Clinical and Applied Sociology SR950-32

Tamika Lynch

Omega Graduate School

9th September 2023

Dr. Joshua D. Reichard

Assignment

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source One:** [Gajewski, A., & Forlin, C. (2017). *Ethics, equity, and inclusive education*. Emerald Publishing Limited.](https://www.zotero.org/google-docs/?mP3RB6)

**Comment 1:**

**Quote/Paraphrase: “**These scholars identified four elements of inclusive education experiences for students with disabilities: educating in settings typical for same-age peers. educating with peers who do not have disabilities during instructional time; providing supports, modifications, and services in general education settings (pull-in versus pull-out); and creating environments in which all students experience belonging, acceptance, membership, and value” [(Gajewski & Forlin, 2017, p. 110)](https://www.zotero.org/google-docs/?DSsiH3).

**Essential Element:** Applications for Sociological Research

**Additive/Variant Analysis**: This statement is additive to me as my Master's degree is in Educational Psychology with an emphasis in special education.

**Contextualization:** Within the field of special education, inclusion is the optimal option that is normally purported; however, within the Trinidadian education system, we are a long way off from inclusive education for all.

**Comment 2:**

**Quote/Paraphrase:** The terms beneficial inclusion and meaningful inclusion have since been applied as part of the effort to clarify that the place-bound aspects of inclusion are not sufficient, but rather the learning that happens during inclusive instruction that is a critical consideration. Within this context, in addition to academic learning, social skill development via opportunities to interact with peers who do not have identified disabilities is relevant, contributing to community membership in school” [(Gajewski & Forlin, 2017, p. 111)](https://www.zotero.org/google-docs/?7rgZ9Z)

**Essential Element:** Sociological Interventions

**Additive/Variant Analysis:** This statement is additive as it empasizes that the physical space does not determine inclusion but rather the type of adaptive instruction.

**Contextualization:** In Trinidad and Tobago the physical space of schools are not appropriately outfitted but there are organizations calling for the implementation of inclusion in school , however there would also be a need for more trained teachers in adaptive techniques and more support staff, such as aids assigned to schools.

**Source Two:** [Lim, E., Wong, S., Gurbuz, E., Kapp, S. K., López, B., & Magiati, I. (2023). Autistic students’ experiences, opportunities and challenges in higher education in Singapore: A qualitative study. *Education Sciences*, *13*(8), 818. https://doi.org/10.3390/educsci13080818](https://www.zotero.org/google-docs/?mP3RB6)

**Comment 3:**

**Quote/Paraphrase:** Additionally, accessing support services and resources often requires disclosing their diagnosis. However, fear of stigma discourages students from disclosing their diagnosis to peers and staff, although, in turn, not disclosing can hinder social connections. Reasons for non-disclosure are also often affected by sociocultural experiences and differences, including societal perceptions of autistic people that can be stigmatising , but these issues are understudied in non-Western countries [(Lim et al., 2023)](https://www.zotero.org/google-docs/?I0rCLQ)

**Essential Element**: Applied Sociology and Sociological Practice

**Additive/Variant Analysis:** This statement is additive as there is a stigma when an individual presents with neurodivergent qualities. This stigma is even more apparent in a culture that is less expose to awareness of these traits.

**Contextualization:** In Trinidad and Tobago, the Student Support Services Division of the Ministry of Education is responsible for officially diagnosing individuals. However, there is such a large backlog of individuals waiting to be served by that division. The individuals who may be suspected of being neurodivergent, unfortunately, cannot access government help will have to pay privately for diagnosis, which may be expensive to the larger population.

**Comment 4:**

**Quote/Paraphrase:** “This can result in difficulties in autistic and non-autistic students understanding each other, hindering social connections between them. Supports that focus only on supporting autistic students without considering their social environment and the perspectives of non-autistic peers may not necessarily lead to successful inclusion”[(Lim et al., 2023, p. 2)](https://www.zotero.org/google-docs/?OfTp7z).

**Essential Element:** Sociological Interventions

**Additive/Variant Analysis:** This statement is additive as integration is important in allowing. groups to be assimilated and comfortable with each other.

**Contextualization:** A strategy of inclusion should include a social strategy that allows the neuro-divergent population and neuro-typical population to appropriately interact and form connections. In the field of youth development integrative strategies are often applied when exposing young people to new situations, the same would apply in the situation of autistic individuals who are entering an inclusive environment. The neurotypical students should be given some sort of training or briefing as they will be needed to assist is their peers for the inclusion activity to be effective.

**Source Three:** [Rhéaume, J. (2022). Community development and empowerment: A clinical sociology perspective. In J. M. Fritz & J. Rhéaume (Eds.), *Community Intervention: Clinical Sociology Perspectives* (pp. 65–82). Springer International Publishing. https://doi.org/10.1007/978-3-030-93695-2\_5](https://www.zotero.org/google-docs/?mP3RB6)

**Comment 5:**

**Quote/Paraphrase:** First, empowerment implies a personal and individual dimension, that of each individual becoming less subjected to and progressively more in control of his or her life. This requires, however, that individuals in groups and organizations be able to participate in a collective and meaningful way in the decision-making process and in the determination of the group’s orientations and that they are able to share the power to take action, whether in the work environment or within different life groups [(Rhéaume, 2022)](https://www.zotero.org/google-docs/?CMhvGE)

**Essential Element:** Applied Sociology and Sociological Practice

**Additive/Variant Analysis:** This statement is additive as the empowerment of an individual allows them to seek their own interest and advocate on behalf of themselves.

**Contextualisation:** A group that I regularly work with is the Down Syndrome Family Network (DSFN), which has as one of their mandates to encourage their members to be self-advocates and advocate for their rights and betterment. This NGO was founded by a father whose firstborn son is a person with Down syndrome. Empowerment of these individuals is essential as the neurotypical may unfairly assume they always know what is best for them.

**Source Four:** [Pryke-Hobbes, A., Davies, J., Heasman, B., Livesey, A., Walker, A., Pellicano, E., & Remington, A. (2023). The workplace masking experiences of autistic, non-autistic neurodivergent and neurotypical adults in the UK. *PLoS One*, *18*(9), e0290001. https://doi.org/10.1371/journal.pone.0290001](https://www.zotero.org/google-docs/?mP3RB6)

**Comment 6:**

**Quote/Paraphrase:** Employment has demonstrable benefits on autistic adults’ well-being, including an improved sense of purpose, quality of life, and physical health. Given the prevalence of mental health conditions in the autistic population [5], greater efforts must be made to address this employment gap [(Pryke-Hobbes et al., 2023, p. 1)](https://www.zotero.org/google-docs/?XN17Uo)

**Essential Element:** Sociological Interventions

**Additive/Variant Analysis:** This statement is additive as work encourages a sense of purpose and independence.

**Contextualization:** The DSFN has been revolutionary for Trinidadian culture in encouraging awareness of young people with Down Syndrome and advocating for them to be given internships and jobs in various companies. Less than ten years ago, this population in Trinidadian society would have been considered incapable to do the jobs and opportunities that have been afforded to them. This is especially important to me as I have a cousin who is a person with Down syndrome, and I look forward to seeing her live as independently as possible.

**Comment 7:**

**Quote/Paraphrase:** For autistic adults who secure employment, research suggests that the stigma associated with being autistic persists as an employee. As a result, once in employment, autistic employees are faced with the complex decision of whether to disclose their diagnosis to employers and colleagues. Indeed, many autistic employees are deterred from disclosing that they are autistic out of fear of being stigmatised by employers and colleagues [(Pryke-Hobbes et al., 2023)](https://www.zotero.org/google-docs/?D3mgFp).

**Essential Element:** Sociological Interventions, Applied Sociology and Sociological Practice

**Additive/Variant Analysis:** This statement is additive to me as I can imagine the discomfort individuals may feel in disclosing their diagnosis to unfamiliar audiences.

**Contextualization:** While living in the US I remember working with people who described themselves as on the autism spectrum, but I cannot recall in the Caribbean meeting an adult who disclosed that they were autistic. This is not to say that these diagnoses do not occur in the Caribbean, but more than likely, official assessments and diagnoses occur at a lower rate.

**Source Five :** [Lurtz, M. R., & Komarow, A. (2021). Inclusive financial well-being empowerment model for serving independent, neurodivergent individuals. *Journal of Financial Planning*, *34*(11), 70–81.](https://www.zotero.org/google-docs/?mP3RB6)

**Comment 8:**

**Quote/Paraphrase:** Another group that can benefit from this special attention comprises neurodivergent individuals who can and do live on their own—a smaller group when compared to neurodivergent groups at large, but one specifically in need of specialized financial support and advice to enable them to live full and independent lives.[(Lurtz & Komarow, 2021)](https://www.zotero.org/google-docs/?uZyNku).

**Essential Element:** Sociological Interventions

**Additive/Variant Analysis:** This statement is additive as majority of individuals can benefit from financial knowledge.

**Contextualisation:** Considering this statement I realized that although the terms neurotypical and neurodivergent exist, I subconsciously think of neurodivergent as the more extreme cases. If we consider that intellectual development exists on a continuum you understand the need for financial support to ensure that all people are able to adequately manage their finances if possible.

**Comment 9:**

**Quote/Paraphrase:** One area that is inevitably impacted and can be disabling is the transition into young adulthood. In most states, government support for neurodiverse individuals ends at age 22 [(Lurtz & Komarow, 2021)](https://www.zotero.org/google-docs/?W9gAbp)

**Essential Element:** Clinical Sociology

**Additive/Variant Analysis:** This statement is Variant to me as I was not aware that governments officially support neurodivergent individuals monetarily.

**Contextualization:** Unfortunately, in Trinidad and Tobago few laws actually support neurodivergent individuals. Some grants can be applied to for specific situations but there is little support given, most support has to be privately funded. There is a disability bill that is under consideration to be turned to law, this law should help increase the support that is given to neurodivergent individuals. The various groups such as the DSFN and the Autism Society are consulting on this bill to ensure appropriate contingencies are met.

**Source Six:** [Jenson, R. J., Lee, M. S., Day, A. D., Hughes, A. E., Maroushek, E. E., & Roberts, K. D. (2023). Effective inclusion practices for neurodiverse children and adolescents in informal STEM learning: A systematic review protocol. *Systematic Reviews*, *12*, 1–8. https://doi.org/10.1186/s13643-023-02278-2](https://www.zotero.org/google-docs/?mP3RB6)

**Comment 10:**

**Quote/Paraphrase:** By acknowledging this human variance, environments, policies, and programs can be designed to accommodate and welcome diversity. The neurodiversity movement is based on “cerebral pluralism, the idea that each brain is different, some more different than others”. The term “neurodiversity” was coined by a sociologist in 1990 to describe conditions such as autism spectrum disorder, attention deficit hyperactivity disorder (ADHD), dyslexia, dyspraxia, and other neurological conditions characterized as less-typical cognitive variation [(Jenson et al., 2023)](https://www.zotero.org/google-docs/?MHTt6r)

**Essential Element:** Clinical Sociology, Applied Sociology and Sociological Practice

**Additive/Variant Analysis:** This statement is additive as it speaks of the continuum of intellectual ability, I was also unaware of the advent of the word neurodiversity.

**Contextualization:** My interest in special education developed when I worked at an after-school programme in an urban community centre. I noticed that some of the children demonstrated various neurodiverse traits. These children were all enrolled in general education schools that were not always equipped to treat them appropriately. Few of the children had an Individual Education Plan but still did not always receive the specifications that the plan outlined , the program was also recommended to students who had behavioural issues. While I was working there, I was the only one trained to work with special needs cildren, so my interactions were sometimes overwhelming.

**Source Seven:** [Kauffman, J. M., & Hornby, G. (2020). Inclusive vision versus special education reality. *Education Sciences*, *10*(9), Article 9. https://doi.org/10.3390/educsci10090258](https://www.zotero.org/google-docs/?mP3RB6)

**Comment 11:**

**Quote/Paraphrase:** Therefore, it is clear that, in reality, the global picture is one in which the vast majority of countries maintain partially segregated or fully segregated special education settings to provide for a large proportion of their children with special educational needs and disabilities. This is far from the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) vision of all countries moving to fully inclusive education systems. It seems that, currently, only a minority of young people with special educational needs and disabilities are educated in fully inclusive schools, despite most countries having ratified UNCRPD Article 24 [(Kauffman & Hornby, 2020)](https://www.zotero.org/google-docs/?m4l6p7)

**Essential Element:** Applied Sociology and Sociological Practice, Applications for Sociological Research

**Additive/Variant Analysis:** This statement is variant to me especially in the Trinidadian context where there are not many special education schools so the majority of neurodivergent students are enrolled in the general education setting.

**Contextualization:** Although special needs children are mainly enrolled at the general education setting in Trinidad and Tobago, these institutes are not equipped for inclusion as many of the teachers have not been adequately trained to work with special needs children. Class sizes are also large with the average classroom population being 35 students to one teacher, it is not assumed that each student would be able to get appropriate individual or specialized attention and instruction. There is also a need for more support staff in the general education setting to aid the neurodivergent students within the school population adequately.

**Comment 12:**

**Quote/Paraphrase:** Full inclusion has also been shown to be flawed and unrealistic when the elements of its theory, policy, research and practice are carefully examined, as outlined in an article that asks the question, “inclusion or delusion, can one size fit all? . These glaring flaws in the vision of full inclusion have been highlighted in the published literature for over 40 years now, but senior academics in key positions in the field of special education have consistently failed to engage with them, either in the academic literature or in open debate, preferring to continue to promote their simplistic vision of full inclusion [(Kauffman & Hornby, 2020)](https://www.zotero.org/google-docs/?HhT2Qs)

**Essential Element:** Sociological Interventions

**Additive/Variant Analysis:** This statement is variant to me as I was not aware that there was such disagreement in literature about inclusive education.

**Contextualization:** As a student of special education, inclusion is taught as the optimal option available for special education students, however in practice and interaction with various schools in different communities and seeing the lack of available infrastructure, I am aware of the long road ahead to introduce inclusive practices fully. This is especially true for a developing Nation such as Trinidad and Tobago, and I suspect, even in some educational districts in the United States of America. There maybe some observable benefits to having a hybrid system of inclusion where students are able to interact with the general population for some sessions why they are still in rules in there special education classes. After school programs are also a good way to allow the interaction between these two student population.

**Works Cited**

[Gajewski, A., & Forlin, C. (2017). *Ethics, equity, and inclusive education*. Emerald Publishing Limited.](https://www.zotero.org/google-docs/?mP3RB6)

[Jenson, R. J., Lee, M. S., Day, A. D., Hughes, A. E., Maroushek, E. E., & Roberts, K. D. (2023). Effective inclusion practices for neurodiverse children and adolescents in informal STEM learning: A systematic review protocol. *Systematic Reviews*, *12*, 1–8. https://doi.org/10.1186/s13643-023-02278-2](https://www.zotero.org/google-docs/?mP3RB6)

[Kauffman, J. M., & Hornby, G. (2020). Inclusive vision versus special education reality. *Education Sciences*, *10*(9), Article 9. https://doi.org/10.3390/educsci10090258](https://www.zotero.org/google-docs/?mP3RB6)

[Lim, E., Wong, S., Gurbuz, E., Kapp, S. K., López, B., & Magiati, I. (2023). Autistic students’ experiences, opportunities and challenges in higher education in Singapore: A qualitative study. *Education Sciences*, *13*(8), 818. https://doi.org/10.3390/educsci13080818](https://www.zotero.org/google-docs/?mP3RB6)

[Lurtz, M. R., & Komarow, A. (2021). Inclusive financial well-being empowerment model for serving independent, neurodivergent individuals. *Journal of Financial Planning*, *34*(11), 70–81.](https://www.zotero.org/google-docs/?mP3RB6)

[Pryke-Hobbes, A., Davies, J., Heasman, B., Livesey, A., Walker, A., Pellicano, E., & Remington, A. (2023). The workplace masking experiences of autistic, non-autistic neurodivergent and neurotypical adults in the UK. *PLoS One*, *18*(9), e0290001. https://doi.org/10.1371/journal.pone.0290001](https://www.zotero.org/google-docs/?mP3RB6)

[Rhéaume, J. (2022). Community development and empowerment: A clinical sociology perspective. In J. M. Fritz & J. Rhéaume (Eds.), *Community Intervention: Clinical Sociology Perspectives* (pp. 65–82). Springer International Publishing. https://doi.org/10.1007/978-3-030-93695-2\_5](https://www.zotero.org/google-docs/?mP3RB6)