

Laura McVicar - Dissertation

by Laura McVicar

FILE	624317_LAURA_MCVICAR_LAURA_MCVICAR_- _DISSERTATION_180789_670403008.DOCX (515.92K)		
TIME SUBMITTED	11-MAY-2020 10:07PM (UTC+0100)	WORD COUNT	10922
SUBMISSION ID	125989717	CHARACTER COUNT	61200

The University of St Mark & St John

**To What Extent Do Practitioners Place
Blame on Parents for Behavioural
issues of Children with Autism and
ADHD?**

Laura McVicar

Dissertation submitted in part-fulfilment of the requirements for

BA Hons Primary Education

2020

Table of Contents

Table of Contents	i
List of Figures.....	ii
List of Tables	ii
Statement of Originality	iii
Acknowledgements	iv
Abstract	v
Chapter 1 – Introduction	1
Chapter 2 – The nature of Autism and ADHD – Medical Issues, diagnoses and constructions.	4
Chapter 3 – Government policy – barriers to inclusion.....	11
3.1 The Autism Strategy:.....	12
3.2 Government Policy:.....	12
3.3 Curriculum:.....	13
Chapter 4 – Experiences of children and their parents – Blame, Guilt, Prejudice and Stigmatisation.....	15
4.1 Child labelling theories are prevalent but are they viewed as – Beneficial or an Hinderance?.....	15
4.2 Stigmatisation:.....	15
4.2.1 Teacher Blame:	16
4.2.2 Parental Blame:	16
4.3 Teacher and parent relationships:.....	17
4.3.1 Contributions to negative relationships:	17
Chapter Five – Discussion, Conclusion and Recommendations	21
References.....	24
Appendix A – Ethics Form	31
Appendix B Ethical Approval Form for Student Research	35

List of Figures

Figure 1: Statistics 2007-2018 (Department for Education, Special educational needs in England, 2018).	5
Figure 2 - The Autism Strategy – Domain Model.....	11
Figure 3: Results from Research Conducted by Azad & Mandell (2016)	18

List of Tables

Table 1: Results from Research Conducted by Azad & Mandell (2016).....	19
--	----

Statement of Originality

I confirm that I have fully acknowledged all sources of information and help received and that where such acknowledgement is not made the work my own.

Signed:

A handwritten signature in black ink, appearing to be 'L. J. H.', followed by a horizontal line.

Dated: 10/05/2020

Acknowledgements

Throughout this project I have had a vast array of support, too many people to name individually.

However, I would like to personally thank my dissertation supervisor Dr Sue Wayman, for all her assistance but most significantly for the encouragement and faith throughout this journey. Without her esteemed knowledge and belief in me, this would not have been so effortlessly written.

Most crucially I would like to thank my husband and two magnificent daughters Madison and Isla for all their love and encouragement. They have given me so much joy and hope and I dedicate this degree to both my beautiful girls. A big thank you goes to my mother for all her support and help in the next step of my journey and to my stepfather for technical help when needed.

I owe a great deal of gratitude to my eldest Madison, who through her special personality and autistic journey has been my main inspiration in this research question. Her hilarious personality has produced much needed reminders that I can do this and have done this for my girls. She reminds me every day about the importance to nurture and promote inclusion with children like herself. Most crucially, for being my motivation to develop into the best high-quality practitioner I can be.

Abstract

This qualitative research study applies explanatory phenomenological analysis of existing research within the literature reviewed to probe the relationships between parents and teachers with children of Autism and Attention Deficit Hyperactive Disorder (ADHD). This has been undertaken using phenomenological research by analysing and interpreting people's own interpretation and their own perceptions.

Within contemporary education there is a substantial prominence placed on the importance of resilient constructive relationships to help promote inclusion (Darling-Hammond et al, 2019; Goodall, 2010). Understanding teacher and parent relationships can require complex analysis. There can be many underlying issues prevalent and these can be varied depending on how they are comprehended. It is important in terms of this research to delve more deeply into what these issues are and how they can be interpreted by both parties and in turn cause potential friction. This project aimed to investigate current academic research to validate to what extent teachers blame parents of children with Autism and ADHD. By closely analysing specific areas such as: prejudice, stigmatisation, labelling of these children and an increase in the amount of diagnosis becoming more prevalent within society. It will delve into these specific areas, concentrating on strengths and weaknesses of existing research and the image this will produce.

Meticulous review of literature, using key conceptions and search terms, has emphasised both the complexity and potential justifications for issues of home school relationships involving teachers and parents whose children have Autism/ADHD. Misunderstanding seems to be a key concern in terms of the assumed learning needs and expectations of both parties and an associated blame and guilt on both sides.

Findings indicate that there is more research needed to probe further into specific areas to ascertain more detailed answers. There is a clear consensus that those parents of autistic and ADHD children do have more volatile relationships with teachers as opposed to those that do not. Therefore, in relation to the question in hand could prove there is an element of blame apportioned to parents. Which may not present itself with those parents with children deemed as typical.

Chapter 1 – Introduction

If one were to ask you what you thought was the biggest strain financially on the NHS, I am sure most would say cancer. The answer however is autism and other prominent learning disabilities due to increasing life spans (Waltz, 2015). The purpose of this research is to investigate the relationships between practitioners and parents of children with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactive Disorder (ADHD). How much emphasis of blame is placed on parents and for the behaviour of these children? Are these relationships strained and to what extent does stigmatization and discrimination happen in these circumstances? Do these play a vital role within various teacher assumptions? However, relationships require both parties so perhaps parents' also present signs of prejudice towards teachers (Sperry et al, 1999).

There are many aspects of education which prompt further exploration. Some are highlighted due to personal issues or thoughts. Some arise through educational experience. I have chosen to investigate further into this topic because I believe that there is a stigma attached to parents of children with autism and Attention Deficit Hyperactive Disorder (ADHD) (Aronson, 2002). It would be undoubtedly unfair to judge all practitioners as the same. However, I am inspired to look at this topic in greater depth and see if there is any reality in these preconceptions. As a parent of a diagnosed autistic child, I myself have encountered what I perceived as stigmatisation and blame for why my child had behavioural and incontinence issues. After embarking on my own personal educational journey, I am intrigued constantly by the perceptions and actions of practitioners I meet.

I have chosen desk-based research due to the sensitive issue being investigated. There is also the risk that if interviews or questionnaires were used, there may be elements of people not stating their true opinions and people can lie as they do not want to state their true opinion (Arcimowicz et al, 2015). Whether this is due to fear of being judged or penalised for their views. In respect of the above statement though I fully acknowledge that most of the research I am investigating is conducted in this manner. The main investigation into this research is not necessarily to judge or ascertain blame onto individuals but merely to see different perceptions and why these may be determined using a critical approach. More importantly it is to help my

own personal and professional understanding in this area. My anthological positioning is that of phenomenological research, this is because I will conduct my research by analysing people's own interpretation and perceptions.

Broomhead's (2013) article provided me with an interest to delve further into this topic. What I found pragmatic about this article was how Broomhead focuses the article on a parental perspective. With labels becoming an increasing occurrence, it is a relevant piece of research which looks at the dual aspect of labelling children. After reading it, I found it gave me the opportunity to ask further questions and to see if any other academics shared the same viewpoints. The questions which prompted me to further explore were How much other research shares the same opinion primarily biased into the parental perception? But also just how widespread is parental blame and are many aware of it as an academic viewpoint as opposed to personal feeling. Largely, research is conducted by professionals for professionals and it became apparent that possibly most of these articles were not focused on parental viewpoints or research although this was a larger ratio than was expected.

There are many supporting articles which emphasize some main themes, already such as conflict and tension, discrimination of pupils with labels and parental guilt and blame. However, it has to be argued that teachers have a huge amount of stress and pressure placed on them which was needed to be considered. This is an area which will indeed make myself question some of my own thought processes on the subject matter. This area has become an interest of mine both as a parent of an autistic child but also as a potential practitioner.

In order to solve the questions defined in the introduction, I aimed first to cultivate key search terms and criteria for my review. Using discovery and other academic platforms to investigate the various aspects which can affect these relationships and to see if autism etc. does still cause a variation of segregation even if just among certain parents. There can be no doubt that knowledge will change over time throughout society (Mack, 2010). From a social constructivist stance, a person's culture and environment influence their values and mindsets and this can be linked to how autism is viewed. My primary focus is to limit the age range to primary educational age and pupils based in the United Kingdom. From the social constructivist approach, it is assumed that knowledge and beliefs that entities hold are subject to human constructions. They are facilitated by the society and culture in which a person exists. (Mack 2010). Information which was highly regarded five

years ago may well be out of date now as opinions change, and research is altered. I am interested to see if what I find from some older research as radically changed from newer information.

From this research one helps to stipulate a representation of a subject which at times could be deemed taboo or not widely debated. Both respective parties will see this topic as at times being of a sensitive nature. Neither is right or wrong and there are numerous contributing factors which affect relationships. Regardless, of the outcome, it is important to investigate whether this an issue which demands wider research. This literature review is conducted through an interpretivist approach.

Chapter 2 – The nature of Autism and ADHD – Medical Issues, diagnoses and constructions.

When analysing the varying definitions which outline exactly what Autism and ADHD entail, I have chosen the examples set out below. However, it is important to note here, that there are an array of other definitions and interpretations which could have been used.

Autism: 'Autism is a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them' (National Autistic Society, 2020).

ADHD: 'Attention deficit hyperactivity disorder (ADHD) is a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity, and impulsiveness' (NHS, 2020).

As part of this research, it was important to me as the researcher to clearly outline exactly what the conditions are and how such conditions are not scientifically proven to be caused by anything (Wender, 2016). Moreover, current research concludes that ADHD and Autism are not known to be caused by parenting approaches (National Autistic Society, 2020). However, one known fact of autism is that it is a lifelong condition and varies in severity across the spectrum (National Autistic Society, 2020). On the contrary, ADHD is believed to be treatable and although it can carry on into adulthood, the symptoms can become more manageable (NHS, 2020).

Furthermore, it is integral to acknowledge that the subject of ADHD and Autism is still very much at the heart of controversy. There are multiple arguments from an array of perspective supporting this subject, especially with the increase in autism and ADHD diagnoses (NHS, 2020; Department for Health and Social Care, 2018). Due to this, it could become a more prominent issue across society, in all probability even more so in the future as the statistics continue to rise. This highlighting the need for further research within this area.

In England as seen below in (Figure 1) the SEN statistics are continuing to increase by 0.2% in just a year.

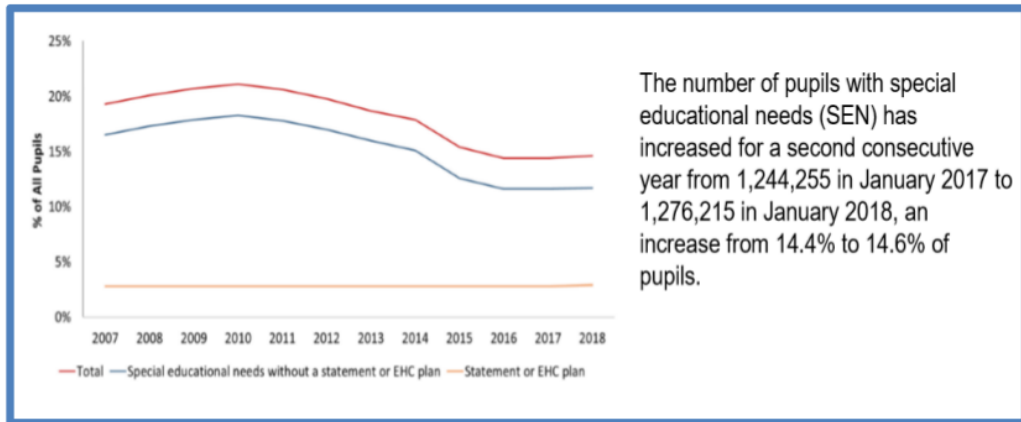


Figure 1: Statistics 2007-2018 (Department for Education, *Special educational needs in England, 2018*).

This just amplifies the vast increase of diagnosis throughout the United Kingdom. With these escalating statistics, there can be justifiable complaint from parents as they are fighting their way through funding battles by trying to demonstrate how their children meet certain criteria to receive funding (Bolourian et al, 2019). With all these additional burdens and restrictions on both parents and children, this cannot be unanticipated that this can cause strenuous relationships (Bolourian al, 2019). It used to be if a child was diagnosed, help would be received via Educational health care plans (EHCP) or one to one added support. However, due to government cutbacks and a higher strain on the NHS and educational settings, this cannot always be provided (DfE, 2018; Bolourian et al, 2019). Especially when there are over 700,000 people believed to be on the spectrum. In other words equating to a ratio of more than one in every hundred people are affected by autism (National Autistic Society, 2020).

In addition, research presented in this article by Waltz (2015) is interesting and underpins how parents can be reprimanded for a child's behaviour before children were even receiving support. This is an extremely thought-provoking point, which links to caregivers often taking the burden for depraved conduct in school. It is however true that you can have a family of three children, two of which are considered 'immaculately behaved' and one which is perhaps commonly referred to as 'naughty'. Therefore, is it right that parents should be blamed for this behaviour or that they are penalized as parents? It could be argued that if nearly all children are well behaved then surely this cannot be linked to the parents. Interestingly Bennett,

(2017) implies that in fact behaviour can be correlated to parents and a child's culture. This statement will be thought provoking to certain parents but also directly opposes the definitions previously stated at the start of this chapter (NHS, 2020; National Autistic Society (2020). This can obviously be argued or agreed upon dependant on the individual's perception. One prominent question in this area asks 'Is behaviour innate or learned?'. Such a question poses for serious thought and can be interpreted dependent on the thinker (Burkhardt, 2005; Carruthers et al, 2005-9; Schaffner, [2006a, 2006b]).

According to Waltz (2015), blaming mothers or parents for behaviours associated with autism etc is not a relatively new idea. Parents have generally always been blamed for bad behaviours children exhibit, this is where culture and environment play a part (Bennett, 2017). This article has also supported my perceptions around stigmatisation within my hypothesis. This was supported by Francis (2012) who supported the links to social aspects playing an increasing part, especially within the working classes by the upper classes. This also links to an article mentioned by Francis, (2012), which explores the links between the social classes and how these impact prejudices. There seems to be a stigma attached to having an autistic child, especially as most do not understand the symptoms displayed. This is an area which will be explored in greater detail, whether we are keen to admit it or not; assuredly stigma and social prejudice is prevalent.

An article which also piqued my interest and was relevant to my topic, was presented by Lake et al, (2000). Although it did leave certain questions unanswered, it focused on the conflict between the parent and teacher (Lake et al, 2000). This is especially relevant as my research topic centres on the scope of strained relationships.

Throughout this article, I have noticed there are a few issues which may impact the use of this within my research. The article itself was written in some 20 years ago, so much of the information is likely to be out of date and the policies altered. This further underpins the need for more research surrounding the hypothesis here.

While this research was conducted in the US, it highlighted concerns of tension within home school relationships, and advocated mediation as a strategy to address the problems. This does present the question of whether one needs to look more internationally in terms of research, even if to draw contrast or comparisons. It can, nevertheless, take the opposite effect and limit the research to the United Kingdom, so any statistics can be easily transferred and interpreted. Predominantly, the article

centres on 'conflict' as being the major cause of the break down in relationships. While also mentioning the limited research available in special education and conflict with parent-teacher relationships. Mediation is a major theme carried forward and explained in terms of the data analysis.

There are many factors to take into consideration with the accuracy of the research for example the participants selected for the research were primarily focused more on parents in correlation to the teachers and mediators which are less in ratio, also the questions are altered at various points. Therefore, is the data collected more centred on the parental voice as opposed to remaining unbiased (Chenail, 2011; Onwuegbuzie & Leech, 2007). Finally the process was enacted with a small group who may be predominately predisposed with opinions as they have already partaken in mediation. The fact that that mediation has already taken place emphasises that there are already issues undergoing resolution. The main answers delivered through this article in my opinion seem based on the individual's perception and all groups seem to answer as would be expected. Here seems to be an example of researcher bias, with questions altered and unequal ratio in roles of participants i.e. more parents than teachers. Findings from the study will be biased towards parents and that a small sample size results in a lack of generalisability to others. However, it does later state that there are limited resources on this subject. This is a strand that could promote further research. It is a taboo subject but undoubtedly there must be some research in this area even if it is indeed scarce. Lake et al, (2000) proffers that power is a great theme throughout the topic of relationships between parents and teachers. This is an interesting viewpoint addressed within the article, it says how from the results each party believe the other holds the power. Within my main research the aim is to find more readings which help to express these thoughts further as they are thought provoking. It was fascinating to see if there are any correlations between relevant articles, which may be later used when analysing.

Another article prevalent here, asserts that positive parent teacher relationships are highly promoted through educational policy (Gwernan-Jones et al, 2013). Furthermore, it acknowledges that this not an easy task to complete. In terms of policy this needs to be probed further to see what measures are put in place to regulate or enforce positive relationships. A major negative within the article here is that it does not name any policies or who enforces them. A weakness of the research is its lack of named policies or enforcers. As a reader here it would have been useful

for them to enlighten us to what has given them this statement. This journal article highlights the issues within student-teacher relationships. This is a branch off from my main topic. However, it looks at autism and ASD pupils and how there is a positive correlation between ASD pupils and poor-quality relationships. This links to a previous thought which is the link between children with no conditions and those that have.

De Wolfe (2014) focuses on how conflict can be an attribute to strained parent teacher relationships. This is something which can indeed be explored further as there can be a wide range of concerns which can generate tension (Deutsch, 1973; Azad & Mandell, 2015). De Wolfe (2014) focuses on the knowledge that parents do hold when it comes to knowing their children. This is an interesting perspective has parents have known their children since babies, so in some ways appears obvious. However, in reality it can be presumed parents are not given this opportunity to present their findings.

Pianta et al, (2012) draws attention to the importance of positive adult relationships as being imperative in advocating positive students. Therefore, if research is already present within this field, it may be work investigating this further to see if anymore literature presents these opinions or if this is indeed isolated (Roffey, 2012; Martin et al, 2009). There are undoubtedly points throughout which have supported my research such as: autistic children are more susceptible to inadequate relationships and they also have more complexities in social emotional capacities. These points have been transferrable to my own research as if these issues exist without a parent input then surely this can only add to already volatile relationships. It is worth mentioning that the article does touch on how children with typical development do tend to have strong relationships with teachers which in turn, helps promote higher academic results.

This is an interesting perspective as this has connotations to imply that ASD children are missing out on academic results due to these strenuous relationships (Rotherham-Fuller et al, 2010; Hughes & Kwok, 2007). There is mention that most of the research on this topic is based on children who have typical development which is an interesting viewpoint. Why is the available literature only based on one type of child and is this in a way discriminatory as surely children with additional needs, will be the children who directly need strong teacher relationships. However, as the children used in the research were selected because they only had mild ASD. This

could hinder my research as it aims to examine research which includes all children on the spectrum as opposed to focusing on a selected group with mild ASD. The reason for this is because ASD itself is so varying anyway and children with mild issues may not show the general issues that occur within relationships. This again highlights the generalisability element as it would alienate those with more severe ASD. Emmerson and Baines, (2010) conducted a study which highlighted the average mean as being 52.6% with a range from 15% to 84% when looking at people with learning disabilities and autism. This really emphasises the broadness of the spectrum and that conducting research using only mild autism is not a true representation (Thurm & Swedo, 2012).

After exploring some of the more obvious elements for me to research such as emphasis on teachers and to what extent autism and ADHD play a role, it is needed for me to investigate the parental side of the issue. Whether parents consider themselves victimised or that there is a stigma attached to having a child which is 'labelled'. There is one article which has inspired me to research this question. It explores the discernments of parents and delves further into the emotions they may feel. (Broomhead, 2013) articulates this research from the parental perspective and focuses on the parental need to gain labels to justify and protect their children. This is an article that really looks at the underlying issues as to why there are breakdowns within these relationships and to which context they may occur (Starr & Foy, 2012; Whittaker, 2007). Just investigating the breakdowns within the relationships and identify the main issues. Whittaker (2007) focuses on parental perspectives too, however, his research appears to reflect a more positive outcome from his research. He takes it a step further by discussing the repercussions his findings will entail for schools.

There is undoubtedly a disregard towards parents but explicitly mothers when it comes to behavioural and emotional complexities. This is predominately due to the mindset there is no regulation or rules at home. An article worth investigating further from (Francis, 2012) which focuses on the stigma attached on parents this will be interesting in terms of my research as it will implore the stigmatisation which conceivably could affect relationships. Another article to investigate for my research is by (Hess et al, 2006) it converges on the parental voice and support within special education in terms of resolution creation. These all intertwine with (Broomhead, 2013) and her ideas about the parental role in the relationships and how they may

feel from their personal perspectives. Her findings show that indeed parents did feel guilt dependant on their child's educational needs. Consequently, this was why parents were intent on trying to obtain labels for their children. This is undoubtedly an area which will require thorough research in terms of the articles being biased. It will need to be remembered which viewpoints the articles are written. Therefore, any further investigation will examine any professional writing, which supports opinions on labels and see what the conclusion may be in comparison.

The aim was to be as succinct as possible while looking at literature, this is due to my own research project being desk based. The prevalent themes identified so far also provide a strong basis to continue my research. One main point that already in the very early stages of my research is a lot of the research out there displays teacher's as being overworked or receiving a lack of training (Ingersoll & Dvortcsak, 2006). There will undoubtedly be some practitioners out there who will support children and families and partake in positive relationships. It is important for me to state that this research is not about segregating parents and teachers.

Chapter 3 – Government policy – barriers to inclusion

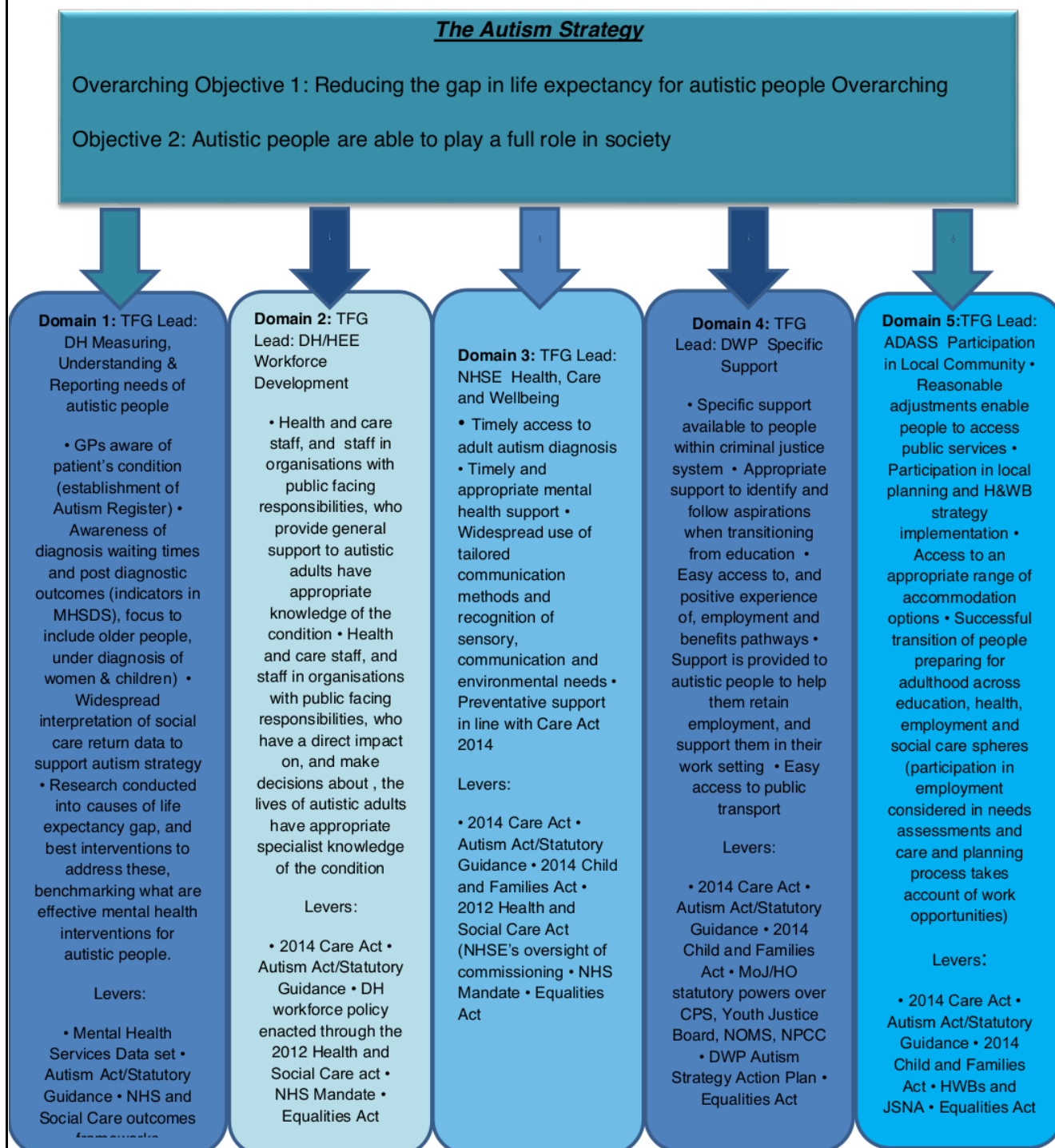


Figure 2 - The Autism Strategy – Domain Model

3.1 The Autism Strategy:

The government place great emphasis on their 'Autism Strategy' predominantly focusing on the importance of increasing life expectancy and encouraging a secure place within society (DfE 2018, Autism Act, 2009). This is further highlighting the growing need for government intervention and the increasing percentage of the population with Autism and ADHD. With such great emphasis placed on adults and a societal place later in life, potentially there needs to be more legislation applicable to children and those of educational age. Surely more preventative policy will help further on as they will already have ready access to help (National Autistic Society, 2020). There is a definite need to focus on preventive measures for while children are at school, in order to curb an increase in issues with adults which are undiagnosed and have not had the best education as a result, The National Health Service (NHS) have projected that 2.16% of adults within England have a learning disability (NHS, 2015). This is an alarming statistic which accentuates just how vast the issues are we are dealing with here.

In a direct contradiction of this seventy percent of autistic adults state they are not receiving the help they are needing (National Autistic Society, 2020). Evidently there is a vast amount of work needed to help bridge the gap between the government plans and the help that is needed now.

3.2 Government Policy:

There is no doubt that the government place emphasis on strong parent-teacher relationships through educational guidelines (DfE, 2011; DCSF, 2009). However, government enforcements and regulations do not always reflect guidelines. Still, existing research suggests that there are still issues implementing these relationships especially due to diversity and intricacy in practice (Darling-Hammond et al, 2019). With the rising number of pupils in England rising, there could be an extra requirement to help facilitate this (DfE, 2012).

The official classification of Special Educational Needs (SEN) as defined in England is as follows: "If a child has special educational needs or has a learning difficulty which calls for special educational provision to be made for them... A child for the purposes of the SEN provisions, includes any person under the age of 19 who is a registered pupil at a school. (Educational Act, 1996 [DfEE, 1996] and SENDA, 2001 [DFES, 2001b, section 312]). If there is such stipulation within government policy

stating how children are entitled to the appropriate provisions within a school setting. Then it is quite plausible that this may be an attribute to the strains on relationships especially if parents do not feel that this is happening (Spann et al, 2003). However, dated the statement above is in terms of modernity, it is worth noting that with the use of 'The Autism Strategy' which is a relatively new approach that they both focus on what can be put in place to help and support these children (DfE, 2018).

Spann et al. (2003) suggests that there are three vital points needed to help promote effective relationships between parents and teachers. The first consists of information being traded about the child's requirements and accomplishment. With these exchanges every party involved can feel included and each opinion is valued and appreciated. The second point again emphasises about being informed and while this links to the previous point it advances further on these as regular occurrences of sharing information is ensuring that all parties are aware of any circumstances which may have changed. The final point promotes problem resolutions as opposed to focusing on negatives, finding strategies which can help (Goodall et al, 2010; Spann et al, 2003; Soltys, 2004; Welton et al, 2004).

There is existing research which implies the significance of determining and sustaining a cooperative affiliation amongst families of children with autism and schools. this literature indicates that teachers and parents of children with autism and ADHD may not cooperate with each other to the degree justified (Blair et al., 2011).

3.3 Curriculum:

The curriculum undoubtedly will cause barriers within parent/teachers' relationships. this is a fair assumption given the rigidity and need to test the curriculum (Solomon et al, 2004). Every child works and thinks differently anyway irrespective of additional needs (Ingersoll & Dvortcsak, 2006; Moores-Abdool, 2010). When you have a teacher, which is predominately tasked with being expected to bring a pupil up to a certain learning standard yet there are barriers in place (Solomon, 2004). Surely from teacher's perspective parents can be an hinderance in these circumstances, especially with a child who may struggle anyway. Parent's input into academic schoolwork can enhance a child's learning journey (Bidwell, 2016; Boone, 2018) .

To counteract this argument, a parent may feel additional pressure and strain is being placed upon them. These days it is extremely common for both parents to be working full time, in which case time can already be very limited. To these parents participating in extra academic work at home seems unfeasible or an extra strain on parent child relationships (Ingersoll & Dvortcsak, 2006). Some may feel resentful towards teachers, as they may feel that a child is placed in school to do schoolwork. Especially when so many children that have learning difficulties struggle to sustain attention and concentration (National Autistic Society, 2011). For parents at times it may be harder to get a child to engage in activities at home especially when they are not qualified teachers. Frequently, even while in educational settings children with additional needs require different and tailored approaches that even the most experienced staff may need to think about (Mesibov & Howley, 2012; Ingersoll & Dvortcsak, 2006; National Autistic Society, 2011).

Chapter 4 – Experiences of children and their parents – Blame, Guilt, Prejudice and Stigmatisation

4.1 Child labelling theories are prevalent but are they viewed as – Beneficial or an Hindrance?

There is no doubt that anyone being labelled could be viewed as both a blessing and a curse depending on the viewpoint. In some respects, a 'label' can help seek funding or additional assistance so frequently required especially within education. from a parent's perspective (Archer and Green, 1996). It could provide comfort or relief as a diagnosis is solid evidence that they may the bad parents as times they have been perceived (Broomhead, 2013; Lauchlan and Boyle, 2007). However, in stark contrast to these viewpoints there is also the prevalent issue that labels can stick with children throughout their lives (Haywood, 1997). Therefore, are these labels beneficial overall as opposed to a negative which causes an hinderance as a child becomes older.

4.2 Stigmatisation:

However, the other extreme presents a barrier through an individual's life. When given a label such as Autism and ADHD this can be how people view you from then on (Aronson, 2002). Medical conditions such as Autism and ADHD are lifelong and society as a tendency to judge those which are deemed unique or atypical (Lauchlan and Boyle, 2007; Sutcliffe and Simons, 1993; Rivers et al, 1975). Transferring this scenario into an educational situation it can be expected this stigmatisation can be reassigned to relationship issues.

Nevertheless, Riddick (2000; 2012) disputed this theory and states that stigmatisation can happen regardless of whether a label is assigned or not. She contested the preconception of children experiencing discrimination before a label is attached. It is worth stating that the research which was carried out was based on children with Dyslexia. However, this research could be transferrable into children with other learning difficulties such as those with Autism and ADHD. This can be argued either way and it is difficult to prove whether stigmatisation is further enhanced by labels or whether it would be present regardless.

4.2.1 Teacher Blame:

Parents have tendencies to feel contrition and culpability when it comes to their children (Wood & Oliver, 2011; Francis, 2012). When we add the extra pressure of a child with Autism and ADHD, this can be emphasised further. These feelings and emotions are prevalent before any interactions with school or medical authorities. Therefore, it is understandable that parents may feel harassed or adjudicated by teachers when they have an opinion on their child (Starr & Foy, 2012; Stace, 2010). With conditions such as Autism and ADHD it is extremely common for a child to behave differently in an academic environment and a home environment (Kendall, 2020). This is partly associated to the child feeling more contented in precise situations and in the presence of particular people. This is widely recognised as being the case within medical circles (Kendall, 2020). However, even though there is much evidence supporting this theory, it is quite realistic to assume that teachers are susceptible to placing blame on parents for behaviours and issues (Broomhead, 2013; Soltys, 2004).

When focusing on teacher blame it is worth mentioning about the knock-on effects which can be caused to parents and on families. If there is a lack of comprehension on autism and ADHD, and teachers are underestimating the situation (Soltys, 2004). It is plausible that errors such as these can cause mental health issues for those involved, especially given that these medical conditions are classes as hidden disabilities (National Autistic Society, 2020).

4.2.2 Parental Blame:

Parents will no doubt themselves apportion blame on themselves without any input from other sources or judgements (Soltys, 2004; Amatea, 2012). When a child is diagnosed with a condition such as Autism and ADHD, there will undoubtedly be a huge sense of relief (Broomhead, 2013; Aronson, 2012; Archer and Green, 1996). That there are explanations and reasons for why your child is a certain way, it is almost like a burden has been lifted (Aronson, 2012; Broomhead, 2013). As a parent though there will always be that doubt, that was there something which you did while pregnant or certain lifestyle choices which has attributed to the conditions (Rogers, 2007). Therefore, it cannot be surprising that parents may become self-protective habitually. It is easy to feel others are criticising you, when you are already condemning yourself. Broomhead's (2013) research was conducted through interviews and this was one aspect which I thought represented the parental side

personally. It must be quite difficult to gain the courage to admit you feel blame towards your child being atypical. Especially because every parent loves their child and wants them to have the best life possible. Although, when you are born with something that predominantly makes you different this does make you susceptible to prejudice or stigmatisation.

Mother's in particular seem to be placed at the forefront of any blame towards pupil's behaviour or lack of discipline (Broomhead, 2013, Francis, 2012; Peters, 2011; Stace, 2010; Rogers, 2007). This is an interesting observation as predominantly mother's will be most likely to apportion blame to themselves already. However, it should be argued that with the changing times should this just be targeted at mothers or does this raise questions of stigmatisation. Especially as it is exceptionally common for parents to share parental responsibility or even live in various family circumstances. This is an area which it seems Broomhead has focused on mothers but not the general family arrangements. It is worth mentioning that it not delved into enough to see why it is mothers that receive this blame of practitioners and others in educational settings.

4.3 Teacher and parent relationships:

4.3.1 Contributions to negative relationships:

There is an abundance of justifications for why a breakdown in communication may occur between parents and teachers. As previously cited, teachers can at times perceive parents to be part of the predicament as opposed to a crucial part of the resolution (Wood and Oliver, 2011; Francis, 2012). The foremost issue that occurs to be the biggest obstacle is differential opinions and how-to further progress and resolve issues. Teachers have an unspoken obligation to answer and assist parent's questions and worries (Spann et al, 2003; Goodall, 2010). The faster any issues can become resolved or parent's feel their concerns are being contemplated then communication could become more positive (Goodall, 2020). At times it could be perceived that teachers place themselves with hierarchical supremacy and rank themselves above parents (Sperry et al, 1999; Francis, 2012). To some extent this could be deemed accurate especially as teachers endure rigorous training and observations. However, when it comes to who knows a child's needs in depth and accurately, it can be argued that parents may have the advantage.

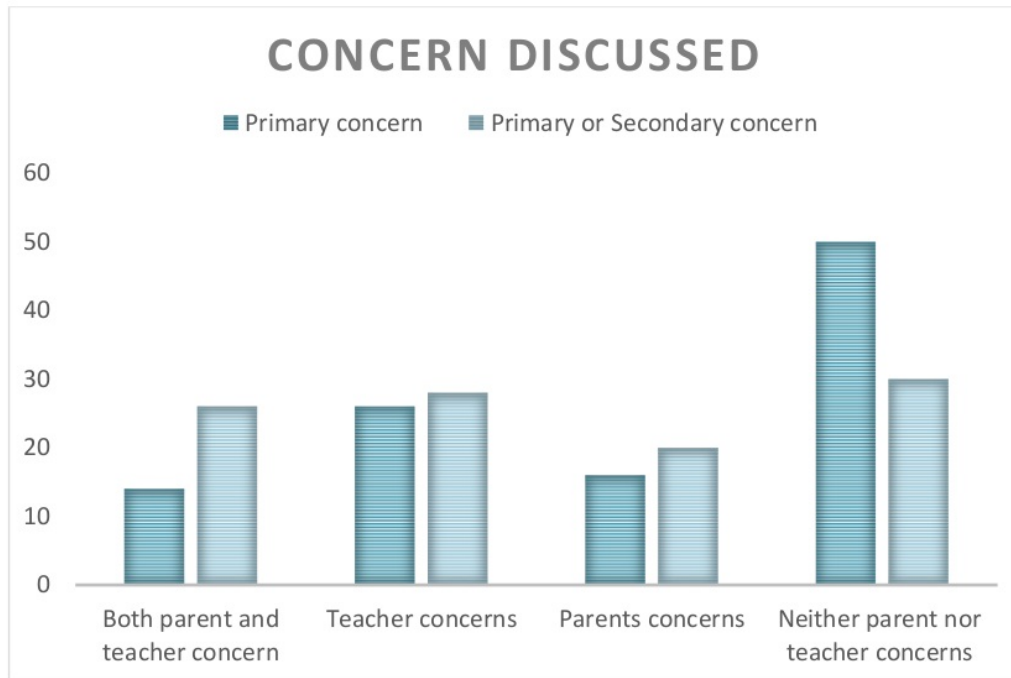


Figure 3: Results from Research Conducted by Azad & Mandell (2016)

Table 1: Results from Research Conducted by Azad & Mandell (2016)

Parents	Percentage	Teachers	Percentage
<i>Primary Concerns</i>			
1. Social Interactions	28	1. Problem behaviour	31
2. Problem behaviour	26	2. Social interaction	18
3. Academics	18	3. Restricted repetitive and stereotyped behaviours.	18
4. Communication	15	4. Communication	15
5. Self-help	10	5. Self-help	10
6. Restricted repetitive and stereotyped behaviours	3	6. Academics	8
<i>Secondary Concerns</i>			
1. Problem behaviour	36	1. Social Interaction	26
2. Academics	18	2. Problem behaviour	26
3. Social interaction	15	3. Academics	20
4. Communication	13	4. Communication	10
5. Self-help	10	5. Restricted repetitive and stereotyped behaviours.	10
6. Did not report a concern	5	6. Self-help	8
7. Restricted repetitive and stereotyped behaviours.	3		

The findings from research conducted by Azad and Mandell (2016), I find these results particularly interesting this is due to the both parents and teachers primarily agreeing about their top two concerns which were Social interaction and problem behaviour. These findings help emphasise how most of the issues faced between positive communication are more than likely miscommunication and if more issues were talked about then, both parties would most likely have concerns on the same topics (Smith, 2004; Nissenbaum et al, 2012). It is worth mentioning that these results did differ compared to similar research carried out (Gabovitch and Curtin, 2009; Nissenbaum et al., 2002). This is most likely due to this research focusing on numerous concerns as opposed to one primary concern. These findings imply that both teachers and parents feel awkward talking to each other about their concerns (Gabovitch and Curtin, 2009; Nissenbaum et al., 2002).

In defence to teacher's and practitioners, there is no help or programmes running which help to train professionals on how to work with parents (Ingersoll and Dvortcsak, 2006; Murray et al, 2011; Goodall et al, 2010; Smith, 2004). It cannot be argued that indeed teachers are trained to teach children and not parents or adults. If more measures were enforced by the government and other official organisations, then it may become easier to maintain relationships (Meehan et al, 2017; Goodall et al, 2010; Smith, 2004).

From some perspective's trainee teachers possess the quality to rely on partnership and collaboration when it comes to effective parent teacher relationships should work (Lopez Larossa et al, 2019; Meehan et al, 2017; Smith, 2004; Goodall, 2010). Amatea (2009) states that there are three main paradigms when it comes to these relationships these are: 'Separation, Remediation and Collaboration'. Interestingly 'collaboration' is mentioned again, when we think of being collaborative, we instantly think of working together. Which surely would be what any positive relationships need to have a strong foundation (Smith, 2004; Amatea, 2012; Goodall, 2010). There is already a substantial amount of research which supports the ideas that collaboration is the way forward with teacher and parent relationships (Garreta-Bochaca & Llevot, 2015; Amatea et al., 2012; Weiss, López, Kreider, & Chatman-Nelson, 2014). Once collaborative relationships have occurred then this is a major step forward towards achieving inclusion (Laluvein, 2009).

Chapter Five – Discussion, Conclusion and Recommendations

Throughout this project I have remained reflective throughout the whole process. Indeed, I have had to remain reflective in order to conduct my research without a biased approach. Especially given the reason I decided to research further into this topic. Which is my own daughter's autism and the journey we have been on since her academic journey in primary school.

My principal limitation is my prerequisite to ruminate constantly and to ensure I always try to remain unbiased through the research. My philosophical underpinning reflects the person I am though, which in many ways helps to keep me grounded. However, due to my daughter's autism and ADHD I have tried to limit my own emotions and feelings in this area. The main reasoning for this is because I believed my own sentiments would dictate my perceptions and estimations on the research. Upon reflection, I have managed to look at all information impartially and could interpret it from both perspectives as a parent but as equally important as a future potential practitioner.

Another limitation I have observed throughout is that at times most research as carried out by academics is in the perspectives of such and less concentrated on the parental viewpoints. This emphasises that there may be a research bias towards teachers or professionals as most of the research conducted is by academics. Although upon further investigating I did come across more neutral research. There is also a void in research attainable about why these relationships may be strained research which delves into how this can be rectified or at least improved (Thurm & Swedo, 2012).

From the research that has been investigated there emerges to be a strong correlation between many negative parent teacher relationships. This comes as no revelation to me as this was my supposition before this research began. However, what did become apparent was that there were substantially more themes than I first contemplated. This is clearly a complex topic which is multifaceted and reliant on circumstantial and individual situations.

Throughout this research I have changed my perceptions and have developed an understanding for the perspectives of both parties. I started this research believing my personal stance would lie entirely with the parental argument. Although after further consideration I can see that there are various complications which can cause friction. For teachers' children with additional needs can cause strains on time and funds. When a teacher's time is already stretched due to increasing class sizes and multiple children which could be deemed 'problematic'. I can see how this could become frustrating especially if you believe that parents may be causing potential issues.

Parents mostly will be protective of their children and as practitioners this something which should be prevalent in our minds (Broomhead, 2013). This research as pushed me further to analyse my own pedagogy and philosophy and perhaps think more purposefully in the future as comparable circumstances may arise. It is easy to judge without fully comprehending a full situation. Especially when with children on the spectrum or ADHD it is so common for them to behave differently depending on the environment or specific people (National Autistic Society, 2011). This leads me to further state that there is a need to further research why so much stigmatisation is affixed to parental blame but why it emerges to be targeted more in the direction of mothers (Francis, 2012; Peters, 2011; Stace, 2010; Rogers, 2007).

My recommendations are that more in-depth research is needed to verify the correlation between parents of atypical children and negative relationships with teachers (Gwernan-Jones et al, 2013). There seems to be a need for a consistent and reliable framework to be put in place to help monitor and assess the relationships present within schools and ensure that more is being put in place to help reinforce strong relationships (Goodall et al, 2010; Ingersoll and Dvortcsak, 2006; Murray et al, 2011). There is not enough relevant research out there currently looking into the varying relationships (Thurm & Swedo, 2012). Those with consistent positive relationships need more research carried out to specify which of these children fall into these categories. It may be that rather than centring on those with learning difficulties it may be reliant on the parents or teacher's themselves and less on the children (Meehan et al, 2017).

Teachers need to focus more on positive strategies to help with children's individual learning journeys irrespective of any issues (Goodall et al, 2010). Converging on the optimistic facets with a child's learning can help diffuse a parent's irritation when

communicating about their child. While dealing with children with additional needs which given the extreme increase the UK and other countries globally are facing this is something which practitioners will withstand. We need to always be inclusive regarding our classrooms but also try to be as inclusive and emphatic as possible with parents in order to progress forward (Laluvein, 2009). The main thing we need to focus on is collaboration this is the main element which throughout this research as stood out (Lopez Larossa et al, 2019; Meehan et al, 2017; Amatea, 2009). This is something that going forward needs to be promoted within teachers and even to parents (Amatea, 2009). If positive relationships are to be undertaken collaboration needs to be emphasised.

References

- Arcimowicz, B., Cantarero, K. & Soroko, E. (2015). Motivation and Consequences of Lying. A Qualitative Analysis of Everyday Living. *Forum: Qualitative Analysis of Everyday Lying*. 16, (3), Art 31.
- Amatea, E. S., Mixon, K., & McCarthy, S. (2012). Preparing Future Teachers to Collaborate with Families. *Contributions of Family Systems Counsellors to a Teacher Preparation Program. The Family Journal: Counselling and Therapy for Couples and Families*, 21(2), 136-145. doi: <https://doi.org/10.1177/1066480712466539>
(2) (PDF) Teachers and trainee teachers' beliefs about family-school relationships. Available from: https://www.researchgate.net/publication/330967621_Teachers_and_trainee_teachers'_beliefs_about_family-school_relationships [accessed May 07 2020].
- Archer, M. and Green, L. (1996). Classification of learning difficulties. In S. Kriegler and P. Englebrecht (eds.), *Perspectives on Learning Difficulties*. Hatfield, SA: Van Schaik.
- Aronson, J. (2002). Stereotype threat: Contending and coping with unnerving expectations. In J. Aronson (Ed.), *Applied Developmental Science*, 133 Improving academic achievement: Impact of psychological factors on education (pp. 279–301). New York: Academic Press
- Autism Act, 2009. Chapter 15. London. Accessed on 7th May from http://www.legislation.gov.uk/ukpga/2009/15/pdfs/ukpga_20090015_en.pdf
- Azad, G., & Mandell, D.S. (2015). Concerns of parents and teachers of children with autism in elementary school. *Autism*. 2016. 20, (4), 435-441.
- Bennett, T. (2017). Creating a Culture: How school leaders can optimise behaviour. Accessed on the 8th May from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf
- Bidwell, V. (2016). *The Parent's Guide to Specific Learning Difficulties: Information, Advice and Practical tips*. Philadelphia: Jessica Kingsley Publishers
- Blair, K.C., Lee, I., Cho, S. & Dunlap, G. (2010). Positive Behaviour Support through Family-School Collaboration for Young Children with Autism. *Topics in Early Childhood Special Education*. 31, (1), 22-36.
- Bolourain, Y., Stavropoulos, K.M. & Blacher, J. (2019). Autism in the Classroom: Educational Issues across the Lifespan. DOI: 10.5772/intechopen.84790 accessed on 8th May from <https://www.intechopen.com/books/autism-spectrum-disorders-advances-at-the-end-of-the-second-decade-of-the-21st-century/autism-in-the-classroom-educational-issues-across-the-lifespan>

- Boone, V. (2018). *Positive Parenting for Autism: Powerful Strategies to Help your Child Overcome Challenges and Thrive*. Althea Press: California
- Broomhead, K. (2013). *Blame, guilt and the need for 'labels'; insights from parents of children with special educational needs and educational practitioners*. *British Journal of Special Education*, 40, 14-21.
- Burkhardt, R. W. J. (2005). *Patterns of Behavior: Konrad Lorenz, Niko Tinbergen and the Founding of Ethology*, Chicago: University of Chicago Press.
- Carruthers, P., S. Laurence, et al. (2005–9). *The Innate Mind*, Volumes 1–3, Oxford: Oxford University Press.
- Chenail, R.J. (2011). *Interviewing the Investigator: Strategies for Addressing Instrumentation and Researcher Bias Concerns in Qualitative Research*. *Qualitative Report*. 16, (1), 255- 262.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B. & Osher, D. (2019). *Implications for educational practice of the science of learning and development*. *Applied Developmental Science*. 24, (2), 97-140.
- Department for Children Schools and Families. DCSF (2009). *Your Child Your Schools, Our future: building a 21st century school system*. London: DCSF (online at <https://www.education.gov.uk/publications>).
- Department for Education. DfE. (2011). *Support and Aspiration: A new approach to special educational needs and disability: a consultation*. London: DfE (Online at <http://education.gov.uk/publications>).
- Department for Education. DfE. (2012) *Special Educational Needs in England*, January 2012. London: DfE [online at <http://www.education.gov.uk/rsgateway/DB/SFR/s001075/sfr14-2012v2.pdf>].
- Department for Education and Employment. DfEE (1996). *Education Act 1996*.
- Department for Education and Skills. DfES (2001b) *Special Educational Needs and Disability Act*, London: Department for Education and Employment.
- Department of Education (Northern Ireland). (2019). *The Prevalence of Autism (including Asperger Syndrome) in School Age Children in Northern Ireland 2019*. Accessed on 6th January 2020 from <https://www.health-ni.gov.uk/sites/default/files/publications/health/asd-children-ni-2019.pdf>
- Department of Health and Social Care. (2018). *Think Autism strategy governance refresh*. Accessed on 26th March 2020 from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696667/think-autism-strategy-governance-refresh.pdf

- Deutsch, M. (1973). *The resolution of conflict. Constructive and destructive processes*. New Haven. CT: Yale University Press.
- Emerson, E. and Baines, S. (2010) *The estimated prevalence of autism among adults with learning disabilities in England*. Stockton-on-Tees: Improving Health and Lives. Available to download at <http://www.improvinghealthandlives.org.uk/projects/autism> [Accessed 02/01/2020]
- Francis, A. (2012). 'Stigma in an era of medicalisation and anxious parenting: how proximity and culpability shape middle-class parents' experiences of disgrace'. *Sociology of Health & Fitness*, 1-16.
- Gabovitch EM, Curtin C. Family-centered care for children with autism spectrum disorders: a review. *Marriage & Family Review*. 2009;45(5):469–498.
- Garreta-Bochaca, J., & Llevot, N. (2015). Family-school communication in Spain: channels and their use. *Ehquidad International Welfare Policies and Social Work Journal*, 3, 29-47 (2) (PDF) Teachers and trainee teachers' beliefs about family-school relationships. Available from: https://www.researchgate.net/publication/330967621_Teachers_and_trainee_teachers'_beliefs_about_family-school_relationships [accessed May 07 2020].
- Goodall, J., Vorhaus, J., Carppentieri, J., Brooks, G., Akerman, R & Harris, A. (2010). Review of best practice in parental engagement. Research Report DFE-RR156. Department for Education. accessed on 7th May from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf
- Gwernan-Jones, R., Moore, D.A., Garside, R., Richardson, M., Thompson-Coon, J., Rogers, M., Cooper, P., Stein, K. & Ford, T. (2013). ADHD, Parent Perspectives and Parent-teacher Relationships: Grounds for Conflict. *British Journal of Special Education*. 2-15.
- Haywood, H. C. (1997). *Interactive assessment*. In R. Taylor (ed.), *Assessment of Individuals with Mental Retardation*. San Diego, CA: Singular Publishing Group.
- Hess, R.S., Molina, A.M & Kozleski, E.B. (2006). 'Until somebody hears me: parent voice and advocacy in special educational decision making'. *British Journal of Education*, 33,(3), 148-157.
- Hughes, J., & Kwok, O.-m. (2007). Influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement and achievement in the primary grades. *Journal of Educational Psychology*, 99(1), 39–51.
- Ingersoll B, Dvortcsak A. Including parent training in the early childhood special education curriculum for children with autism spectrum disorder. *Topics in Early Childhood Special Education*. 2006;26(3):179–187.
- Kendall, E. (2020). *Helping You to Identify and Understand Autism Masking: The Truth Behind the Mask*. M and R Publishing: Andover.

- Laluvein, J. (2009). School Inclusion and the 'Community of Practice'. *International Journal of Inclusive Education*. 14, (1), 35-48.
- Lauchlan, F. & Boyle, C. (2007). Labels and Special Education. Is the use of labels in special education helpful? *Support for Learning*. 2, (1), 36-42.
- Lake, J. & Billingsley, B. (2000). An Analysis of Factors that Contribute to Parent-school Conflict in Special Education. *Remedial and Special Education*. 21., 4, 240 -251.
- Lopez Larossa, S., Richards, A., Morao Rodriguez, S. & Gomez Soriano, L. (2019). Teachers and trainee teachers, beliefs about family-school relationships. *University of Corona, Spain, University of Exeter*. 48, (1), 59-66.
- Mack, L. (2010). The philosophical underpinnings of educational research. *Polyglossia*. (19)1. Retrieved 20th January 2020, from <http://en.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/PolyglossiaV19Lindsay.pdf>
- Martin, A.J., & Dowson, M. (2009) interpersonal relationships, motivation, engagement, and achievement: yields for theory, current issues, and educational practice. *Review of Educational Research*, 79(1), 327-365.
- Meehan, C. & Meehan, P. (2017). Trainee teachers' perceptions about parent partnerships: are parents' partners? *Early Child Development and Care*. 188, (12), 1750-1763.
- Mesibov, G. & Howley, M. (2012). *Accessing the Curriculum for Pupils with Autistic Spectrum Disorders: Using the TEACHH Programme to Help Inclusion*. Routledge: New York.
- Moore-Abdool, W. (2010). Included Students with Autism and Access to General Curriculum: What is being Provided? *Issues in Teacher Education*, 19, (2), 153-169.
- Murray MM, Ackerman-Spain K, Williams EU, et al. Knowledge is power: empowering the autism community through parent-professional training. *The School Community Journal*. 2011;21(1):19 -36.
- National Autistic Society. (2011). *Behaviour and Disciplines in School*. Accessed on 07th May 2020 from <https://publications.parliament.uk/pa/cm201011/cmselect/cmeduc/writev/behaviour/we65.htm>
- National Autistic Society. (2020). Accessed on the 7th May from <https://www.autism.org.uk>
- National Health Service (NHS). (2019) (Research carried out in 2015). *People with a Learning Disability, Autism or Both*. NHS England and NHS Improvement. Accessed on 28th March 2020 from <https://www.england.nhs.uk/wp-content/uploads/2020/01/Learning-disability-and-autism.pdf>

National Health Service (NHS). (2020). Attention Deficit Hyperactivity Disorder. Accessed on 8th May from <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>

Nissenbaum MS, Tollefson N, Reese RM. The interpretative conference: sharing a diagnosis of autism with families. *Focus on Autism and Other Developmental Disabilities*. 2002;17(1):30–43.

Onwuegbuzie, A.J. & Leech, N.L. (2007). Validity and Qualitative Research: An Oxymoron? *Qual Quant*. 41, 223-249.

Peters, E. (2011) 'I blame the mother: educating parents and the gendered nature of parenting orders', *Gender & Education*, 24 (1), 119–130.

Pianta, R.C., Hamre, B.K & Allen, J.P. (2012). Teacher-student relationships and engagement: conceptualizing, measuring and improving the capacity of classroom interactions. In S.L. Christenson, A.L Reschly & C. Wylie (Eds). *Handbook of research on student engagement*. (pp. 365-386). New York. NY: Springer.

Poulson, L. & Wallace, M. 2004. *Designing and Writing about Research: Developing a critical frame of mind*. In L. Poulson & M. Wallace (eds.), *Learning to Read Critically in Teaching and Learning*. London: SAGE Publications.

Riddick, B. (2000). An examination of the relationship between labelling and stigmatisation with special reference to dyslexia. *Disability and Society*, 15, 4, 653–667.

Riddick, B. (2012) 'Labelling learners with "SEND": the good, the bad and the ugly', in D. Armstrong and G. Squires (eds) *Contemporary Issues in Special Educational Needs: considering the whole child*. Maidenhead: McGraw Hill.

Rivers, L. W., Henderson, D. M., Jones, R. L., Ladner, J. A. and Williams, R. L. (1975). Mosaic of labels for black children. In N. Hobbs (ed.), *Issues in the Classification of Children*, Vol. 2. San Francisco, CA: Jossey-Bass.

Roffey, S., Western, S., Exeter & London Universities. (2012). *Developing Positive Relationships in Schools*. Positive Relationships.

Rogers, C. (2007) 'Disabling a family? Emotional dilemmas experienced in becoming a parent of a child with learning disabilities', *British Journal of Special Education*, 34 (3), 136–143.

Rotherham-Fuller, E., Kasari, C., Chamberlain, B & Locke, J. (2010). Social Involvement of Children with Autism Spectrum Disorders in Elementary School Classrooms. *Child Psychol Psychiatry*. 2010, Nov; 51, (11), 1227-1234.

Schaffner, K. F. (2006a). "Behaving: Its Nature and Nurture, Part 1". *Wrestling with Behavioral Genetics: Implications for Understanding Selves and Society*, E. Parens (ed.), Baltimore: Johns Hopkins University Press: 3–39.

Schaffner, K. F. (2006b). "Behaving: Its Nature and Nurture, Part 2". *Wrestling with Behavioral Genetics: Implications for Understanding Selves and Society, E. Parens (ed.)*, Baltimore: Johns Hopkins University Press: 40–73.

Smith, D. (2004). *Introduction to special education: Teaching in an age of opportunity* (5th ed.). Boston: Allyn and Bacon.

Solomon, M., Goodlin Jones, B.L & Anders, T.F. (2004). A Social Adjustment Enhancement Intervention for High Functioning Autism, Asperger's Syndrome, and Pervasive Developmental Disorder NOS. *Journal of Autism and Developmental Disorders*. 34, (1), 649-668).

Soltys, L.K. (2004). *A Study of the Relationship Between Self-efficacy, the Tendency to Blame Parents for Child Problems and Parent-teacher Collaboration Activities in Elementary Schools*. Indiana University of Pennsylvania.

Spann SJ, Kohler FW, Soenksen D. Examining parents' involvement in and perceptions of special education services: an interview with families in a parent support group. *Focus on Autism and Other Developmental Disabilities*. 2003;18(4):228 -237.

Sperry L, Whaley K, Shaw E, et al. Services for young children with autism spectrum disorder: voices of parents and providers. *Infants and Young Children*. 1999;11:17 -33.

Stace, H. (2010) 'Mother blaming; or autism, gender and science', *Women's Studies Journal*, 24 (2), 66–70.

Starr, E.M, & Foy, J. (2012). In *Parents' Voices: The Education of Children With Autism Spectrum Disorders*. *Remedial and Special Education*. 33, (4), 207-216.

Sutcliffe, J. and Simons, K. (1993). *Self Advocacy and People with Learning Difficulties*. Leicester: NIACE.

Thurm, A. & Swedo, S.E. (2012). The Importance of Autism Research. *Dialogues Clin Neuroscience*. 14, (3), 219-222.

Waltz. M. (2015). *AMA J Ethics*. 2015;17(4):353-358. doi:10.1001/journalofethics.2015.17.4.mhst1-1504.

Weiss, H. B., López, M. E., Kreider, H., & Chatman-Nelson, C. (2014, 3rd edition). *Preparing educators to engage families*. Thousand Oaks, CA: Sage

Welton, E., Vakil, S & Carasea, C. (2004). *Strategies for Increasing Positive Social Interactions in Children with Autism: A Case Study*. *Council for Exceptional Children*. 37, (1) 40-46

Wender, P.H. (2016). *ADHD: A Guide to Understanding Symptoms, Causes, Diagnosis, Treatment, and Changes Over Time in Children, Adolescents, and Adults*. New York: Oxford University Press.

Whittaker, P. (2007). Provision for youngsters with autistic spectrum disorders in mainstream schools: What parents say – and what parents want. British Journal of Education. 34, (3), 170-178.

Wood L, Olivier T. Video production as a tool for raising educator awareness about collaborative teacher-parent partnerships. Educational Research. 2011;53(4):399 – 414.

Appendix A – Ethics Form

Plymouth Marjon University

Initial Research Ethics Checklist for New Applications

Please complete this checklist as the first step in your application for research ethics review. We recommend you refer to the Checklist Guide when completing this Checklist.

1. TITLE OF RESEARCH PROJECT

To which extent do practitioners place blame on parents for behavioral issues of children with Autism or ADHD?

2. INVESTIGATOR INFORMATION

Name: Laura McVicar

Programme: BA Hons Primary Education

Institutional e-mail: 20081300@student.marjon.ac.uk

3. CHECKLIST

Section A	YES	NO
1. Will your research involve research participants identified from, or because of their past or present use of, the NHS and/or Social Care Services?		X
2. Does the research project involve intrusive procedures with adults who lack capacity to consent for themselves or health-related research involving prisoners?		X
3. Will research be led by a researcher at another UK institution?		X

If you answered **YES** to **ANY** question in Section A then your research may require review by the National Research Ethics Service (NRES) or another University's Research Ethics Committee. **It is the responsibility of the researcher to determine what means of approval are required and to obtain approval prior to starting the project.**

If you answered **NO** to **ALL** questions in Section A please proceed to Section B.

Section B	YES	NO
1. Does the research project involve human biology, or experimental human psychology?		X
2. Does the research project involve human participants, or personal data in any way (this includes secondary data e.g. existing survey data, interview transcripts)?		X
3. Does the research involve non-human animal participants, or non-human animal biology?		X

If you answered **NO** to **ALL** questions in Section B such proposals will not normally require ethical review. Advice should be sought in cases of doubt.

If you answered **YES** to **QUESTIONS 1 AND/OR 2** in Section B please proceed to Section C.

If you answered **YES** to **QUESTION 3** you will need to contact the Research and Innovation Office to ensure your research is compliant with the Animals (Scientific Procedures) Act (1986).

Section C	YES	NO
1. Does the research involve participants who are unable to give informed consent, considered to be vulnerable, or who lack capacity? (e.g. your own students, children, people with learning disabilities)		
2. Will the research require the co-operation of a gatekeeper for initial access to the groups/individuals to be recruited? (e.g. for access to students at school, or to members of a particular organization)		
3. Will the research involve access to records of personal or confidential information concerning identifiable individuals, either living or recently deceased?		
4. Will the research involve the use of administrative data or secure data? (e.g. student records held by a school or college, medical records)		
5. Will the deception of participants (including covert observation in non-public places) be necessary at any time?		
6. Will the research involve discussion of sensitive topics? (e.g. sexual activity, drug use, political behaviour, ethnicity and, potentially, elite interviews)		
7. Will the research involve sensitive material that might be linked, or interpreted as linked, to terrorism/matters that the PREVENT policy is concerned with?		

8. Will the research involve members of the public in a research capacity, helping to shape methodology and/or to collect data? (e.g. participatory research)		
9. Will the research involve visual or vocal methods where participants or other individuals may be identifiable in the data used or generated?		
10. Will the research involve any drugs, placebos or other substances (e.g. food substances, vitamins and other supplements) being administered to the participants, or will the study involve invasive, intrusive or potentially harmful procedures of any kind?		
11. Will blood or tissue samples be obtained from participants (deceased or alive)?		
12. Is the research likely to involve or result in participants experiencing pain or more than mild discomfort?		
13. Could the research induce psychological stress or anxiety or cause harm or negative consequences? (both research participants and their living relatives should be considered)		
14. Will the research involve prolonged or repetitive testing of participants?		
15. Will data collection involve e-mail, social media, and/or instant messaging services in data collection?		
16. Will financial inducements (other than reimbursement of expenses) be offered to participants?		
17. Will the study involve external organisations to recruit participants?		
18. Will the research place the safety of the researcher(s) at risk?		
19. Will the research be undertaken outside of the UK?		
20. Will the research or its dissemination involve data sharing of confidential information, or the re-use of previously collected data?		

If you answered **NO** to **ALL** questions in Section C your research may qualify for **LIGHT TOUCH** review.

If you have answered **YES** to **ANY** question in Section C please proceed to Section D.

Section D

Please indicate the Risk Level for the project by checking the intersecting box

Participant Vulnerability		Research Risk		
		Low	Medium	High
	Low			
	Medium			
	High			

Please justify risk and vulnerability above – be discuss what here with your supervisor.

the research group indicated sure to to include

Signature of applicant

I declare that I have read the Ethics Policy and will follow the guidelines therein:

Signature:



Date: 11/11/19

Signature of supervisor / module leader

I declare that I have read the completed Ethics Checklist and the research described accords with my understanding of the proposed work.


Signature

Date:

If the Risk Level for your project is in the shaded box in Section D your research may qualify for **LIGHT TOUCH** review.

If you answered **YES** to **ANY** question in Section C **AND** the Risk Level of your research is **OUTSIDE** the shaded box then your application requires **FULL REVIEW**. If the Risk Level of your research is **INSIDE** the **DIAGONALLY STRIATED** boxes your research also requires scholarly review. If this is the case, you will need to complete the following form:

Appendix B Ethical Approval Form for Student Research

Name of Applicant	Module Code
Name of supervisor / module leader	
Faculty	
Title of project	
Timeframe of research	
Purpose of research	
Justification for the research	
Participants in the research	
Recruitment procedures	
Informed consent	
Methods	
Outline the methods of data collection and analysis	
Confidentiality, anonymity, data storage and disposal	
Provide explanation of any measures to preserve confidentiality and anonymity, including specific explanation of data storage and disposal plans. (Note that there may be need to store data for some years after completion of the project.)	
Ethical considerations	
Outline the ethical dimensions to the proposed research, both those which may be seen as 'positive' and 'negative'. Where potential risks to participants' or researchers' physical, psychological or emotional wellbeing may be present, explain any steps that will be taken to minimize these.	
Published ethical guidelines to be followed	
Identify the professional code(s) of practice and/or ethical guidelines relevant to the subject domain of the research. Your supervisor/module leader should be able to provide guidance.	
	

Signature of applicant

I declare that I have read the Ethics Policy and will follow the guidelines therein:

Signature:



Date: 03/05/2020

Signature of Module Leader, Programme Leader / Head of Department / Chair of Faculty Ethics Committee

I confirm that this project has been approved for the stated period:

Signature:

Date:

Note that a Certificate of Ethical Approval does not connote an expert assessment of the research or of the possible risks involved, nor does it detract in any way from the ultimate responsibility of researchers for all research undertaken by them, and for its effects on human subjects.