

## EARLI SIG 15 – Special Educational Needs

### Newsletter Volume 8 – June 2023

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## 1 – EARLI Meeting 2023 in Thessaloniki



On August 22–26, 2022, the [20<sup>th</sup> Biennial EARLI Conference](#) will be held in Thessaloniki, Greece. In this newsletter item, we bring you the latest updates and inform you on SIG15 activities during the conference. So, make note of the following exciting conference SIG15 highlights!

### SIG15 keynote



Prof. Dr. Pirjo Aunio, a long-time member of our SIG group, will be one of the nine keynote speakers at the conference. The keynote abstract, entitled *Individual differences in early numeracy, executive functions, motor skills, and physical activity*, can be found [here](#). You can learn more about the other keynote speakers on the [conference website](#) or [YouTube channel](#).

### **SIG15 Members meeting Wednesday August 23<sup>rd</sup> 18.30-19.30**

This meeting is our annual SIG15 meeting and we hope to see many of you there. This year, one of the coordinators (Jo Van Herwegen) is stepping down as it is the end of her tenure. At the SIG15 meeting you will be able to meet the new coordinator as well as hear more about the activities past and future, details for the conference in 2024 and be able to discuss new ideas. In addition, our JURE coordinators will inform you about the Brown bag You tube channel and an exciting new initiative “Comparing different international special education systems: a collaborative project”. We hope to see many of you at the SIG15 meeting.

### **SIG15 Conference dinner Wednesday August 23<sup>rd</sup> 19.30**

The dinner will be happening at this time, watch this space as further details to follow!

### **EARLI SIG15 invited symposium (date and time to be announced in programme)**

#### **Fundamental academic learning in students with various educational needs - longitudinal evidence**

##### **Presenters**

- The chair: Pirjo Aunio
- The discussant: Kerry Lee
- Kellens et al. (Belgium). The cognitive profile of preschoolers at risk for dyslexia and ADHD.
- Segers et al. (the Netherlands). Linguistic Precursors of Advanced Math Growth in Children with and without Developmental Language Disorder.
- Korhonen et al. (Finland). Developmental trajectories of math anxiety and performance in lower secondary education.
- Van Herwegen et al. (United Kingdom). Mathematical Abilities in Williams syndrome: Longitudinal findings from the WisDom Database.

This symposium analyzes the cognitive mechanisms of learning difficulties in typical and atypical populations using longitudinal samples. So far, most specific learning difficulties research has concentrated on rather small sets of predictive variables and groups of children studied cross-sectionally. Data in our symposia were obtained using longitudinal designs with four different age groups and countries (Belgium, Netherlands, Finland, United Kingdom) (Table 1). The data presented includes 976 participants in total. The following analysis methods were used: variance, correlation and Structural Equation Modeling (confirmatory factor, latent growth curve, mediation). In general, these findings suggest that a wide range of cognitive as well as emotional factors have an effect on development of learning difficulties. Importantly, the use of longitudinal data, using the same participants, show that the factors that impact on positive outcome or learning difficulties changes over development. As such, the important value of this symposium is that longitudinal samples contribute in understanding the predictive value of cognitive and emotional variables in children and adults learning and learning difficulties. It highlights the importance of following children who have at risk for learning difficulties, taking account various cognitive, linguistic and emotional factors, as the impact of them varies also over time to learning of fundamental academic skills. This knowledge is important for identifying students in need for extra educational support and in providing them support.

## **EARLI SIG15 members' presentations in the conference (exact dates and times to be announced in the full programme)**

It is great to see so many SIG15 presentations at the conference. Please make note of the following symposia contributions, single papers and posters:

### **Symposia**

1. *Home-Based Intervention and its effects on developmental and school relevant outcomes of children from disadvantaged families.*
    - Chair: Kalkusch, I., University of Teacher Education in Special Needs, Zurich, Switzerland
    - Discussant: Törmänen, M., University of Teacher Education in Special Needs, Zurich, Switzerland
    - Presenters:
      - Neuenschwander, M., University of Applied Sciences and Arts Northwestern Switzerland
      - Schepan, M. & Brand, T., Leibniz Institute for Prevention Research and Epidemiology, Germany
      - Hamid, H., University College London, UK
      - Kalkusch, I., University of Teacher Education in Special Needs, Zurich, Switzerland
  2. *Methods, procedures and tools suitable to evaluate executive functions and self-regulation in children with atypical development or special educational needs*
    - Chair: Pecini, C., University of Florence, Italy
    - Discussant: Aunio, P., University of Helsinki, Finland.
    - Presenters:
      - Törmänen, M., University of Teacher Education in Special Needs, Zurich, Switzerland
      - Martínez, C., Pontifical Catholic University of Chile
      - Arfé, B., University of Padova, Italy
      - Ruffini, C., University of Florence, Italy
  3. *Using experience-sampling methods to understand processes of learning and instruction*
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- Chair: Dumont, H., University of Potsdam, Germany
- Discussant: Brod, G., DIPF | Leibniz Institute for Research and Information in Education, Germany
- Presenters:
  - Niepel, C., University of Luxembourg, Luxembourg
  - Järvinen, J., University of Helsinki, Finland
  - Ohl, S., University of Potsdam, Germany
  - Blume, F., DIPF | Leibniz Institute for Research and Information in Education, Germany

### Single papers

- Fajardo, I., Gómez-Merino, N., Ferrer, A., Vergara, M., Figueroa, M. (Single paper). How adults with and without deafness process idioms: Direct retrieval or compositional analysis?
- Pittas, E. & Nunes, T. (Single paper). Reciprocal relations between morphological awareness and literacy among Greek Cypriot children
- Rocha de Freitas, F. (single paper). Formative Assessment of Early Numerical Concepts in Brazilian Children.
- Sormunen, K. Ahtiainen, R., Kallioniemi, A., Lahtero, T. & Loukomies, A. (Single paper). *Leadership in inclusive ECEC cultures.*
- Van Herwegen, J., Masterson, T., Harris, P. & Partanen, P. (Single paper). *The Effectiveness of Feuerstein's Instrumental Enrichment Programme: A Systematic Review*

## 2 – Current Research Projects

### **The effect of segregated and inclusive education, teaching quality, and teacher characteristics on students in secondary school (SinUS)**

Eva-Maria Holzer, Janina Kraft, Elisabeth Moser Opitz, Mireille Tabin & Maria Wehren

University of Zurich, Switzerland

With the ratification of the UN Disability Rights Convention, inclusive education has become a major educational policy objective in many countries. Educational statistics from the past ten years show that inclusive education is becoming more common. There has also been a great deal of research into the impact of inclusive education, but the focus has almost exclusively been primary education. This is because inclusive education is generally less common in secondary schools but in Switzerland the situation is exacerbated by the achievement-oriented structure of secondary schooling. Any national study is further complicated by the multiple schooling models used by the authorities in Switzerland: There are three main models: The “Geteiltes” or Selective Model where students are assigned to different schools on the basis of their achievement level; the “Kooperatives” or Cooperative Model with students divided into core classes at different achievement levels within a school; and the “Integriertes” or Integrated Model where all students attend the same core classes and teaching is streamed for a few subjects. How each of these models is implemented can also vary from municipality to municipality or even between schools, making comparative studies difficult. It is also difficult to analyze the impact of teacher variables on students because each subject is often taught by a different teacher in Swiss secondary schools, making it challenging to analyze the impact of teacher variables on the students.

This complex structure has resulted in several research gaps which this study proposes to address. First, in Switzerland, no information is available about which measures of support are available for students with special educational needs (SEN) in the different secondary school models. In addition, little is known about how inclusive education is realized in the different models. This leads to the first aim of this project, which is to create a baseline data set on special education and inclusivity in Swiss secondary schools. The project will collect information about how special educational need is defined, the forms of support available for



students with SEN, and which students have access to the support in each of the three secondary schooling models. It will also collect data on how inclusive education is implemented in cooperative and integrated secondary schools.

A second research gap is the relative impact of inclusive education versus segregated education on secondary school pupils with SEN, considering teaching quality and the characteristics of the teachers. Studies do exist on the effect of inclusive education on pupils without SEN, the attitudes of the teacher towards inclusive education, the self-efficacy of the teachers, and the implementation of differentiation but most of these studies are cross-sectional, and the impact of teacher related variables and teaching quality has not been investigated longitudinally. There are no studies which examine the effect of different degrees of segregation or inclusion on students with and without SEN. These questions lead to the second aim of the proposed project. It will analyze, in a yearlong study with N = 60 classes, if and how the context (school model, level of inclusion within the different school models, classroom composition, measures of support), teaching quality (classroom management, relationship teacher-student, student support, differentiation) and individual characteristics of the teacher (self-efficacy, orientation towards achievement) affect the social acceptance and mathematical achievement gain of students with and without SEN in the first and second year of secondary school.

The project is funded by the Swiss National Science Foundation.

### **Raising educational outcomes for pupils with SEN and disabilities (MetaSENse)**

Jo Van Herwegen<sup>1</sup>, Chloe Marsall<sup>1</sup>, Julie Dockrell<sup>1</sup>, Rebecca Gordon<sup>1</sup> & Michael Thomas<sup>2</sup>

<sup>1</sup>Department of Psychology and Human Development, Institute of Education, UCL's Faculty of Education, London, UK

<sup>2</sup>School of Psychology, Birkbeck, University of London, UK

Although previous systematic reviews have examined what works for those with SEND, they have not considered the different tiers used in educational services and have not separated good quality teaching or universal instruction (Tier 1) from targeted interventions. Targeted interventions can be highly individualised (Tier 3) or not (Tier 2) but include evidence-based interventions or instruction (e.g., Lego Therapy or Colourful semantics) delivered by a trained

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adult who needs to adhere to the fidelity of the intervention. Targeted interventions are only prescribed to pupils who struggle beyond what can be provided within the regular classroom at classroom level. According to recent figures, this applies to 1,318,300 pupils. Pupils who are most likely to require targeted intervention support include those with Speech Language and Communication needs (23.4%), Moderate Learning Difficulties (22.8%), Social, Emotional and Mental Health needs (18.1%), and Specific Learning Difficulty (14.9%).

### **What will the new project do?**

The current study will synthesise evidence of what works to rise educational outcomes across different pupils with SEND aged 4 to 25 in a systematic review followed by a meta-analysis (phase 1). In addition to analysis of the quality of the evidence base, this meta-analysis will, for the first time, inform which interventions work best (i.e., largest effect sizes) in relation to different phases of education (preschool, primary, secondary, post-16) and different educational contexts (special vs mainstream) for each category of SEND needs. This will provide greater insight into whether support should be specific or can be generalised across different groups of SEND needs.

This information will be of use to teachers, SENCOs, school leaders, and educational psychologists in terms of making provision more effective and cost-effective if provision can be used across different groups of SEND needs. Knowledge of what works for which groups of SEND needs and in which contexts also provides insight into cognitive mechanisms that are important to improving educational outcomes in different SEND groups and this will be of interest to academics and professionals who wish to develop new targeted interventions. As the systematic review will highlight gaps in the research evidence, this will set the future research agenda and be of interest to academics and research funding bodies.

In a second phase of the project, the team will carry out some in-depth interviews with educational professionals to dig into how they select different educational approaches to use, as well as the barriers that they face in implementing the most effective practices highlighted by the first phase.

### **What will the project produce?**

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The team will then put together a toolkit featuring a database that can inform practitioners about the evidence-base underpinning different interventions for pupils with SEND and which interventions to select in different context according to the pupils' needs. The goal is to allow parents, educators, specialist professionals and policymakers to make evidence-informed decisions about how to raise educational outcomes for those with SEND in cost-effective ways and inform the future research agenda of academics and relevant funders.

You can find out more about the project here: <https://www.ucl.ac.uk/ioe/departments-and-centres/departments/psychology-and-human-development/child-development-and-learning-difficulties-lab/raising-educational-outcomes-pupils-sen-and-disabilities-metasense>

This project will run from October 2022 to April 2024.

The project has been funded by the Nuffield Foundation, but the views expressed are those of the authors and not necessarily the Foundation. Visit [www.nuffieldfoundation.org](http://www.nuffieldfoundation.org) .

### 3 – PhD in the Spotlight

#### Terhi Vassonen – University of Helsinki (Finland)

Terhi Vassonen is a second-year doctoral researcher in the Active Numeracy research group at the Faculty of Educational Sciences, University of Helsinki. In her doctoral dissertation (supervised by Professor Pirjo Aunio, Adjunct professor Anu Laine, and Professor Hannu Hyypä), Terhi aims to understand the individual and contextual antecedents of learning mathematical word problem-solving. Today's world increasingly demands the ability to combine and apply mathematical knowledge in novel ways, which is why Terhi finds mathematical word problem-solving an important subject of research. She hopes that findings from her dissertation will inform the construction of effective interventions and learning environments to support mathematical word problem-solving skills. Currently, in co-operation with other research group members, Terhi is undertaking a systematic review and meta-analysis to find out which individual factors (for instance reading comprehension, working memory, or calculation skills) are the strongest contributors to word problem-solving skills among elementary school-aged children.



Terhi is also interested in advancing open science practices and wishes to spread the word on the EARLI JURE ReproducibiliTEA journal club (find out more [here](#)) that provides interesting discussions around open science topics. Thus, she hopes to encounter more SIG 15 members in JURE ReproducibiliTEA journal clubs and other events!

## 4 – New SIG15 Publications

Aurava, R., & Sormunen, K. (2023). Future-oriented skills and knowledge in game jams, a systematic literature review. *Computers and Education Open*, 4, [100129]. <https://doi.org/10.1016/j.caeo.2023.100129>

Farran, E.F., .... & Van Herwegen, J. (2023). Cross-sectional and longitudinal assessment of cognitive development in Williams syndrome. *Developmental Science*

Ferreira, M. & Reis-Jorge, J. (2022). "Implementation of the legal framework for inclusive education in Portugal (Decree-Law 54/2018) – A qualitative assessment by primary and secondary school teachers. *Journal of Pedagogy*, 13(2), 55-76. <https://doi.org/10.2478/jped-2022-0008>

Gilligan-Lee, K. A., Bradbury, A., Bradley, C., Farran, E. K., Van Herwegen, J., Wyse, D., & Outhwaite, L. (2023). Spatial Thinking in Practice: A Snapshot of teacher's Spatial Activity Use in the Early Years' Classroom. *Mind, Brain, and Education*. doi:10.1111/mbe.12352

Haapala, E., Widlund, A., Poikkeus, A-M., Lima, R. A., Brage, S., Aunio, P., & Lakka, T. (2023). Cross-Lagged Associations between Physical Activity, Motor Performance, and Academic Skills in Primary-School Children. *Medicine and Science in Sports and Exercise*. <https://doi.org/DOI:10.1249/MSS.0000000000003163>

Hakkarainen, A., Cordier, R., Parsons, L., Yoon, S., Laine, A., Aunio, P., & Speyer, R. (2023). A systematic review of functional numeracy measures for 9–12-year-olds: Validity and reliability evidence. *International Journal of Educational Research*, 119, [102172]. <https://doi.org/10.1016/j.ijer.2023.102172>

Neves, C., Almeida, A.P. & Ferreira, M. (2023). Headteachers and Inclusion: Setting the Tone for an Inclusive School. *Education Sciences*, 13, 129. <https://doi.org/10.3390/educsci13020129>

Pittas, E. & Solomou, E. (in press). Relations between morphological awareness and Disciplinary Literacy in inclusive Social Studies/History classrooms among young people with and without learning difficulties. *Learning Disabilities: A Contemporary Journal*

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Sormunen, K., Vehmaa, S. E., Seitamaa-Hakkarainen, P., Lavonen, J., Hakkarainen, K., & Juuti, K. (2023). Learning science through a collaborative invention project in primary school. *Disciplinary and interdisciplinary science education research*. <https://doi.org/10.1186/s43031-023-00074-5>

## 5 – Book in the Picture

### Interprofessional and Family-Professional Collaboration for Inclusive Early Childhood Education and Care

Editors Stefanija Alisauksiene<sup>a</sup>, Natallia Bahdanovich<sup>b</sup> & P Daiva Kairiene<sup>a</sup>.

<sup>a</sup>Vytautas Magnus University, Lithuania

<sup>b</sup>Nord University, Norway



Early childhood education and care (ECEC) is an internationally recognised priority in most European countries (European Agency for Special Needs and Inclusive Education, 2017). It is important to highlight that the European Convention on Human Rights (Council of Europe, 1950), the United Nations Convention on the Rights of the Child (UN, 1989), and other internationally agreed conventions are widely accepted references on children's rights. Quality in ECEC is a prominent concern for policy-makers as well as ECEC practitioners and recently become a priority for many international organisations. Most countries in the world follow the international education priority that is emphasised in UN Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning for all (UN, 2022). Education for all is linked to inclusive education, however, it is still a challenge and unrealised wish for many people with diverse educational needs. Therefore, a systemic approach to ECEC services and a strong collaboration between the different sectors, such as education, health and social is being emphasised. It requires a coherent vision that is shared by all stakeholders, including parents and professionals of different professions (European

Commission, 2011). More recently, the Council of the European Union (2017) highlighted the need to prioritise high-quality ECEC to address inequalities in lifelong learning. To address the main internationally agreed priorities related to ECEC, this anthology focuses on ‘inclusion’ in ECEC (UNESCO-IBE, 2008, p. 18).

Building on previous works in the field, it is stated that interprofessional collaboration and family-professional collaboration (IPC and FPC) are two important factors in ECEC to support inclusion of all children, including those with special educational needs (SEN) (Garvis et al., 2021). Despite the existence of considerable knowledge related to IPC and FPC in various systems (Slusser et al., 2019; Forman et al., 2020), there is a clear lack of research conducted in this area in ECEC context (Garvis et al., 2021). At the same time, in many European countries, the attempts to make ECEC of a high-quality inclusive arena of development is far from being successfully realised (Hanssen & Olsen, 2022; Harju-Luukkainen et al., 2022). Therefore, our aim is to provide a platform and a forum for the international dialogue and development of shared understanding about a successful and inspiring ECEC practices, the main barriers of interprofessional and family-professional collaboration, and opportunities for further improvement of ECEC practices.

Across the chapters of the book, it is clear that themes, serving as a ‘red thread’ throughout the volume, are related to collaboration in ECEC in various European countries. First, we intend to focus on interprofessional (IPC) collaboration in the field of ECEC in various social and cultural contexts. Second, we aim to focus on family-professional (FPC) collaboration in ECEC.

Interprofessional collaboration (IPC) is not a new concept that has been applied in various disciplines. In the context of ECEC, IPC is considered as precondition for the holistic child and family practice, partnership-based professional relations, coordinated services, spread of competences, and innovative activities within teams and organisations (Barr et al., 2005; Barker, 2009; Payler & Georgeson, 2013). As mentioned earlier, IPC is a significant factor for the effective provision of inclusive education especially for children with SEN and their families aiming to address challenges when jointly acting with representatives from different professions. In the last few decades, research show that in reality IPC often is a challenge (Hong & Shaffer, 2015). The reasons for this relate to, among other issues, lack of research defining the concept and the structure of collaboration between professionals, i.e. subjective and different interpretation of the IPC conception, lack of presumptions for success and

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sufficiency of IPC, issues of professional power, professional identities and relations, and diversity of professional languages and roles (Alisauskiene & Gevorgianiene, 2015; D'Amour et al., 2005).

Another urgent issue relates to ECEC professionals and families', as ECEC service users', perspectives on professional-family collaboration (FPC), which is the second theme of the anthology. Aiming at the quality in ECEC, in many countries educational policies emphasize the role and responsibility of parents, and treats them as integral partners in developing a more inclusive system, where the decision-making and the responsibility needs to be shared among educational partners (Garvis et al., 2021). Fruitful FPC has been identified as a key element to the success of ECEC, especially for children with SEN relating to their better outcomes in further learning, social development and future work life (Filler & Xu, 2006; Garvis et al., 2021; Murray et al., 2015). However, FPC in ECEC is still a challenge. Research show that FPC in ECEC is not strongly generated neither in policy nor in practice. Identification of parents' and teachers' roles, and responsibilities as well as parents' voices in a team is the most challenging issue in ECEC practice (Alisauskiene & Kairiene, 2016; Garvis et al., 2021; Sadovnik et al., 2021). In the book, international team of researchers representing various social cultural contexts share with unique and inspiring family-professional collaboration experiences in ECEC.

It is clear that deepened knowledge and more nuanced insight is needed to better understand IPC and FPC in ECEC. As such, the overarching intention of the book is to make visible the complexity around IPC and FPC in ECEC. Furthermore, we want to let the experiences from various European countries representing various social cultural contexts serve as a starting point for the dialogue concerning the process of developing IPC and FPC in ECEC. Learning from shared experiences may facilitate creation of 'inclusive culture' and 'inclusive practice' with some degree of consensus among various professionals and parents around values of respect for diversity and a commitment to offering all children access to equal learning opportunities.

**About the Authors:** Stefanija Alisauskiene is Professor of Education at Vytautas Magnus University, Lithuania. Natallia Bahdanovich Hanssen is Professor of Special Needs Education

at Nord University, Norway. Daiva Kairiene is Researcher at of Education Academy at Vytautas Magnus University, Lithuania.

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## **6 – SIG15 Collaborative project: Comparing different international education systems**

On 28 March 2023 Nadina and Erica (JURE coordinators) presented a proposal for a new collaborative project of the SIG 15 aimed at comparing different international Special Education Systems. During the kick-off meeting we listened to all attendees' views, and we shared our views on the aims and outputs of the project. Please email us if you would like to receive a copy of the meeting minutes.

We would like to invite you to our next meeting on Tuesday 13 June at 13h UK time / 14h CE(S)T / 15h EE(S)T. During this meeting we will discuss the plan and the timeline for the project, and we will agree on the outcome(s) of the first part of this collaborative project. Please email us if you would like to join the meeting and we will send you the Zoom link.

Please find [here](#) the link to the list of interested researchers (Password: SIG15). We welcome any senior or junior researcher (PhD students or postdocs) interested in SEND. Please add your name to the list if you would like to be included in any future communication about this project and share it with any researchers you know may be interested in taking part in this project. The deadline to take part is 13 June 2023.

We were happy to see that the project was received with great enthusiasm by numerous SIG15 members, and we look forward to seeing you all at the next meeting.

Nadina and Erica

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## 7 – SIG15 Online Brown Bag Seminars

In 2020, we started a series of meetings to exchange ideas and to hear more about the work and contributions of all SIG15 members.

Brown Bag Seminars are open to all. You can subscribe to the seminars and check out the dates and the schedule here: <https://forms.gle/u7XBBhZjoREWZUUXA>

If you missed any of our past sessions, you can find the recording on our webpage: <https://www.earli.org/sig/sig-15-special-educational-needs>

### Next meeting

**Tuesday, June 27, 2023 (13h UK time / 14h CE(S)T / 15h EE(S)T.) - Dr Beatriz de Diego Lázaro (University of Barcelona) will give a presentation titled “Word learning in bilingual children with hearing loss”.**

### Plan for next academic year

We are currently planning the calendar for the next year of Brown Bag seminars and we would like to hear your thoughts.

We would be grateful if you could complete this 3-minutes survey (please use the link below) and let us know whether we should continue organizing these seminars and, if so, how we should plan for the next academic year and whether you would be interested in presenting.

[Link to the survey](#)

Thank you for your input.

Nadina and Erica

[nadina.gomez@uv.es](mailto:nadina.gomez@uv.es)

[e.ranzato@ucl.ac.uk](mailto:e.ranzato@ucl.ac.uk)

## 8 – Conference Calendar

Conference	Date	Location	Homepage
27 <sup>th</sup> JURE 2023 Pre-Conference	August 20-21, 2023	Thessaloniki, Greece	<a href="https://www.earli.org/events/JURE2023">https://www.earli.org/events/JURE2023</a>
20 <sup>th</sup> Biennial EARLI Conference 2022	August 22-26, 2023	Thessaloniki, Greece	<a href="https://www.earli.org/events/EARLI2023">https://www.earli.org/events/EARLI2023</a>
<b>A Scientific Exchange</b> will be organized in the field of Governance and Inclusive Education, entitled: "Evidence-based development of inclusive schools"	October 17-19, 2023	Zurich, Switzerland	

## 9 – SIG15 coordinator elections

Until the 12th of June (midnight CEST), everyone with a SIG 15 membership for 2023 can cast their vote for the election of our new SIG Coordinator. We kindly invite you to cast your vote via the poll section in [your personal EARLI account](#).



By clicking on the 'toggle down' icon that is being displayed next to each candidate, you will be able to see their introductory slide.

## 10 – Other SIG 15 NEWS

### Call for New SIG15 Members

We would like to ensure that SIG15 includes a healthy number of academics within the field of special, educational needs and inclusion and is represented by members from across all European countries, as such we would like to encourage you to invite your colleagues, collaborators, and students to join us. There are a number of planned activities and benefits to joining SIG15 including

- contribute to the SIG15 newsletters
- access to the Brown Bag seminars of talks held at various universities across the SIG15 network
- being part of SIG15 symposium
- contribute to special issues in scientific journals published by EARLI
- be part of the [@EARLISIG15](#) community
- be part of the active JURE community and expand your networks
- share collaborations and funding opportunities

We challenge every member to recruit at least one new member!

### SIG 15 Newsletter

Thank you to those who have contributed to this newsletter. We will release at least 2 newsletters a year. The next one would be in December 2023. If you have any content, you would like to contribute please email [kati.sormunen@helsinki.fi](mailto:kati.sormunen@helsinki.fi).

### SIG 15 Twitter

Our twitter account is now active, and this would allow you to quickly spread news or make announcements to other SIG15 members. **If you are on Twitter, please follow us [@EARLISIG15](#).**

### SIG15 Co-Ordinators

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- Dr Jo Van Herwegen, UCL Institute of Education, UK. Email: [j.vanherwegen@ucl.ac.uk](mailto:j.vanherwegen@ucl.ac.uk)
- Dr Kati Sormunen, University of Helsinki, Finland. Email: [kati.sormunen@helsinki.fi](mailto:kati.sormunen@helsinki.fi)
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