (e.g. Ainscow 1991 and 1995a; Booth 1983; Booth, Potts and Swann 1987). On this broader view, inclusion or exclusion are as much about participation and marginalization in relation to race, class, gender, sexuality, poverty and unemployment as they are about traditional special

education concerns with students categorized as low in attainment, disabled or deviant in behaviour (Booth and Ainscow 1998).

Some researchers are concerned with developing deeper explanations of the complex social factors on issues of inclusion and exclusion. They attempt to get close to particular contexts, often use case study accounts of schools or classrooms (e.g. Allan 1999; Dyson and Millward 2000; Thomas, Walker and Webb 1998; Farrell and Ainscow 2002). They also tend to be particularly interested in using interviews to understand the ways in which stakeholders, such as teachers, pupils and parents, construct their experiences in schools (Farrell and Ainscow 2002). Also

Bassey (1990) have commented, variables such as praise and social conduct can be defined in ways that could be said to apply across different contexts, time and people - classrooms are complex places, involving numerous social encounters, the significance of which comes to be understood separately by each participant.

However Allan (1999) says that the voice of the child is absent from most accounts of special education, silenced by professional discourses, which are concerned with matters of placement or practice. Similarly some research has argued that the voices of children with disabilities have been foregrounded (Lewis, 1995; Lynas, 1986a). Especially there is little specific research on children who experience severe or profound disabilities, although many studies have shown that children with even very profound disabilities have feelings and ideas to express (Detheridge 2002). Detheridge (2002) raises some reasons for this. Firstly, these children will have significant communication difficulties, maybe non-speaking and are likely to have other disabilities which affect their freedom to respond to stimuli in their environments. Secondly, the particular difficulties and unique communication patterns of these children pose specific challenges for the researcher in terms of the validity and reliability of data. Also it is critical when the means of communication is complex, unusual and, through aiming to simplify, open to misinterpretation.

The overall aim of this research was, therefore, to seek to find some effective methods to capture perceptions of students who experience severe learning difficulties in an inclusive classroom, in a school. My main research questions were;

-How can the perception of pupils who experience severe learning difficulties be researched?

-How can the validity of data be strengthened?

-How do children who experience severe learning difficulties perceive others in classrooms?

## . Methodology

Peck and Furman (1992) identified substantive contributions that qualitative research has made to special education. They observed that qualitative research has enabled the development of professional interventions in special education that are responsive to the cognitive and motivational interpretations of the world held by children, parents, and professionals. For example, definitions of aberrant or inappropriate behaviours can be reframed in terms of their functional meaning for a child. Since my research question is researching children's perspectives, this advantage is crucial to my research questions. Secondly, qualitative methods have led to insights into the cultural values, institutional practices, and interpersonal interactions that influence special education practice. For example, placement and categorisation of children in special education are subject to these influences, and can be understood only through a research process that can examine different levels of social ecology. To understand the meaning of their actions, one can not ignore the context, which is a culturally and historically situated place and time, a specific here and now ( Graue and Daniel,1998). So, in this study a qualitative methodology was utilised to understand the inclusive classroom and to grasp the children and teacher's point of view through some children and my interpretation is called ethnography. Spradley (1979) states that ethnography is:

***“ the work of describing a culture. The essential core of this activity aims to understand another way of life from the native point of view. The goal of ethnography, as Malinowski put it, is ‘to grasp the native's point of view, his relation to life, to realize his vision of his world’ (1922)***

In this study, 'to grasp some children's point of view, his relation to life, to realise his vision of his world', I adopted an ethnographic study approach.

## . The school

I visited an inclusive school (From December 2002 – July 2003) in England which had been chosen as a 'resourced school' by its Local Authority. From January 1996 the school was able to admit some children with severe or profound learning difficulties. The school is smaller than most schools in England, with 158 on roll. There are six classes. It has resource provision to meet the needs of children with severe or profound learning difficulties. Currently, there are ten children who experience severe learning difficulties, as well as others with special educational needs who have come to the school because of its inclusive philosophy. In year 5 (10-11 year-old), where I conducted participant classroom observation, there were two children who experience severe learning difficulties and have statements (Emma and Paul). Data collection and analysis emerged as analysis of participant observation developed. Finally, the data collected included: relevant literature (including governmental official report, school pamphlet to parents and National Curriculum), research journal, field notes, transcripts of audio taped interviews (semi-formal interview to teachers), photos of the school, classrooms and children's notebooks, drawing, writing), and children's personal information (e.g. IEP, record of achievement).

Specifically, data was often collected by observing the interaction between the classroom teacher and Paul/Emma, the support unit teacher and Emma (Paul doesn't attend support unit) and the assistant teachers and Paul/Emma in the classroom, playground, support unit, cafeteria and corridor. Informal interviews and some semi-structured interviews with audiotapes (classroom, assistant and support unit teachers) were conducted to strengthen the validity of observational data.

## . Learning about Emma and Paul

### a) Emma

Emma is an 11 year old girl who loves music, singing and dances (informal interview to assistant teacher, IEP). She speaks 3, 4 words. According to informal interviews with teachers it is agreed that she tends to play alone. Both classroom teachers and assistant teachers in a class said, in different ways, that her ability to communicate, and academically she is on a much higher level than Paul, but she is said to be obsessed by her own photograph. She relates to herself which makes it harder to be included with others (from all the teachers' informal interview, classroom teacher's semi-structured interview).

Her own brother is in the same school. An assistant teacher and resource unit teacher told me that her family has got a tendency of epilepsy but her brother didn't have it at all. During the break time she was usually alone outside. So in her IEP, there were some recommended plans for teachers to facilitate relationships with peers, which are [to arrange for Emma to choose a friend to play with] [to encourage students to include others] [to include Emma in a small group session to encourage friendships] [to join in and play with others in the playground].

### b) An Analysis of Emma's facial expression

The ways for researcher and teachers as insiders to understand Emma's feelings were similar in terms of facial expressions. All used her 'happy' facial expressions (observation and informal interview to teachers). Two teachers interacted according to her facial expressions and actions (behaviours), and not her speech a lot. These trends were seen from peers as well. When they talked to Emma, they gazed at her face to see her response (to Paul they didn't often gaze at his face).

Ethically I decided to ask about Emma and Paul only when they were interacting and some incidents happened (e.g., Paul stood up and touched his friend... I would ask them what happened between you. ). Some

researchers (e.g. Whitaker 1994; Allan 1999) ask mainstream pupils and receive useful perceptions towards inclusive school by both qualitative and quantitative methods. Allan (1999) calls mainstream pupils the 'gate keepers' of inclusion. But in this study, because of the character of the school, where everyone had grown up together, I focused on what the perceptions they already have through observation and my interpretation, more than 'finding' something new from their interviews. I asked when some incidents happened but tried not to interfere more in order to collect their intervention in natural setting.

Emma did not approach classmates on any occasions so my observations of interactions were limited. On the playground, at lunch time, in the classroom, and resource unit she didn't interact with someone until they (assistant teachers or peers, classroom teacher) talked to her. She answered mainly using facial expressions (happy, tired)... those two were found by myself and teachers there agreed with the interpretation. So I focused on her facial expressions during interactions between Eric (Year 6) who was said she wanted to play with.

### **c) Insider and Outsider's views of Emma**

I found that Emma laughed most with one boy who was one year older than her, Eric. Eric will go to high school next year, he attends the support unit (resource room in Japan) as well as Emma. Their positive relationship was also recognised by teachers. According to her 'positive intervention plan' (mainly written about her strength, abilities), there was his name with five other children whose relationships were recognized as being good. Relationships with Emma and two classmates were described as poor (one of them 'disliked' Emma). I asked her teaching assistant about Eric and Emma but she (and classroom teacher) told me, during both informal and semi-formal interview, that their relationship is good now, but they think she likes herself more.

Paul's assistant teacher said

***" Eric is caring, he's a very caring person. Yes, he's a lovely child, but I don't think Emma notices it's sad, but as to why you don't know. I mean you've met Eric's mum, Mrs Smith the lady who comes in our class – yes, well you see, she's a lovely person, isn't she? So Eric is very caring, a very caring child he is. And he of course, because I've worked with Eric as well, I mean has good language now, he has good language. But as I say Emma's hard to judge what she would be like with all her problems, but she definitely has behavioural problems as well, so we have to just be very firm with her really."***

*(semi-structured interview July 03)*

After lunch, she often stayed with Eric outside. The time spent with Eric was longer than with other peers and she showed several gestures, often laughing. Eric's attitude to her was very friendly, and he came to talk to her whenever he found her. He came to pick her up to go to the support unit together during their literacy lessons and they held hands and went together. Also, when I was eating lunch with Emma, he sat next to Emma and went outside after lunch and played on the grass. However, although I asked teachers about their friendship, their perceptions to her haven't changed. About Emma, no teacher said positively about her relationship with peers. The classroom teacher's explanation about Emma was as follows:

***" She feels everybody operates – everybody defines the world through their own ego - we all interpret it I think, in the way we want it to be, sometimes successfully, sometimes not, you know the younger the child the world is them – you know is far more them, that's natural enough, but I think for Emma that's very pronounced. I think that her maturity as to what the world is, is at a very young level, you know, she relates very much to herself, even in things like assemblies if children are being brought out for awards or something, you have to keep a very close eye***

**on Emma because she'll be gone up to the stage and clap herself, you know she'll bow, and Emma very much sees things like that and it's quite hard"**

(semi-structured interview July 03)

The teacher added:

**" although she has the ability compared to Paul – she has more language, she has the ability but she only really communicates as and when she wants to with the other children. If she hasn't got the patience to do it, she will at best have nothing to do with them, at worst she will even strike out at them, or hit them, kick them, and do it with adults as well. So she sets that agenda very strongly really, does Emma, although of course what you don't know – you don't know what the child's character is outside of what any disability might be."**

(semi-structured interview July 03)

Also, Emma's assistant teacher said:

**" Like you wouldn't normally get a girl of nine sitting down on the floor and saying, 'no, I'm not doing that' and stamping her feet, but Emma will do that because she's still at quite low stages in her behaviour, but on other things she's just as advanced as the other children. I think the difference is really that some children with special needs don't have the same inhibition, so she would not think 'I'm going to show myself up by sitting on the floor and kicking my legs and refusing' because a nine year old generally wouldn't do that because they'd think 'oh I'm going to really show myself up' but she doesn't have that thought, but she doesn't have that thought. She just wants something, she's sees something, and she behaves really like a little child that's having a temper tantrum really, you know that's the only thing I can say about that."**(semi-structured interview July 03)

Paul's assistant teacher said

**" Emma doesn't always respond you see, and they've known them both since they were in Reception. I mean some girls try**

**very hard with Emma they will sing with her and things like this in the playground but it's right down at very early level – games and things like this you know, but it's only if she wants to do it – it's very difficult to persuade her to do it."**

(semi-structured interview July 03)

Also, compared to Paul, Emma's interview with teachers had more description about her 'disability'. Until I heard about her disability, for example that her disability was related to family, my impression of her was not different from Paul in terms of the fact they don't use language. Also, I found some students used the same words the teachers used, for instance, [you must not touch hat and photos] [Bad Girl! (Good Girl!)] from children. Davis (1982) suggests that adults' views may help to construct children's views of friendship. This suggests that teachers' actions might influence other peers' actions as well, and also towards Emma and her perceptions.

To find out more about her perceptions, I followed up the idea that teachers' perceptions might be related to their actions which impact on peers, which is needed to approach Emma's perception as well. Also, I collected informal and semi-formal interview data which teachers speak both Emma and Paul together which was often heard from teachers' conversation (see Table 1).

In many comparisons between them, Emma's perception was negative. However, interestingly, perception from the resource unit teacher to Emma was generally more positive than Paul's both academically and socially. For example:

**" Her reading is coming on, her written work is coming on, her maths is coming on. Paul has taken a lot longer but this year he's making great strides this year, and he's using his communication book now - a lot more, so ..."**

Table 1 Comparison between Emma and Paul

Paul	Emma
Academically hard but socially integrated	Obsessed by her Photographs
Not self-centered	Self-centered
Socialable	Not Socialable
Always liked	Always played by her self
Can get something back from Paul	Doesn't always respond
Whole class is listening, he will sit down and listen	Doesn't want to bother with things above her level
Need someone to give him to learn	Can sit quietly alone

This suggests that there is a possibility that the classroom teachers and resource unit teacher who work with her in different places have different perceptions to Emma. However, to confirm these differences I should ask them at different time, and in different places.

#### d) Paul

Paul spoke one words 'Mummy' when I first visited him (December 02). But, on my last visit (10th July 03), he could say 'Daddy', which was surprising progress for teachers. Paul is perceived as very friendly and 'everyone likes him and he likes everyone'. From my participant observation also, he was often with peers and went to interact with peers in classroom, corridors, play ground, wherever in school environment. To express his demands he used symbol cards ( toilet, chocolates, drink ) made by assistant teacher which were pinned to his shirts. He understood some Makaton Language (e.g sit down) expressed by teachers and sometimes responded to his thoughts, demand, feelings by gestures. Paul is very small, and wears big glasses on his small face, and uses a nappy. He eats mashed potato or rice, so the teaching assistant said to me that she needs to remind other peers he is small but he IS 11 year-old. Paul is very sociable and finds it easy to make friends. During classroom lessons or playground, I've seen many students often come to hug him. I've seen that he is invited to go out together [Come on Griff !( his Surname)] by peers.

#### e) Insider's shared knowledge

I closely observed Paul and his interaction with others. Places where observation occurred were in the classroom, playground, corridors, toilet and computer unit. From the analysis of field notes from participant observation and informal interview conducted immediately after observation, I reached out the 'device' to understand his perceptions usually occurred by ( a mixture of, or single ) gestures he made, facial expressions (including tone of voice), symbol cards and actions( such as common behaviours to challenging behaviours as they call them in this class). They were often used together, except symbol cards. Those four were matched from my observational data of interaction between Paul and others, and interview data. However regarding the gestures he made, some peers who were not so close did not know the meaning of his gestures. Also, there were several non-verbal expressions with different meanings which occurred during my visits to Paul, which all the class members have shared (see Table 2). His gestures don't change by time or place (classroom/lunch/ or assembly). So the gestures are some kind of 'determined' response or expressions by Paul.

#### f) Paul's perception of adults and friends

From my observation, when Paul wanted to play with something (using ropes, playing football) he went to someone who was close to him although there were teachers present. On the other hand, when he needed something related to basic needs ( drink, toilet) he used symbol cards and went to his assistant teachers first although she was not close to him at that moment. Table 3 shows patterns of WHO Paul asked when he wanted basic needs(classroom), or playing(playground), where there are the same members.

Table 2 Paul's expressions and shared meanings in classroom

How they perceive	Paul's action
<b>Gestures</b>	
Eeyore (Pooh's friend)	crying voice of Eeyore
Winnie the Pooh	show his stomach
'I am listening'	touch his both ears
<b>Facial expressions</b>	
Laughing	Laughing
Angry	Angry face and tone of voice
<b>Actions</b>	
Something uncomfortable	Crying and/or lying
Want to talk to someone	Go and touch
<b>Symbol cards (point the card)</b>	
Toilet	Toilet card
Drink	Drink card
Dinner	Dinner card
Chocolate	Chocolate card
Thursday	Thursday card
Book	Book card

Table 3 Patterns of WHO Paul asked

When Paul may want to drink water, go to toilet in classroom
He shows symbol cards to
1st choice His assistant teacher
2nd choice Close peers near him
3rd choice Another Assistant teacher or the Researcher
?
When Paul may want to play in playground
1st Alex or Mark
2nd Peers often comes to him
3rd His Assistant teacher

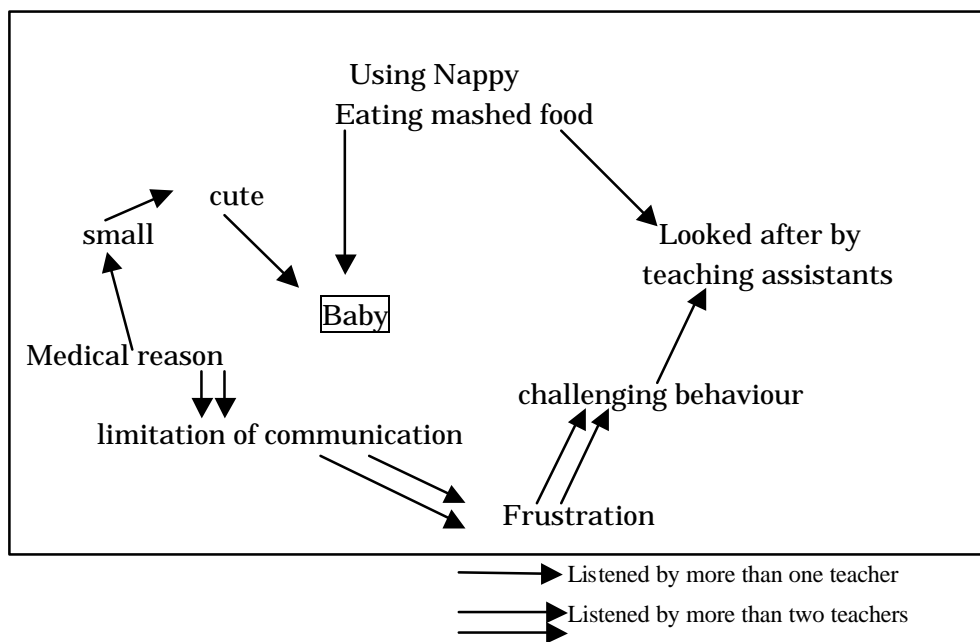


Fig. 1 The Network of the Image of 'Baby'

**g) The Impact of adults**

From my observations, I came to think that Paul's perception was related to the teacher's perception of him. This suggests that he perceives classroom members differently and that he may choose/interact with a suitable person to satisfy his demand, hope, or enjoyment. Interestingly, he sometimes

approached me when he wanted to drink water, but although I was with him outside, when he wanted to play something, he went to peers, which made me to realize the impact of the researcher as well as the impact of adult.

This result related to the concept of 'baby', which his assistant teacher told me about. From the concept 'adult' in the classroom including 'Baby', I made a network (see

Fig.1). Miles and Huberman (1984) have developed an extensive catalogue of qualitative procedures. Most of these rely heavily on the visual display of data. One is a causal network like this. They provide a means to display important events and show how they interlock (Fetterman 1988).

According to this network, based on teachers' interviews, Paul's image of 'Baby' might be constructed by medical reasons and the existence of his the teaching assistants. However this is important to remember that he chose his suitable person when he wanted to play or needed care (such as toilet) from someone. Also, especially towards Alex, although she was with other children together surrounding him, Paul chose her to ask for a rope to play or when he wanted to join in with the football game, or books to read to him, he went to Mark although there were other peers and teachers. From this inquiry still it was not clear why he chose particular teacher or peers; whether it was because he liked them, or because they understood his demand more, etc.. .One common thing between Mark and Alex was, when one boy was reading a book to Paul, Paul started to show that he was uncomfortable about something which was unclear to me and the boy. At that moment, Alex came to ask him if he wanted water, and then Mark came to look at him as well.

### **. Conclusion**

In the past many researches have developed new insights into school and classroom processes, and into the perspectives of teachers and children. They see, as their first essential, for any analysis, an understanding of the perspectives of people who are involved in a particular social situation (for case studies involving young children in schools see, for example, King 1978, Davis 1982, Hargreaves 1978, Woods 1983). Similarly, this study tried to develop some approaches for collecting data from children who experience severe learning difficulties in a primary school in the UK. From this inquiry, the findings suggest that

Paul recognised the adults and children around him, which might be related to how he was treated by them. For example, He went to his teaching assistant when he wanted to go to the toilet or drink water, and when he wanted to play he chose specific peers. On the other hand, Emma has to be understood in relation to her teacher's perception of her disability. This suggests that to understand the perceptions of the two children, Paul and Emma, in the school, the researcher should focus on not only their actions but also their interactions with others and the perceptions of those around them, as well. It was perhaps also significant that the researcher's stance to Paul was different in terms of 'adult'.

In both cases, as I have mentioned, more prolonged engagement was required in order to examine key aspects of what was going on in the classrooms; for example, learning about the 'culture'; testing for misinformation introduced by distortions, either of the self or of the respondents; and building trust (Lincoln & Guba, 1985). In Paul's case, analysis of interactions occurred in different places and at different times, and those involved helped to provide a more detailed analysis of his perceptions.

In this study I compared the outsider's view and insider's knowledge in order to understand what was going on. In particular, I tried to develop an analysis of insider's historically constructed 'share knowledge for communication' and an analysis of children's non-verbal expressions, or actions, to establish validity of data. It would seem, then, that non-verbal expressions could be strong tool to research the perceptions of pupils who experience severe learning difficulties. However, the establishment of the validity of non-verbal expression data will be needed to be more explored in greater detail in my longer study. By using different types of interviews (semi-structured and informal) and participant observation, I was able to collect relevant data. In particular, participant observations were powerful tools. Visiting and observing the setting in which the participants are



located helped me notice things that I had not read about in its literature on interviews, such as 'shared knowledge communication'. I found, for example, that some people failed to mention ideas that was so familiar to them that they felt it unnecessary to refer to them.

Also in this study, specific procedures, methods and techniques were not predetermined in any detail. Thus, a research journal (as a diary and memo of the ideas of my research) was maintained throughout the study. I found it was very helpful to read my personal thoughts and feelings, methodological and analytical ideas or memos. Keeping a journal was crucial to keep me reflect within the research process, which changed according to the context. In this study, I began to recognise myself and my personal influence within the research process.

Ethical concerns in research involving direct contact with children in inclusive setting was central to my thinking. Because of the flexible nature of the qualitative research design, I conducted repeated informed consent from the Headteacher. As Bartunek and Louis (1996) state, informed consent is not something that can be handled once and for all at the beginning of a study. The issue related to my presence as a researcher and how this might emphasis the division of the pupils who experience 'severe learning difficulties', and the others in the classroom, must be considered in the next study. As I decided not to use video in this study, a continuous concern in research involving children and flexible changes of research methods must be needed for future studies.

Learning difficulties = mental retardation in Japan

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# **How can the perceptions of pupils who experience severe learning difficulties be researched?**

**- A Qualitative research in the inclusive classroom in England -**

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**ABSTRACT** : Using qualitative methods within the interpretive research paradigm, the study endeavours to develop some methodological strategies for collecting data from children who experience severe learning difficulties (In Japan=mental retardation) in an inclusive primary school in the UK. Methods emerged as analysis of data from participant observation in the field continued. Some concluding remarks are made about the appropriateness of including a) an analysis of insider's historically constructed 'share knowledge for communication' method to those children; and b) an analysis of children's non-verbal expressions or actions to establish validity of data.

**Key Words** : Inclusive primary school, Qualitative methods, severe learning difficulties