SPOLM0050: Disabled Childhoods (working/backup)



[1]

Abbott, D. and Carpenter, J. 2014. 'Wasting precious time': young men with Duchenne muscular dystrophy negotiate the transition to adulthood. Disability & Society. 29, 8 (Sep. 2014), 1192–1205. DOI:https://doi.org/10.1080/09687599.2014.916607.

[2]

Baker, C. 2006. Disabled Children's Experience of Permanency in the Looked After System. British Journal of Social Work. 37, 7 (Aug. 2006), 1173–1188. DOI:https://doi.org/10.1093/bjsw/bcl082.

[3]

Connors, C. and Stalker, K. 2007. Children's experiences of disability: pointers to a social model of childhood disability. Disability & Society. 22, 1 (Jan. 2007), 19–33. DOI:https://doi.org/10.1080/09687590601056162.

[4]

Connors, C. and Stalker, K. 2003. The views and experiences of disabled children and their siblings: a positive outlook. Jessica Kingsley Publishers.

[5]

Curran, T. and Runswick-Cole, K. 2014. Disabled children's childhood studies: a distinct approach? Disability & Society. 29, 10 (Nov. 2014), 1617–1630. DOI:https://doi.org/10.1080/09687599.2014.966187.

[6]

David Marsh 2015. Welcome to the election. But only if you're a hardworking family. Guardian. (Mar. 2015).

[7]

Davis, J.M. and Watson, N. 2001. Where Are the Children's Experiences? Analysing Social and Cultural Exclusion in 'Special' and 'Mainstream' Schools. Disability & Society. 16, 5 (Aug. 2001), 671–687. DOI:https://doi.org/10.1080/09687590120070060.

[8]

Dowling, S. et al. 2018. My Friends and Me: Friendship and Identity following Acquired Brain Injury in Young People. The Palgrave handbook of disabled children's childhood studies. Palgrave. 191–211.

[9]

Fitzgerald, H. et al. 2003. Listening to the 'voices' of students with severe learning difficulties through a task-based approach to research and learning in physical education. Support for Learning. 18, 3 (Aug. 2003), 123–129. DOI:https://doi.org/10.1111/1467-9604.00294.

[10]

Gable, A.S. 2014. Disability theorising and real-world educational practice: a framework for understanding. Disability & Society. 29, 1 (Jan. 2014), 86–100. DOI:https://doi.org/10.1080/09687599.2013.776485.

[11]

Gall, M. 2017. Special Educational Needs / Disability: Innovations and Innovative Practices in Music Education and Music Teacher Education. European Perspective on Music Education: Creativity and Innovation. R. Girdzijauskiene and M. Stakelum, eds. Helbling Verlagsgesellschaft. 165–181.

[12]

Gall, M. 2017. Special Educational Needs / Disability: Innovations and Innovative Practices

in Music Education and Music Teacher Education. European Perspective on Music Education: Creativity and Innovation. R. Girdzijauskiene and M. Stakelum, eds. Helbling Verlagsgesellschaft. 165–181.

[13]

GARTH, B. and ARONI, R. 2003. 'I Value What You have to Say'. Seeking the Perspective of Children with a Disability, Not Just their Parents. Disability & Society. 18, 5 (Aug. 2003), 561–576. DOI:https://doi.org/10.1080/0968759032000097825.

[14]

Gibson, B.E. et al. 2007. Men on the margin: A Bourdieusian examination of living into adulthood with muscular dystrophy. Social Science & Medicine. 65, 3 (Aug. 2007), 505–517. DOI:https://doi.org/10.1016/j.socscimed.2007.03.043.

[15]

Glass, P. and Buckland, R. 2014. Parliamentary Inquiry into Childcare for Disabled Children. Levelling the playing field for families with disabled children and young people. The Stationary Office.

[16]

Goodley, D. and Tregaskis, C. 2006. Storying Disability and Impairment: Retrospective Accounts of Disabled Family Life. Qualitative Health Research. 16, 5 (May 2006), 630–646. DOI:https://doi.org/10.1177/1049732305285840.

[17]

Grech, S. 2013. Disability, Childhood and Poverty: Critical Perspectives on Guatamala. Disabled children's childhood studies: critical approaches in a global context. T. Curran and K. Runswick-Cole, eds. Palgrave Macmillan. 89–104.

[18]

Hill, L. et al. 2017. Being counted? Examining the prevalence of looked-after disabled children and young people across the UK. Child & Family Social Work. 22, 1 (Feb. 2017), 287–295. DOI:https://doi.org/10.1111/cfs.12239.

[19]

Hodge, N. and Runswick-Cole, K. 2008. Problematising parent-professional partnerships in education. Disability & Society. 23, 6 (Oct. 2008), 637–647. DOI:https://doi.org/10.1080/09687590802328543.

[20]

Hodkinson, A. 2007. Inclusive Education and the Cultural Representation of Disability and Disabled People: Recipe for Disaster or Catalyst of Change? Research in Education. 77, 1 (May 2007), 56–76. DOI:https://doi.org/10.7227/RIE.77.5.

[21]

Hudson, B. 2006. Making and missing connections: learning disability services and the transition from adolescence to adulthood. Disability & Society. 21, 1 (Jan. 2006), 47–60. DOI:https://doi.org/10.1080/09687590500375366.

[22]

Kelly, B. 2005. 'Chocolate ... makes you autism': impairment, disability and childhood identities. Disability & Society. 20, 3 (May 2005), 261–275. DOI:https://doi.org/10.1080/09687590500060687.

[23]

Kelly, B. et al. 2016. Disabled Children and Young People in Out-of-Home Care: A summary report. OFMDFM/Queen's University Belfast.

[24]

Kelly, B. et al. 2016. Disabled Children and Young People in Out-of-Home Care: A summary report. OFMDFM/Queen's University Belfast.

[25]

Liddiard, K. and Slater, J. 2018. 'Like, pissing yourself is not a particularly attractive quality, let's be honest': Learning to contain through youth, adulthood, disability and

sexuality. Sexualities. 21, 3 (Mar. 2018), 319–333. DOI:https://doi.org/10.1177/1363460716688674.

[26]

Lubet, A. 2011. Disability rights, music and the case for inclusive education. International Journal of Inclusive Education. 15, 1 (Feb. 2011), 57–70. DOI:https://doi.org/10.1080/13603110903125178.

[27]

Matthew, N. and Clow, S. 2007. Putting disabled children in the picture: Promoting inclusive children's books and media. International Journal of Early Childhood. 39, 2 (Sep. 2007), 65–78. DOI:https://doi.org/10.1007/BF03178225.

[28]

McKenzie, J. and Chataika, T. 2018. Supporting Families in Raising Disabled Children to Enhance African Childhood development. The Palgrave handbook of disabled children's childhood studies. K. Runswick-Cole et al., eds. Palgrave. 315–332.

[29]

Moola, F.J. and Norman, M.E. 2011. 'Down the rabbit hole': enhancing the transition process for youth with cystic fibrosis and congenital heart disease by re-imagining the future and time. Child: Care, Health and Development. 37, 6 (Nov. 2011), 841–851. DOI:https://doi.org/10.1111/j.1365-2214.2011.01317.x.

[30]

Nind, M. et al. 2010. The social experience of early childhood for children with learning disabilities: inclusion, competence and agency. British Journal of Sociology of Education. 31, 6 (Nov. 2010), 653–670. DOI:https://doi.org/10.1080/01425692.2010.515113.

[31]

O'Neil, S. 2008. The meaning of autism: beyond disorder. Disability & Society. 23, 7 (Dec. 2008), 787–799. DOI:https://doi.org/10.1080/09687590802469289.

[32]

Open Up Music: http://openupmusic.org/.

[33]

Ryan, S. and Cole, K.R. 2009. From Advocate to Activist? Mapping the Experiences of Mothers of Children on the Autism Spectrum. Journal of Applied Research in Intellectual Disabilities. 22, 1 (Jan. 2009), 43–53.

DOI:https://doi.org/10.1111/j.1468-3148.2008.00438.x.

[34]

Shah, S. 2013. Remembering School in Different Historical Contexts: Changing patterns of education in the lives of disabled children and young people. Disabled children's childhood studies: critical approaches in a global context. T. Curran and K. Runswick-Cole, eds. Palgrave Macmillan. 57–88.

[35]

Shakespeare, T. 1994. Cultural Representation of Disabled People: Dustbins for Disavowal? Disability & Society. 9, 3 (Jan. 1994), 283–299. DOI:https://doi.org/10.1080/09687599466780341.

[36]

Simmons, B. 2019. From living to lived and being-with: exploring the interaction styles of children and staff towards a child with profound and multiple learning disabilities. International Journal of Inclusive Education. (Jan. 2019), 1–14. DOI:https://doi.org/10.1080/13603116.2019.1569732.

[37]

STALKER, K. 1998. Some Ethical and Methodological Issues in Research with People with Learning Difficulties. Disability & Society. 13, 1 (Feb. 1998), 5–19. DOI:https://doi.org/10.1080/09687599826885.

[38]

Stevie and Cath et al. 2013. My Story. Disabled children's childhood studies: critical

approaches in a global context. T. Curran and K. Runswick-Cole, eds. Palgrave Macmillan. 3–9.

[39]

The road ahead? What does the literature tell us about the information needs of young people with learning difficulties & their families at transition? 2004. https://www.scie.org.uk/publications/tra/files/report.pdf?res=true.

[40]

Tisdall, E.K.M. 1994. Why Not Consider Citizenship?: A Critique of Post-school Transitional Models for Young Disabled People. Disability & Society. 9, 1 (Jan. 1994), 3–17. DOI:https://doi.org/10.1080/09687599466780011.

[41]

Tyrie, B. 2013. My Sister Stevie. Disabled children's childhood studies: critical approaches in a global context. T. Curran and K. Runswick-Cole, eds. Palgrave Macmillan. 10–12.

[42]

Watson, D. et al. 2018. Adopted children's co-production and use of 'trove' (a digitally enhanced memory box) to better understand their care histories through precious objects. Clinical Child Psychology and Psychiatry. 23, 4 (Oct. 2018), 614–628. DOI:https://doi.org/10.1177/1359104518776359.

[43]

Watson, D. et al. 2018. Expressive Eyebrows and Beautiful Bubbles: Playfulness and Children with Profound Impairments. The Palgrave handbook of disabled children's childhood studies. Palgrave. 177–190.

[44]

Watson, D. and Corke, M. 2015. Supporting playfulness in learners with SLD/PMLD: Going beyond the ordinary. The Routledge companion to severe, profound and multiple learning difficulties. P. Lacey et al., eds. Routledge, Taylor & Francis Group. 365–374.

[45]

Watson, Debby 2015. Turning to playfulness: findings from a study on playfulness and children with profound impairments. The SLD Experience. 73, 1 (2015), 18–23.

[46]

Watson, D.L. et al. 2015. Adopted children and young people's views on their life storybooks: The role of narrative in the formation of identities. Children and Youth Services Review. 58, (Nov. 2015), 90–98. DOI:https://doi.org/10.1016/j.childyouth.2015.09.010.