

# Disability, Inclusion and Special Needs (DISN)

**Group Lead:** Professor Ann Lewis

## Activities

DISN is a group of 35 academics researching and studying in the fields of inclusive education, disability and special educational needs.

The group is unique worldwide in the breadth and depth of this expertise. Countries in which recent research and development have been undertaken include Argentina, Armenia, Brazil, Canada, Chile, Cyprus, Dubai, Egypt, Greece, Ireland, Japan Kenya, Malta, the Philippines, Romania, South Africa, Spain, Uganda, USA, and Venezuela.

Published output since 2001 has numbered almost 250 books, journal articles and chapters. Since that date the Group has also been involved in 54 externally funded projects with income of over £4m in research funding.

Members of the Group currently supervise approximately 130 MPhil/ EdD/ EdPsychD/ PhD research students, of whom around one sixth are international students. The theoretical frameworks brought to bear on this work include socio-cultural activity theory, social identity and social interaction perspectives, cognitive style, constructivist approaches, disability studies, organisational psychology and systems-based approaches to change.

## Theme 1: Methods and methodologies

Nature of quality in educational research; ethical issues; accessible research methods in participatory and emancipatory research involving children with special needs or disabilities.

## Theme 2: Human Development

Progress across the lifespan of children and young people with disabilities; impact of disability on learning; gifted and high attaining disabled children; specific needs of children with Asperger Syndrome; deaf children's literacy at home

## Theme 3: Policy Analysis

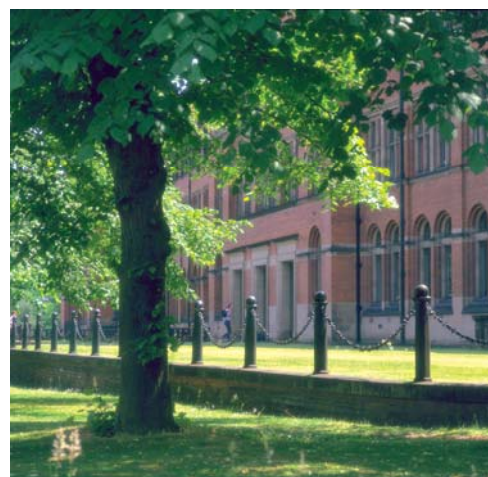
International and national policies concerning leadership and management of SEN and inclusion; rights and policy development; SEN and disability in the context of children's services

## Theme 4: Curricular innovation and evaluation

Curricular implications of individual differences; early reading and special needs; problem based learning in virtual environments; multidisciplinary CPD resources for primary care professionals; specialist qualification for tutors working with visually impaired learners

## Engagement with users

- Strong engagement with policy makers; for example, see our SEN policy seminar series  
<http://www.education.bham.ac.uk/aboutus/profiles/inclusion/default.htm>
- Well-established links with parent groups and practitioners working in schools, services and other educational settings
- Represented on the editorial boards of nearly 20 major journals in the field
- Senior positions in over 40 voluntary bodies concerning disability or special needs
- Major commissioned literature reviews (e.g. autism, challenging behaviours, deaf children, SEN pedagogies, special schools)
- Successive ESRC-funded seminar series
- Dedicated seminar programme and support for our research students
- Senior positions in over 40 voluntary bodies concerning disability or special needs



For further information

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