

Children's embodied social capital and (dis)ability: connecting micro- and macro- scales of exclusion/inclusion

Jennifer Lea, Louise Holt, Sophie Bowlby

Wider context:

- Shift in education of disabled children from special to mainstream schools
- Under-exploration of connections between educational experiences of disabled children and broader social inclusion/exclusion (Dyson 1999)

Previous research:

1. Children diagnosed with SEN often experience high levels of exclusion within informal cultures
2. Intra and inter school variability in the performance of disability
3. Children's practices are shaped by (and often reproduce) broader patterns of exclusion/inequality

Research areas:

1. Children's informal social relationships
2. The development of social capital
3. Social capital between spaces

1) Children's informal social relationships

- Children's informal cultures and social relationships
- Relation to:
 - a) embodied identities
 - b) social difference
 - c) social exclusion/inclusion

2) The development of ‘social capital’

Robert Putnam

- ‘civic connections make us healthy, wealthy and wise’ (2000: 228)
- BUT: Not sensitive to dominant/marginalised identity positions, or processes of inclusion/exclusion

Pierre Bourdieu

- ‘the body becomes living proof of all we have experienced’ (Probyn 2005: 49)
- Habitus ‘delineates how we can move and in which spaces we can move’ (Probyn 2005: 49)

2) The development of ‘social capital’

How do social relationships and the social capital acquired contribute to the (re)production of ‘powerful social categories such as disability?’ (Holt 2010: 2)

2) The development of ‘social capital’

- ➔ What is social capital?
- ➔ How do friendships influence children’s ideas about themselves?
- ➔ How are social relationships governed by norms around sociality, expression, self-management?
- ➔ How does social capital play a role in generating ideas about ability/disability?

3) Social capital between spaces

- ➔ How does the value and action of 'social capital' vary spatially?
- ➔ What is the role of social capital in maintaining/challenging social exclusion/inclusion?
- ➔ Does social capital challenge or reproduce wider scale and enduring social inequalities?

The research project

- 3 LEAs
- 1 primary school, 1 secondary school, 1 special school
- Interviews with key actors (LEA, national)
- Participant observation in schools
- Participatory research

Participatory research:

1. Discussions on topic of friendship
2. Choosing methods (e.g. photography, story boards, drawing, drama/role play)
3. Provision of materials, training if required
4. Data collection
5. Children/young people's feedback
6. Paired interviews
7. Feedback on findings to children involved

“Behavioural Emotional and Social difficulties”

Defined in ‘The education of children and young people with Behavioural, Emotional and Social difficulties as a Special Educational Need’ (2008) report as characterised by:

withdrawn and isolated
disruptive or disturbing
hyperactive and lacking concentration
immature social skills
presenting challenging behaviour arising from other
complex special needs

‘An emotional or behavioural disorder is whatever a culture’s chosen authority figures designate as intolerable. Typically, it is that which is perceived to threaten the stability, security, or values of that society. Defining an emotional or behavioural disorder is unavoidably subjective, at least in part.’

(Kauffman 2001: 23 in Holt 2010: 12)

Schools as institutions in which ‘the press of normalisation upon all manners of “problem” peoples, places and practices is effected’

(Philo 1997: 12)

Social and Emotional Aspects of Learning (SEAL)

What are the Social and Emotional Aspects of Learning?

The underpinning qualities and skills that help us manage life and learning effectively.

There are five social and emotional aspects of learning :



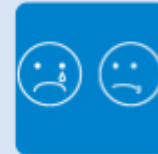
self-
awareness



managing
feelings



motivation



empathy

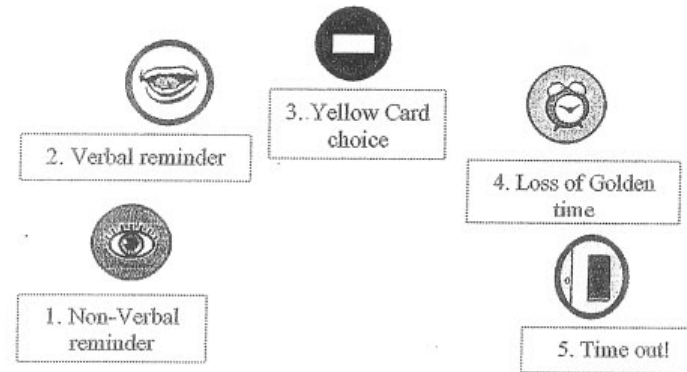


social
skills

	Red	Blue	Yellow	Green
Friendship	<p>I can play with other children.</p> <p>I know how to be friendly.</p> <p>I can say sorry when I have been unkind.</p>	<p>I can tell you what being a good friend means to me.</p> <p>I can listen well to other people when they are talking.</p> <p>I can make someone else feel good by giving them a compliment.</p> <p>I know what to say when someone gives me a compliment.</p>	<p>I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view.</p> <p>I can tell you lots of ways to give 'friendship tokens' to other people.</p>	<p>I know that different ways of behaving are appropriate to different types of relationships.</p> <p>I can accept and appreciate people's friendship and try not to demand more than they are able to or wish to give.</p> <p>I know that sometimes difference can be a barrier to friendship.</p> <p>I try to recognise when I, or other people, are pre-judging people and I make an effort to overcome my own assumptions.</p>

Managing feelings – anger	<p>I can tell when I am feeling angry.</p> <p>I can tell when other people are angry.</p> <p>I can express my feelings when I am angry.</p> <p>I can make myself feel better when I am angry.</p>	<p>I know when I am starting to feel angry.</p> <p>I know what happens on the inside and the outside of my body when I start to get angry.</p> <p>I know some ways to calm down when I am starting to feel angry.</p> <p>I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.</p>	<p>I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry.</p> <p>I understand why it is important to calm down before I am overwhelmed by feelings of anger.</p> <p>I can tell you some of the ways I can stop myself being overwhelmed by feelings of anger.</p> <p>I know how it feels to be overwhelmed by feelings of anger.</p>	<p>I know: what my triggers for anger are; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down.</p> <p>I can consider the short- and long-term consequences of my behaviour so as to make a wise choice, even when I am feeling angry.</p> <p>I know I am responsible for the choices I make and the way I behave, even if I am very angry.</p> <p>I know how my behaviour is linked to my thoughts and feelings.</p> <p>I can stop and try to get an accurate picture before I act.</p>
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Our 'How am I Choosing to Behave?' Hand



NB At each stage of the process (except stage 1) it is important to remind children of what will happen **next** if they choose to behave inappropriately.

The Yellow Card

Stage 3

"You are now on the Yellow card. You have a **choice**. Start behaving as I expect or lose your Golden Time.

Serious Behaviours

Some behaviour will be deemed serious enough to be referred straight to the Headteacher or member of the senior management team. These behaviours may include fighting, rudeness, violent behaviour or incidents of bullying. Bullying will be taken very seriously.

Questions:

- How does the constitution of these norms contribute to the experience of ‘Social, Emotional and Behavioural difficulties’ as impairments?
- What happens when questions of inclusion are extended into complex emotional, affective and non-cognitive registers?
- What role do children’s social relationships have in shaping embodied identities, social differences and inclusions/exclusions?