SPOLM0050: Disabled Childhoods (working/backup)

1.

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

2.

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

3.

Ryan, S., Cole, K.R.: From Advocate to Activist? Mapping the Experiences of Mothers of Children on the Autism Spectrum. Journal of Applied Research in Intellectual Disabilities. 22, 43–53 (2009). https://doi.org/10.1111/j.1468-3148.2008.00438.x.

4.

Kelly, B., Dowling, S., Winter, K.: Disabled Children and Young People in Out-of-Home Care: A summary report, https://pdfs.semanticscholar.org/2624/dc85176075c3caa0e8bd0c708583b4f74bbb.pdf, (2016).

5.

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

6.

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

7.

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

8.

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

9.

Dowling, S., McConkey, R., Sinclair, M.: My Friends and Me: Friendship and Identity following Acquired Brain Injury in Young People. In: The Palgrave handbook of disabled children's childhood studies. pp. 191–211. Palgrave, London (2018).

10.

Watson, D., Potter, H., Jones, A.: Expressive Eyebrows and Beautiful Bubbles: Playfulness and Children with Profound Impairments. In: The Palgrave handbook of disabled children's childhood studies. pp. 177–190. Palgrave, London (2018).

11.

Watson, D., Meineck, C., Lancaster, B.: 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, 614–628 (2018). https://doi.org/10.1177/1359104518776359.

12.

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

13.

McKenzie, J., Chataika, T.: Supporting Families in Raising Disabled Children to Enhance African Childhood development. In: Runswick-Cole, K., Curran, T., and Liddiard, K. (eds.) The Palgrave handbook of disabled children's childhood studies. pp. 315–332. Palgrave, London (2018).

14.

Glass, P., Buckland, R.: Parliamentary Inquiry into Childcare for Disabled Children. Levelling the playing field for families with disabled children and young people, https://contact.org.uk/media/775034/report_on_parliamentary_inquiry_into_childcare_for_di sabled_children_.pdf, (2014).

15.

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

16.

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

17.

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

18.

Hill, L., Baker, C., Kelly, B., Dowling, S.: Being counted? Examining the prevalence of looked-after disabled children and young people across the UK. Child & Family Social Work. 22, 287–295 (2017). https://doi.org/10.1111/cfs.12239.

19.

Kelly, B., Dowling, S., Winter, K.: Disabled Children and Young People in Out-of-Home Care: A summary report, https://pdfs.semanticscholar.org/2624/dc85176075c3caa0e8bd0c708583b4f74bbb.pdf, (2016).

20.

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

21.

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

22.

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

23.

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

24.

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

25.

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

26.

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

27.

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

28.

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

29.

Fitzgerald, H., Jobling, A., Kirk, D.: 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, 123–129 (2003). https://doi.org/10.1111/1467-9604.00294.

30.

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

31.

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

32.

Simmons, B.: 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. 1–14 (2019). https://doi.org/10.1080/13603116.2019.1569732.

33.

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

34.

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

35.

Watson, D., Corke, M.: Supporting playfulness in learners with SLD/PMLD: Going beyond the ordinary. In: Lacey, P., Ashdown, R., Jones, P., and Lawson, H. (eds.) The Routledge companion to severe, profound and multiple learning difficulties. pp. 365–374. Routledge, Taylor & Francis Group, London (2015).

36.

Watson, D.L., Latter, S., Bellew, R.: 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, 90–98 (2015). https://doi.org/10.1016/j.childyouth.2015.09.010.

37.

Gibson, B.E., Young, N.L., Upshur, R.E.G., McKeever, P.: Men on the margin: A Bourdieusian examination of living into adulthood with muscular dystrophy. Social Science & Medicine. 65, 505–517 (2007). https://doi.org/10.1016/j.socscimed.2007.03.043.

38.

Moola, F.J., Norman, M.E.: '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, 841–851 (2011).

https://doi.org/10.1111/j.1365-2214.2011.01317.x.

39.

Liddiard, K., Slater, J.: 'Like, pissing yourself is not a particularly attractive quality, let's be honest': Learning to contain through youth, adulthood, disability and sexuality. Sexualities. 21, 319–333 (2018). https://doi.org/10.1177/1363460716688674.

40.

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

41.

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

42.

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

43.

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

44.

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

45.

Stevie and Cath, Colin, Tyrie with scribing, B.: My Story. In: Curran, T. and Runswick-Cole, K. (eds.) Disabled children's childhood studies: critical approaches in a global context. pp. 3–9. Palgrave Macmillan, [Basingstoke] (2013).

46.

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