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Spectrum Disorders; Chapter 3 What has been said before? Stand tall on the shoulders of giants; Chapter 4 What are the possible ways to investigate what I want to know? Understanding the family journey through a series of inquiry projects
Chapter 5 Informed consent and assent: an ethical consideration when involving students in research
Chapter 6 Voice for Choice; Chapter 7 Making sense of data: an analysis of alternate assessment; Chapter 8 Sharing discoveries about students' experiences of inclusive practice; Chapter 9 Relating discoveries to practice: student self-monitoring; Chapter 10 The ARC in action: practitioners' perspectives; Chapter 11 Back to the future: moving forward with practitioner research; Index

Sommario/riassunto

In recent years, the concept of teachers as researchers in both special and mainstream school settings has become part of our everyday language. Whilst many educational practitioners will see the need for research within their setting, many may not be familiar with the technical elements they believe are required. *Creating Meaningful Inquiry in Inclusive Classrooms* shows how practitioners can engage in a wide range of educational research and explores its value to the practice of teaching and learning. It introduces the Accessible Research Cycle (ARC), an understandab
