

Much to do about Nothing at School

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Aim

To Understand

- How high school students with VI perceived social inclusion in school settings
- Whether students felt socially included
- The different influences on social inclusion

Who

- Twelve students with VI (3 with additional disabilities)
- Year 8 and above
- 12 high schools, 3 Australian states

Method

Psychological Sense of School Membership (PSSM)

- 18 items

Everyday Inclusion Survey (ESM survey)

- Where? What? With whom? Why?
- Loneliness, Enjoyment, Fitting in, Acceptance
- 7 x daily for 7 days
- PIEL Survey app

Interview(s)

- Social aspects of school



Results

How do high school students with VI perceive school social inclusion?

- Being noticed and not being overlooked or ignored

Do students feel socially included?

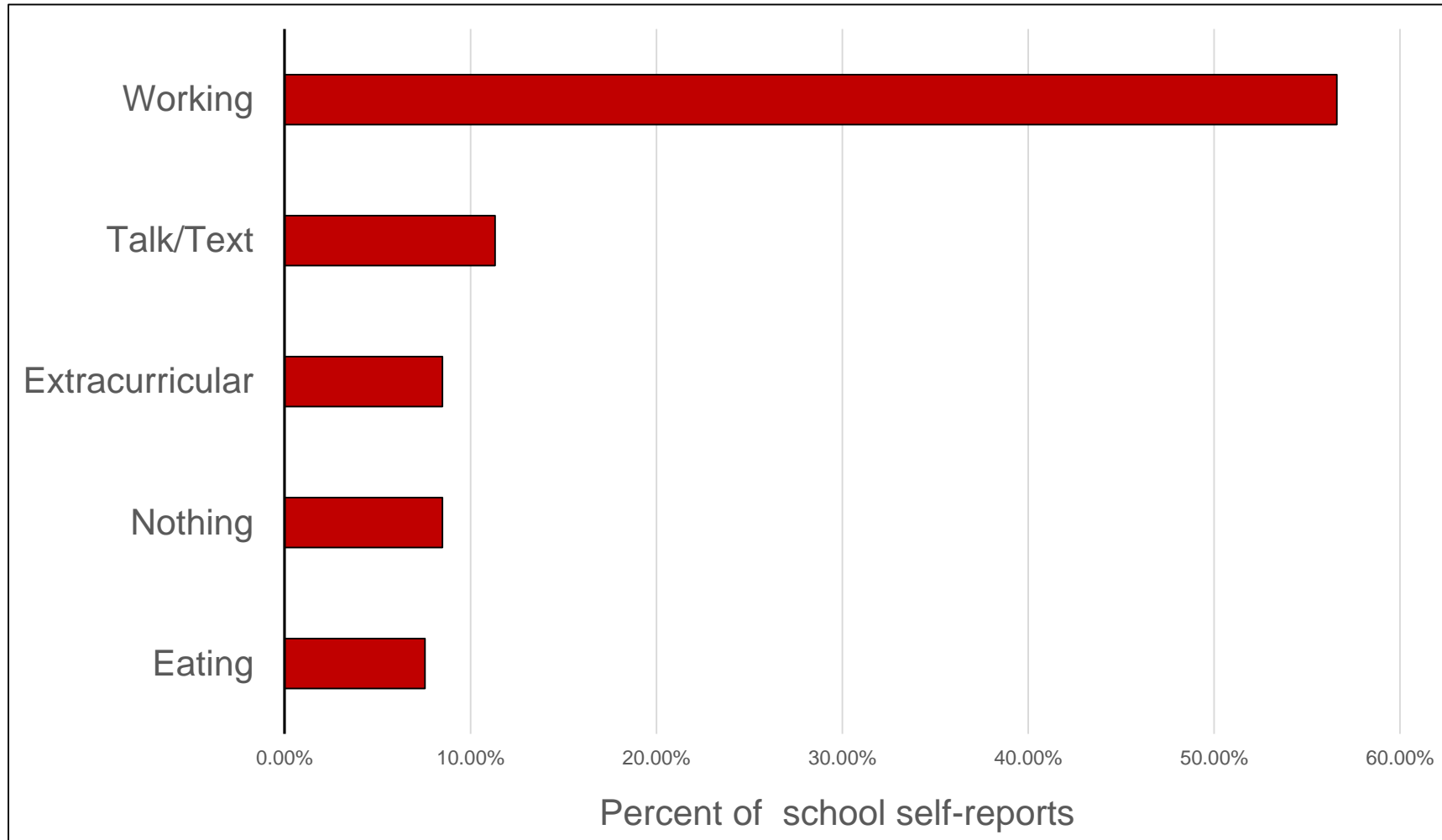
- The majority (8/12) felt included
- 4 struggled, including 3 students with additional disabilities

What are the different influences on social inclusion?

- Putting myself forward
- Knowing me
- Having a place to shine
- Having control
- Peer exclusion and rejection

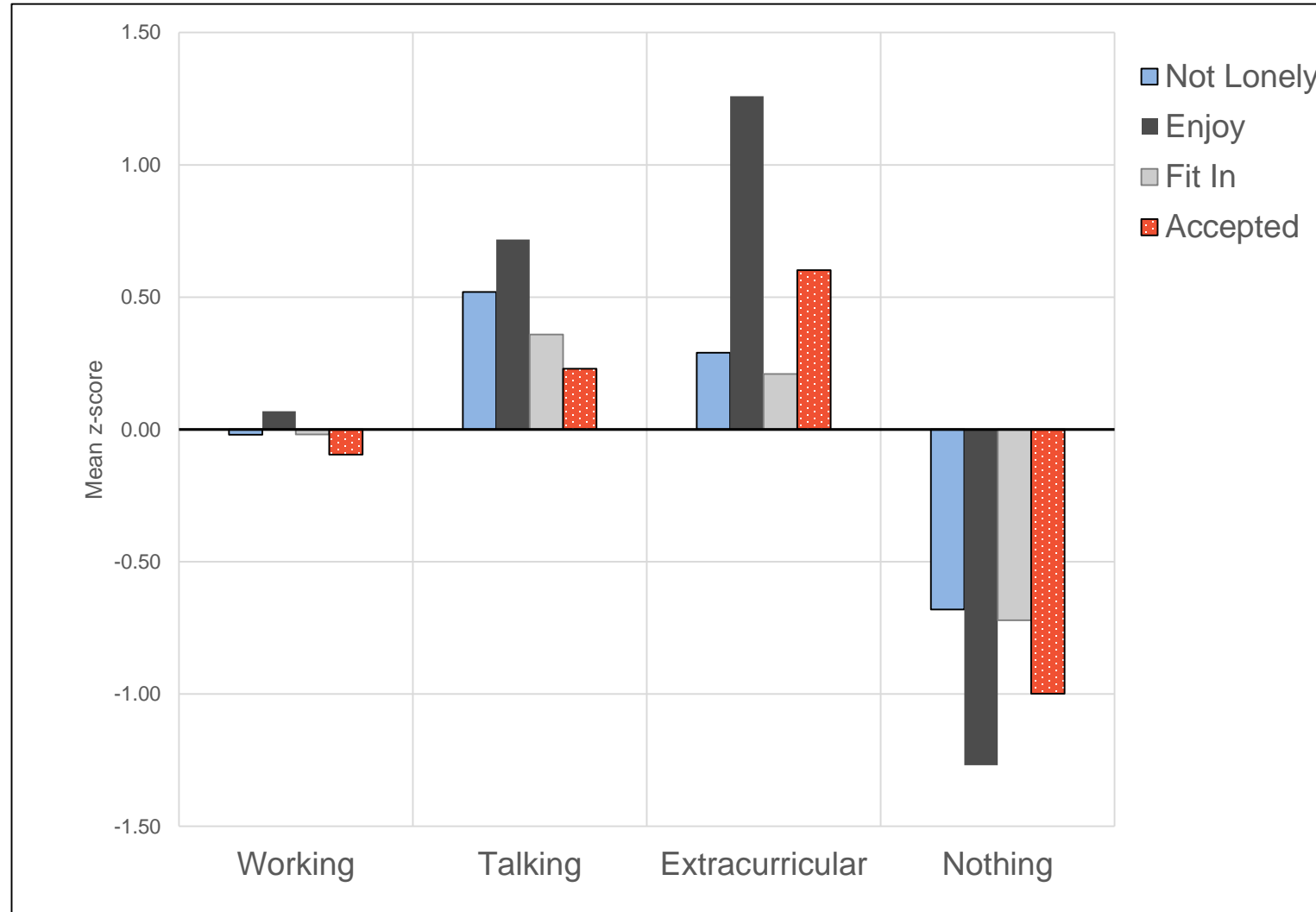
Everyday Inclusion Survey

What is the main thing you are doing?



Everyday Inclusion Survey

Internal Dimensions of School Activities



Doing Nothing At School

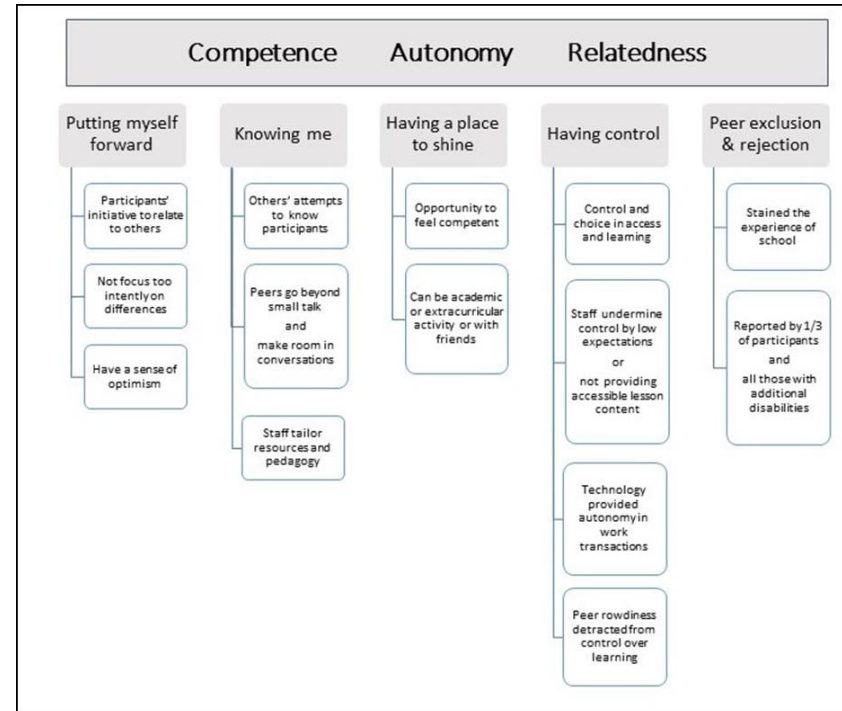
- Inaccessible in-the-moment content – e.g. movies, PowerPoint, rapid chalk and talk, handouts
- Work provided late – expected to catch up
- Sidelined in sport or PE
- “Waste of time”, “frustrating”, “boring”
- Some try and rectify their situation, others don’t
- Some find it hard to rectify

Influences on school social inclusion

- Putting myself forward
- Knowing me
- Having a place to shine
- Having control
- Peer exclusion and rejection

The needs for

- Competence
- Autonomy
- Relatedness

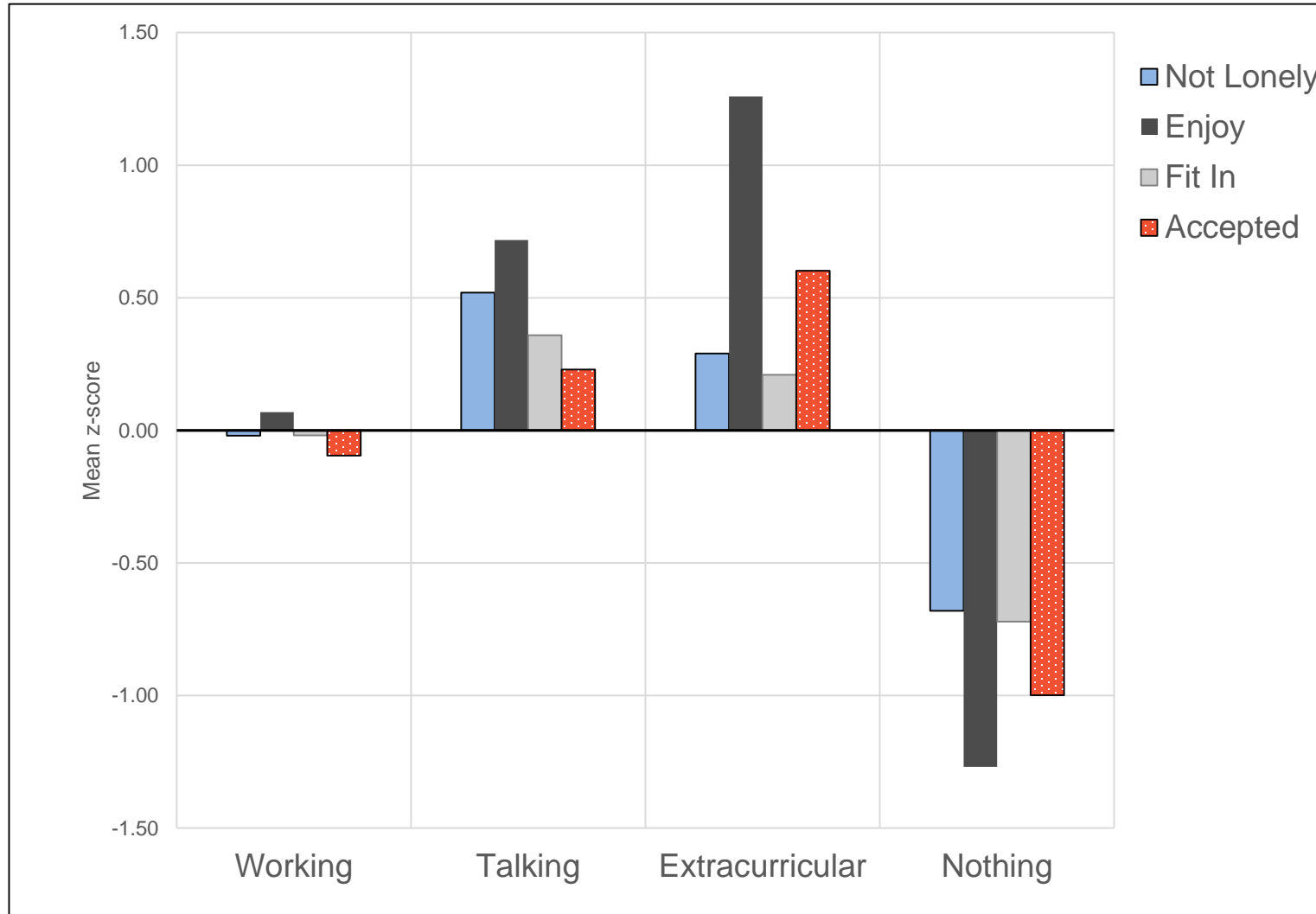


Self-determination theory

- Theory of motivation (Deci & Ryan)- the individual & their social environment
- People are more motivated to engage in activities and interactions that satisfy innate needs for competence, autonomy and relatedness.
- Self-determination is part of ECC. ECC focuses on changing the individual student.
- Need to advocate for supportive social environments

Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology/Psychologie canadienne*, 49(1), 14-23. doi:10.1037/0708-5591.49.1.14

Competence? Autonomy? Relatedness?



Reciprocity

- Participants received almost five times as much help at school as they gave to others
- Little opportunity for reciprocity

	Home	Out & about	School
All Interactions	91	40	89
Receive unreciprocated help	15 (16%)	12 (30%)	32 (36%)
Give or reciprocate help	8 (9%)	7 (18%)	7 (8%)
Ratio: receive to give help	1.9:1	1.7:1	4.6:1

Implications

- Students with VI will be motivated to engage with school and to feel included, if their activities and interactions fulfil the needs to develop competence, autonomy and relatedness
- Social inclusion - being noticed
- Access to curriculum content is a vital part of social inclusion.
- Students need to feel, and be seen as, competent
- Students need autonomy – & learn consequences of choices
- Students with VI and additional disabilities are at risk socially

Frequency of interactions

Where		With Context (%)	In week (%)
School	No-one	16	4.2
	Friends	28.3	7.5
	Other Students	37.7	9.9
	Staff	17.9	4.7
Home	No-one	62.9	38.4
	Friends	9.8	6.0
	Family	26.5	16.2
Out and about	No-one	20.0	2.4
	Friends	50.0	6.2
	Family	26.0	3.2
	XC staff	4.0	0.5

Summing up

- Students will be more motivated to use skills such as choice and decision making and engage with school if activities and interactions develop and fulfil the needs for competence, autonomy and relatedness.
- If these needs are not met, students are more likely to disengage and not feel included.
- Step 1 = Accessibility

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PIEL Survey app (<https://www.pielsurvey.org>)

