M09A
Listening to and Understanding Children, Parents and Carers – Skills & Knowledge

1.	Short Code	M09A
2.	Title	Listening to and Understanding Children, Parents and Carers – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn Spring Summer
6.	Subject	Special Educational Needs and Disability (work with children, parents and carers)
7.	Module Leader	Brian Lamb
8.	Accredited by	
9.	Module Requisitions	
	(kk) Pre-requisite	None
	(ll) Programme Restriction	None
	(mm) Level restrictions	None
	(nn) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	**Aims** • To develop participants' understanding of the history of listening to and consulting with children, parents and carers. • To develop participants' understanding of the legislation and current trends in listening to and understand children, parents and carers. • To develop participants' understanding of the different models of partnership. • To develop participants' understanding of the place of power and ethics in listening to and understanding children, parents and carers. • To develop participants' understanding of a human rights approach to children's participation.	
12.	**Learning Outcomes** **Knowledge** On successful completion of this module, students will have knowledge and understanding of: 1. The different discourses and views of children, parents and carers and how these relate to listening and understanding children, parents and carers. 2. Approaches to listening to and understanding the views of children, parents and carers and how these have been researched. 3. Ethical issues relating to listening to and understanding children, parents and carers. 4. The relevant legislation and guidance (past and present). 5. Models of partnership with parents and carers. 6. The relationship between parents and carers and education. 7. The relationship between parents and carers and professional through consideration of partnership models. 8. The contextual factors that impact on parents views and the assumptions that can be made by others. **Skills** On successful completion of this module, students will be able to: 9. Evaluate their own work context in relation to local and national approaches to listening to and understanding children, parents and carers.	

	10. Critically consider approaches to listening to and understanding children, parents and carers.
	11. Critically consider models of partnership with parents.
	12. Review psychological theories underpinning tools to use in listening and understanding children, parents and carers.
13.	**Syllabus** Introduction to listening to and understanding children, parents and carers. Reflection on discourses around children, childhood and parents. Relevant legislation and history in relation to listening to and understanding children, parents and carers. Consideration of models of partnership and mediation with parents. Reflection on psychological theories on ways to listen to and understand children, parents and carers; for example, solution-focussed approaches, active listening, personal construct psychology, Mosaic approach.
14.	**Learning and teaching** will be via distance education using Real Training's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online. Campus Online is an integrated environment that: • Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. • Allows students to manage and track their progress through the activities and assessments. • Enables students to submit their evidence and assignments, and receive feedback from their tutors. As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises. These activities include: • Reflection on practice, structured through 'learning log' online entries. • Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. • Problem-based learning scenarios. There is access to supporting content including: • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. Campus Online also supports a collaborative learning environment with: • Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. • Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. **Assessment** is through coursework assignments covering the 11 learning outcomes and will consist of the following (numbers in brackets refer to learning

outcomes assessed):

- **Critical analysis 1 (2500 words or equivalent):** How models of partnership with parents have developed over time. (1-7, 10-12)
- **Critical analysis 2 (1000 words):** The student's local context in relation to guidance, legislation and recent research on how to listen to and understand children (2,4, 5,7, 9)
- **Critical analysis 3 (2500 words or equivalent):** A critique of the way in which parental views are elicited, including consideration of the notion of 'evaluation' in research. (2, 8)

Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.

15.	**Assessment Weighting**	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A
18.	**Learning materials**	

Essential
The online module guide contains the learning materials and instructions and this is supplemented by web-based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:

Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/
Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/
Directed use of appropriate legislation, Government guidance and reports.
The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.
The resource bank area of the module website.

Recommended
The following websites have useful information on listening to and understanding children, parents and carers

British Youth Council www.byc.org.uk
Children's Rights Alliance for England www.crae.org.uk
KIDS www.kids.org.uk

National Council for Voluntary Youth Services www.ncvys.org.uk

National Youth Agency www.nya.org.uk
National Children's Bureau www.ncb.org.uk
National Parent Partnership Network www.parentpartnership.org.uk
Participation Works Partnership www.participationworks.org.uk
Save the Children www.savethechildren.org.uk

Clark, A. & Moss, P. (2001) *Listening to Young Children: The Mosaic Approach.* London: NCB and Joseph Rowntree Foundation

Davie, R & Galloway, D. (1995) *Listening to children in education.* London: David Fulton

Davie, R, Upton, G. & Varma, V. (1996) *The voice of the child: A Handbook for professionals.* London: Falmer Press.

Jelly, M., Fuler, A. & Byers, R. (2000). *Involving Pupils in Practice.* London: Falmer Press.

Lewis, A. & Lindsay, G. (eds) (2000) *Researching Children's perspectives.* Buckingham: OU Press

Marchant, R. Jones, M. (2003) *Getting it right: Involving Disabled Children in Assessment, Planning and Review Processes.* Brighton: Triangle.

Stone, E. *Consulting with Disabled Children and Young People.* York: JRF.

Todd, L. (2003) 'Disability and the Restructuring of Welfare: The Problem of Partnership with Parents', *International Journal of Inclusive Education*, 7 (3): 281-296.

Todd, L. (2007) *Partnership for Inclusive Education: A critical approach to collaborative working*. London : Routledge.

Vincent, C. (2000) *Including parents? Education, citizenship and parental agency.* Buckingham: OU Press.

Wolfendale, S (Ed) (1989) *Parental involvement. Developing networks between school, home and community.* London : Cassell

Empirical Studies of Children's and Parental Experience

Adewusi, A. and Paradice, R. (2002), '"It's a Continuous Fight Isn't It?": Parents' Views of the Educational Provision for Children with Speech and Language Difficulties', *British Educational Research Journal*, 27 (3).

Bagley, C. Philip A. Woods & Glenys Woods (2001) 'Implementation of School Choice Policy: Interpretation and response by parents of students with special educational needs', *British Educational Research Journal,* 27, 3.

Beresford, B., Rabiee P. and Sloper P. (2007) *Priorities and Perceptions of Disabled Children and Young People and their Parents Regarding Outcomes from Support Services.* York: Social Policy Research Unit, University of York.

Connor, M. (1997) 'Parental motivation for specialist or mainstream placement', *Support for Learning,* 12 (3), pp.104–110.

Davis, S. and Hall, D. (2005) '"Contact a Family": Parents and Professionals in Partnership', *Archive of Disease in Childhood*, 90, pp.1053-1057.

Duncan, N. (2003) 'Awkward Customers? Parents and Provision for Special Educational Needs', *Disability and Society*, 18 (3), pp. 341-356.

Gibbs, J., Underdown, A., Stevens, M., Newbery, J. & Liabo, K. (2003) 'Group-based parenting programmes can reduce behaviour problems of children aged 3-12 years. What Works for Children group Evidence', *Nugget,* April 2003.

Griffiths, C. B., Norwich, B., Burden, B. (2004) 'Parental Agency, Identity andKnowledge: Mothers of Children with Dyslexia', *Oxford Review of Education*, 30 (3), pp. 417-433.

J. Hewitt-Taylor (2009) 'Children who have complex health needs: parents' experiences of their child's education', *Child: Care, Health and Development,* 35(4), pp.521–526.

Jones, P., Swain J. (2001) 'Parents reviewing Annual Reviews', *British Journal ofSpecial Education,* 28 (2), pp.60–64.

Lindsay, G., & Dockrell, J.E., (2004) 'Whose Job Is It? Parents. Concerns About the Needs of Their Children with Language Problems', *The Journal of Special Education*, 37 (4), pp.225-235.

O'Connora, U. (2008) 'Meeting in the middle? A study of parent–professional partnerships', *European Journal of Special Needs Education,* 23(3).

Parsons, S., Lewis, A., & Ellins, J. (2009) 'The views and experiences of parents of children with autistic spectrum disorder about educational provision: comparison with parents of children with other disabilities from an online survey', *European Journal of Special Needs Education*, 24(1), pp.37-58.

Parsons, S. and Lewis, A. (2010) 'The home-education of children with special needs or disabilities in the UK: views of parents from an online survey', *International Journal of Inclusive Education,* 14(1).

Parsons, S. Lewis, A. Davison, I. Ellins, J & Robertson, C. 'Satisfaction with educational provision for children with SEN or disabilities: a national postal survey of the views of parents in Great Britain', *Educational Review,* 61(1).

Penfold, C. Cleghorn, N. Tennant, R. Palmer, I. and Read, J. *Parental Confidence in the Special Educational Needs Assessment, Statementing and Tribunal System Research Report.* DCSF-RR117. National Centre for Social Research.

Peacey, N., Lindsay, G., Brown, G., Russell, A. *Increasing Parents' Confidence in the Special Educational Needs System: Studies commissioned to inform the Lamb Inquiry.* IOE/University of Warwick 2010.

Poet, H., Wilkinson, K. and Sharp, C. (2011) *Views of Young People with SEN and their Parents on Residential Education.* (LG Group Report).

Conti-Ramsden GM, Botting NF, K. Durkin. (2008) 'Parental perspectives during the transition to adulthood of adolescents with a history of specific language impairment (SLI)', *Journal of Speech, Language, and Hearing Research*, 51, pp.84-96. eScholarID:1d28128

Riddell, S., Brown, S., & Duffield, J. (1994) 'Parental power and special educational needs: the case of specific learning difficulties', *British Educational Research Journal*, 20 (3), pp.327-344.

Rogers, C. (2007) 'Experiencing an 'inclusive' education: parents and their children with 'special educational needs'', *British Journal of Sociology of Education,* 28(1).

Runswick-Cole. K. 'Between a rock and a hard place: parents ' attitudes to the inclusion of children with special educational needs in mainstream and special schools', *British Journal of Special Education,* 35(3), pp.173–180.

Russell, F. (2003) 'The expectations of parents of disabled children', *British Journal of Special Education*, 30(3), pp.144–149.

White, R., MacLeod, S., Jeffes, J., and Atkinson, M. (2010) *Local Authorities' Experiences of Improving Parental Confidence in the Special Educational Needs Process (LGA Research Report).* Slough: NFER. [online]. Available: http://www.nfer.ac.uk/nfer/publications/LAM01/LAM01.pdf (Accessed: 26 June 2012).

Whitaker, P. (2007) 'Provision for youngsters with artistic spectrum disorders in mainstream schools: What parents say – and what parents want', *British Journal of Special Education*, 34(3), pp.170–8.

Children Studies

Connors, C., and Stalker, K. (2003) *The Views and Experiences of Disabled Children and their Siblings: A Positive Outlook.* London; Jessica Kingsley.

Lewis, A., Parson, S., and Robertson, C. (2007) *My School, My Family, My Life: Telling it Like It Is. A Study drawing on the Experiences of Disabled Children, Young People and Their Families in Great Britain in 2006.* London: Disability Rights Commission/University of Birmingham.

Mason, P., Loveless, L., Lewis, A., Morris, K., and Clarke, H. (2008) *Opportunities for Fun and Friendship for Disabled Children and Young People: A Focused Review of the Literature*, London: BBC Children in Need/University of Birmingham.

Riddell, S., Tinklin, T., & Wilson, A. (2005) *Disabled students in higher education: Perspectives on widening access and changing policy.* London: Routledge Falmer.