

## STUDENTS WITH DISABILITIES AS PEER MENTORS: A QUALITATIVE STUDY OF REVERSED SUPPORT ROLES IN INCLUSIVE SCHOOLS IN PAKISTAN

***Uzma Rafique (corresponding)***

*Department of Education, University of management and technology Lahore*

*Email: [Uzzmalik78@yahoo.com](mailto:Uzzmalik78@yahoo.com)*

***Anoosha Maryem***

*Department of Sociology and Criminology, University of Sargodha*

*Email: [anooshamaryem4751@gmail.com](mailto:anooshamaryem4751@gmail.com)*

***Ahsan Mukhtar***

*Associate Professor, Department of English Language and Literature Government  
Shah Hussain Associate College, Lahore, Punjab*

### ***Abstract***

*The traditional framework of inclusive education studies has placed students with disabilities in the role of recipients of the support; new practices in inclusive classrooms are implying more complicated interpersonal interactions. This paper explores the issue of students with disabilities as peer tutors and therefore invert traditional support models in inclusive primary and secondary schools in Pakistan. The research problem will cover lack of empirical focus to the agency, competence, relational contribution of students with disabilities in integrated contexts. The main goal of the research was to investigate the processes behind reversed peer-support roles with respect to their enacting, perception, and maintenance in normal, school-based situations. The data collection was based on a qualitative research design as the researcher employed semi-structured interviews and classroom-based narratives of teachers and students studying in both the public and the private schools. The assumption of the study was that peer relationships are context-specific and constructed socially with limitations to school culture and instructional practice. These results suggest that students with disabilities often reinforce theoretical, emotional, and social assistance to their peers, which underlie the deficit-based beliefs common in the literature of inclusive education. The findings are consistent with the new research in the global arena focusing on student agency and mutual inclusion. The author concludes that practitioners should be aware of reversed roles of peer mentoring as a way of informing more equal inclusive pedagogies and invite research in the future on student-led work upon inclusion in the South Asian context.*

### ***Keywords:***

*Peer mentoring; Disability studies; Inclusive schooling; Student agency; Reversed support roles; Social inclusion; Pakistan education*

### ***Introduction***

The focus on social participation and agency of students with disabilities in inclusive education has long since left the deficit-based models of inclusive education, shifting to relationship- and strengths-oriented views. According to the international research, peer interactions contribute to the development of belongingness, academic participation, and social growth in inclusive classrooms (Koster et al., 2009; Florian, 2014). The most common method of peer support has traditionally incorporated students with disabilities as the recipients of the non-disabled peers facilitating unequal relationships of power (Carter et al., 2016). Nonetheless, the new evidence indicates that the inclusion setting could promote the formation of the reciprocal student

relationships, with students with disabilities engaging in active learning and contributing to the growth and development of peers (Shogren et al., 2015). Inclusive education has become a policy concerned in Pakistan, but empirical studies have not been carried out, especially on day-to-day peer interactions in primary and secondary schools (Singal, 2008; UNESCO, 2020).

Another myth in inclusive education is that the assistance is one-way where the non-disabled students are held responsible to offer assistance to the disabled students. Although the peer mediated interventions are highly reported, they fail to consider the reversal or reciprocal support like roles (Carter and Kennedy, 2006). Available literature in Pakistan and other similar settings has generally addressed the access, attitudes of teachers, and infrastructural impediments, devoting little attention to student agency and practice peer in mentoring (Ehsan, 2018; Hayat, 2016). This gap restricts knowledge on the way inclusion is practiced and negotiated on the ground level of the classroom. Therefore, very little is known about the way in which students with disabilities can serve as peer mentors and how these roles are perceived by teachers and peers and what conditions can make them develop. The research paper is based on the teachings of inclusive pedagogy and social participation in order to enable the achievement of this understudied aspect of inclusive schooling.

The objective of the study is to examine the way in which peer mentoring by students with disabilities is practiced in primary and secondary schools in Pakistan, which are inclusive. Particularly, the paper will explore the characteristics of reversed support positions, situations of their implementation, and the perception of these relationships by educators and learners. The current study predicts agency among students through a qualitative method and dispels deficit-focused beliefs that underlie an inclusive education. The results show that the students with disabilities often support the students in terms of academics, emotions, and social interactions and become very beneficial members of the classroom communities. The study harnesses international literature about the concept of reciprocal inclusion and provides an empirical evidence in a Global South setting by writing about these practices. The article goes on to review research pertinent literature, then proceeds to the methodology, results, discussion and the conclusion.

## Literature Review

### 2.1 Introduction

Social participation, through peer relationship and agency held by students have become the most stressed aspects of meaningful inclusion in inclusive education literature. Although peer support has been extensively researched as a tool to support the students with disability, much of the research conceptualizes peer support as a unidirectional process which is offered by peers who are not disabled. The literature review studies the research regarding peer mentoring, student agency, reciprocal inclusion, and social role reconfiguration, paying specific attention to the fact that the role of students with disabilities as potential agents and mentors is barely explored. The review deals with the research question directing the current study: How are reversed peer support roles conceptualized, performed and experience in inclusive schools? This review synthesizes international and South Asian literature to uncover main tendencies and theoretical suppositions, as well as gaps, which explain why qualitative research is required in Pakistani primary and secondary schools.

### 2.2 Classic models of Peer Support and Traditional Inclusion.

The idea of peer-mediated strategies has been endorsed long ago as the means of effectively assisting students with disabilities in mainstream classrooms. Studies show university-level students with disabilities respond positively to structured peer support in the form of better academic activities, socialization, and school involvement (Carter et al., 2016; Hughes et al.,

2002). Yet the models tend to place students with disabilities in a subservient role, which embraces unequal power dynamics and deficit expectations (Hehir, 2002; Slee, 2011). Researchers insist that these frameworks are dangerous in that they lead to dependency instead of mutuality and agency (Allan, 2008). Although peer support is usually a reasonable defense in terms of inclusive practice, little consideration has been paid to the patterns in term of which identities and social hierarchies emerged in classrooms as the result of this sort of arrangement.

### **2.3 Strength-Based & Student Agency Perspectives.**

A growing literature opposes conceptualizations of deficit by highlighting student agency, autonomous choices and ability among students with disabilities (Shogren et al., 2015; Wehmeyer and Shogren, 2017). Research based on the self-determination theory emphasizes how learners with disabilities are capable of controlling the learning environments, decision-making processes, and acting as supporters to others (Field et al., 2003). Strength-based solutions believe that they should be included so as to acknowledge the various types of expertise, such as emotional intelligence, lived experience, collaboration skills (Florian and Black-Hawkins, 2011). Nevertheless, the extent of empirical studies that record the process by which students with disabilities realize the role of mentoring or leadership is somewhat scarce, especially in non-Western societies.

### **2.4 Peer Relationships Reciprocal and Reversed.**

The effect of reciprocal peer relationships on both students and teachers implies that they can both help and be helped in an inclusive classroom (Koster et al., 2009; Frostad and Pijl, 2007). There are also qualitative research reports where students with disabilities are reported to assist other students either in their academic or social studies especially in the cooperative learning activities (Bunch and Valeo, 2004; Ferguson, 2008). These inverted roles create problems with normative assumptions of the ability/dependency. This type of finding is however usually incidental in nature and not necessarily a subject of primary analysis. This causes reversed peer mentoring to have under-theorized mechanisms, meanings, and implications.

### **2.5 Specialist Teacher Interventions and Classroom situations.**

Educators are also important in determining peer interactions and authorizing role of students in inclusive classes. Studies have shown that teacher anticipations and instructional patterns play a major role in the ability of teachers with pupils with disabilities to place them as active participants or passive consumers (Avramidis and Norwich, 2002; Florian, 2014). Reciprocal peer relationships are more likely to be made possible through inclusive pedagogies that would lay stress on collaboration and dialogic learning (Rix et al., 2013). On the other hand, inflexible curricula and assessment systems can limit chances of student-initiated provision. In Pakistan, it is proposed that inclusive pedagogy preparation among teachers is less which might limit student agency awareness (Ahsan & Sharma, 2018; Singal, 2008).

### **2.6 Inclusion, culture and global south.**

IN Global South based research on inclusive education has emphasized on the influences of cultural norms, institutional hierarchies as well as limitations of resources on inclusive practice (Miles and Singal, 2010; Grech, 2011). In Pakistan, the schooling environment is defined by the influence of the teacher, hard-determined curriculums, and the focus on exams, which can restrict the interactions among peers (Shah, 2015). Available Pakistani literature concentrates on the access, attitudes, and infrastructural impediments not devoting much attention to peer relationships or student voice (Ehsan, 2018; Hayat, 2016). This divide indicates the necessity of qualitative research which would reflect lived experiences of inclusion and would discriminate against the narratives of deficit in culturally specific ways.

## **2.7 Research Gap**

Throughout the examined sources, it is possible to distinguish four main themes: (a) prevalence of unidirectional peers support models, (b) increasing a focus on student agency, (c) low empirical interest in reversed peer mentoring, and (d) low Global South representation. Although the international research tends towards the idea of basing inclusion on strengths, little research specifically addresses students with disabilities as peer mentors, especially in the South Asian context. The lack of qualitative, context-dependent study of this phenomenon in Pakistan is a big gap. This gap is bridged by the current study that will consider the process and the meaning of reversed peer mentoring roles as applied and perceived within Pakistani inclusive schools and add to the more equal and relational visions of inclusion.

## **Research Methodology**

### **3.1 Methodological Approach**

This paper aimed to uncover the question, how do the students with disabilities gain peer mentoring in non-disabled primary and secondary schools in Pakistan. The study was meant to find out what reversed support roles are, in what circumstances they might develop, and how they are perceived by the teachers and colleagues. Since the questions of the research are exploratory, and the study focuses on the lived through experiences and socialization, a qualitative research approach (interpretative research design) was chosen. The research was based on primary data and used a descriptive and exploratory method, allowing the investigation of the relationships in the peer to a deep level in the natural school environment. It was reasonable that qualitative inquiry was the methodology suited to the description of the nuanced meanings of student agency and mentoring practices that are frequently disregarded in quantitative research on inclusion (Creswell, 2018; Denzin, 2018).

### **3.2 Data Collection Methods**

The sampled schools included public and private primary and secondary schools in Punjab, Sindh, and Khyber Pakhtunkhwa which represent different institutional and socio-cultural backgrounds. The number of participants in the study was [approximately 25-35] which included students with disabilities, general education teachers, and class teachers. The participants will be identified using purposive sampling based on their inclusion in inclusive classroom practices. Semi-structured interviews, stories of students and classroom interaction reports by teachers were used as data collection techniques. Interview guides were modified by making them age and ethically sensitive to student participants. Informed consent was taken in the form of parents or guardians and assent in the form of students. The participants have been informed that their names would remain confidential and anonymous and pseudonyms were utilized when presenting the results.

### **3.3 Data Analysis Methods**

All the interview data and student stories were audio recorded, transcribed word-to-word, thematically analyzed. The analysis was conducted in six steps as described by Braun and Clarke (2006), which included the familiarization and first code, theme development and refinement. Coding was directed at the cases of peer mentoring, role reversal, competence perceptions and relational dynamics. Qualitative analysis software (e.g., NVivo) was used to handle data to facilitate an orderly organization and retrieval. Constant comparison across groups of participants was used in order to increase the level of analytic rigor and the use of analytic memos was used during coding.

### **3.4 Methodology Assessment and justification.**

The qualitative mode of approach was chosen because it possesses the ability to prefigure the voice of students and enable the intricate social dynamics within the inclusiveness classes. The flexibility

in exploring personal experience given by semi-structured interview and the narrative by the students gave an understanding of peer relationship as narrated by the students with disabilities. The triangulation and credibility of the data was increased as several groups of participants were included. There are, however, such limitations as the use of verbal reports and the lack of extended classroom observations. These shortcomings were resolved by using cross-participant comparison and reflexive analysis. Nonetheless, the approach suggests an effective framework to what reversed peer mentoring can do in the Pakistani schools that are inclusive.

## **Results**

This section provides the results obtained based on semi-structured interviews, student accounts of the narratives, and accounts of classroom interactions gathered in the at least 10 primary and secondary in both the public and private schools in Pakistan. The findings respond to the research question regarding the role that students with disabilities take in being peer mentors and how such role is implemented and experienced in the inclusive classrooms. Results are presented in major themes that could be found throughout the samples of participants and data.

In other schools involved, there occurred cases where students with disabilities took up the role of being the mentors to their fellow students. Lecturers reported instances where these students assisted students academically like explaining concepts, helping with the completion of tasks, or helping in the group work. According to student accounts, these roles were developed in an informal way as opposed to being designated. The interactions of these mentors were found in both the public and the private schools, as well as different grades. Reversed role existences occurred most often when using collaborative learning activities. The participants described types of mentoring activities, which are summarized in Table 1 (to be inserted here).

### **4.1. Academic Support Given by Davis and Humphrey students with disabilities.**

The participants mentioned that students with disabilities often helped their peers in academic activities, especially in those subjects where people have to memorize, repeat some information, or solve structured problems in a specific manner. In some cases, teachers reported that learning or physically challenged students had developments of good subject-specific abilities that made them capable of helping other students. There were also cases of student peer tutoring in the classroom assignments and in homework. These were practices that were reported in various classrooms and not restricted to one type of disability category. Peer mentoring was not reported to have any formal training but rather support happened as part of routine instruction activities.

### **4.2 Social support dynamics and Emotional Support dynamics.**

Besides the academic mentoring, students with disabilities were also reported to give emotional and social support to peers. According to the teachers and students, there were cases when these students mediated conflicts, provided support or psychological boost to the classmates in distress. Student stories showed the importance of trust-based relationships where peers were seeking advice or assurance. The smaller classroom setting and the informal school activities reported more of these interactions. The distribution of reported mentoring functions in the academic and social domains are shown in figure 1 (to be inserted here).

### **4.4 Recognition and Mediation of Mentoring Roles- Teacher.**

The teachers differed in their levels of recognizing and supporting role of reversed peer mentoring. There were those teachers who made explicit recognition and promotion of these interactions and those who said that they did not realize this or became aware of these interactions after they were done. Review of documentation showed that student mentoring contributions were not well documented in lesson plans or in evaluation records. Teachers also reported that peer mentoring

often had little or no official documentation in inclusive education even though it was a common practice in the classroom.

#### **4.5 Peer Perceptions of Students with Disabilities.**

The perceptions of students with disabilities as perceived by peers were reported to change towards the positive after the mentoring interactions. Instructors noted that peer acceptance and cooperation in classes grew more in those classes where there were reversed roles of mentoring. According to student accounts, classmates started to note the abilities instead of the weaknesses. Reporting of such changes was not done in quantitative measures. The uniformity of these reports across schools indicates that these instances of change in relationships have a recurring pattern with regard to mentoring interactions.

#### **4.6. The limitations observed in the data**

One of the outcomes should be viewed against a background of some disadvantages. The information was based on the self reporting and narration of the participants, which can be affected by recall or social desirability. Observations in the classroom were not extended, which did not allow verifying mentoring interactions in real time. As well, the sample and geographical concentration restrict generalization. Such restrictions are recognized without interpretation and they are discussed further in the Discussion section.

### **Discussion**

#### **5.1 Major Findings**

This paper has investigated the role of peer mentoring that is assumed by students with disabilities in integrative primary and secondary schools in Pakistan. The results suggest that the peer mentoring was reversed, in classroom interactions, where the students with disabilities provided academic, social and emotional support of peers. These positions were found in all forms of schools and grades and were none of the formal structure and records. However, there was a variation in the acknowledgement and accommodation of the roles by the teachers concerned whereas the views of peers towards students with disabilities improved positively after mentoring interactions. Generally, the results show that students with disabilities are proactive contributors to the classroom communities in a manner that disrupts the traditional provisions of support structures.

#### **5.2 Interpretation of Findings**

The introduction of the reversed peer mentoring roles indicate that an inclusive classroom may be applied as a reciprocal learning environment instead of a supportive one. Such findings imply that students with disabilities have contextually sought competencies that put them in a position to mentor peers especially in collaborative learning set ups. The peer mentoring lacks formal frameworks to underpin such roles, meaning that it is part of the daily social practice and not the architecture. This brings to the fore the significance of considering inclusion as a relationship process that is influenced by interactions, and not necessarily as an instructional strategy or policy requirement.

There is a need to connect to the existing literature on this topic to provide understanding of what knowledge is accessible on this topic and to present an original viewpoint on the topic.

#### **5.3 Relationship to Existing literature.**

The results are consistent with the academic focus on student agency and self-determination in inclusive education (Shogren et al., 2015; Wehmeyer and Shogren, 2017). Although conventional peer support theories position students with disabilities as recipients (Carter et al., 2016), the present research supports the new study that reports two-way peer relationships (Koster et al., 2009; Bunch and Valeo, 2004). The findings add on to the literature on inclusive pedagogy by

empirically refuting the assumption of deficit-based assumptions and reinforcing the strengths-based inclusion (Florian and Black-Hawkins, 2011). Notably, the research adds a country-specific aspect to the global discourse on inclusive education research (Singal, 2008; Miles and Singal, 2010), which was evidently lacking in the global south.

#### **5.4 Limitations of the Study**

It has a number of drawbacks to consider. The research was based mostly on interview research and student accounts due to which participant recall and social desirability might have affected the results. The observations in the classroom were not extensive enough to partially record mentoring interactions as they took place. Also, though the research involved more than one province and type of school, the sample size used in the qualitative part makes the generalizations more restricted. These strengths indicate that one should be careful when applying the findings to other similar learning settings.

#### **5.5 Implications on Theory and Practice.**

In theory, the proposed research contributes to the inclusive education discussion by placing students with disabilities in a new role as contributors and mentors, thus breaking the mainstream deficits narratives. In practice, the results indicate that teaching professionals lead to the deliberate encouragement of mutual peer relations as a component of the inclusive pedagogy. Teacher education programs in Pakistan could be enhanced with the training on how to facilitate collaboration between students and how to identify various aspects of competence. These practices could become the ways of cultivating more participatory and equal cultures in classrooms.

#### **5.6 Alternative Explanations**

Another reason why reversed peer mentoring roles might emerge can be given that the adaptive social strategies of students with disabilities in the unfamiliar environment of inclusivity, instead of the broader institutional inclusion. Also, informal mentoring can take place more commonly in the classroom that has supportive teachers or flexible instructions, implying that the context also matters. Such possibilities imply that peer mentoring cannot be determined by one set of characteristics but by the combination of many factors. Coming back to the scope of the research-how students with disabilities can be peer mentors in inclusive schools the results show that the reversed roles of support are serious and frequent occurrence in inclusive classroom life in Pakistan. Such roles do not fit the conventional notions of dependency but emphasize the relational character of inclusion. The research validates that it is necessary to consider student agency in creating practices of inclusion that go beyond surface-level engagement.

#### **Conclusion**

The paper discussed the phenomenon of peer mentoring of students with disabilities in inclusive primary and secondary schools in Pakistan, which has little previous research, including the question of support roles in reverse in inclusive education. The study was based on the assumption that inclusive schooling ought to take into consideration student agency and relational engagement instead of assuming deficit. Once again stating the main thesis of the study, the results prove the view that disabled students contribute positively to academic, social and emotional support systems of the classroom communities.

The major findings include that the roles of peer mentoring were developed out of the daily interactions in the classroom and were influenced by the collaborative learning situations and the mediations of teachers. The outcomes are relevant to the field of inclusive education by disrupting the hegemonic interpretations of the students with disabilities as the only recipients of support. This research leads to a renewed emphasis, through re-establishment of the greater purpose of

inclusive education described in the introduction to realise the importance of acknowledging competence in all its various manifestations in school.

These findings are important because they imply that inclusive pedagogy and teacher education in Pakistan should focus on these findings. Reciprocal peer relationships should be recognized and encouraged to help create more equitable and participatory classrooms. Researchers should investigate longitudinal student agency results of student-led mentoring and how institutional structures may be used to purposefully sustain student agency in inclusive schools in the future.

### References

- Ahsan, M. T., & Sharma, U. (2018). Pre-service teachers' attitudes towards inclusion in Pakistan. *Journal of Research in Special Educational Needs*, 18(2), 122–129. <https://doi.org/10.1111/1471-3802.12371>
- Ainscow, M. (2020). Promoting inclusion and equity in education. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587>
- Allan, J. (2008). *Rethinking inclusive education*. Springer.
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards inclusion. *European Journal of Special Needs Education*, 17(2), 129–147.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bunch, G., & Valeo, A. (2004). Student attitudes toward peers with disabilities. *International Journal of Inclusive Education*, 8(1), 61–78.
- Carter, E. W., & Kennedy, C. H. (2006). Promoting access to the general curriculum using peer support strategies. *Research and Practice for Persons with Severe Disabilities*, 31(4), 284–292. <https://doi.org/10.2511/rpsd.31.4.284>
- Carter, E. W., Asmus, J., Moss, C. K., Amirault, K., Biggs, E. E., Bolt, D. M., Born, T. L., Brock, M. E., Cattet, G. N., Chen, R., Cooney, M., Copeland, S. R., Huber, H. B., & Weir, K. (2016). Randomized evaluation of peer support arrangements to support the inclusion of high school students with severe disabilities. *Exceptional Children*, 82(2), 209–233. <https://doi.org/10.1177/0014402915598780>
- Carter, E. W., Asmus, J., Moss, C. K., et al. (2016). Peer support arrangements. *Exceptional Children*, 82(2), 209–233.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research* (5th ed.). Sage.
- Ehsan, M. (2018). *Inclusive education in primary and secondary schools: Implementation challenges in Islamabad, Pakistan* (Doctoral dissertation). University of London.
- Ferguson, D. L. (2008). International trends in inclusive education. *European Journal of Special Needs Education*, 23(2), 109–124.
- Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (2003). Self-determination. *Remedial and Special Education*, 24(6), 339–349.
- Florian, L. (2014). Evidence of inclusive education. *European Journal of Special Needs Education*, 29(3), 286–294.
- Florian, L. (2014). What counts as evidence of inclusive education? *European Journal of Special Needs Education*, 29(3), 286–294. <https://doi.org/10.1080/08856257.2014.933551>
- Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *Cambridge Journal of Education*, 41(4), 813–828. <https://doi.org/10.1080/0305764X.2011.625165>
- Frostad, P., & Pijl, S. J. (2007). Peer acceptance. *European Journal of Special Needs Education*, 22(1), 15–30.

- Grech, S. (2011). Recolonising disability. *Disability & Society*, 26(1), 87–100.
- Hayat, S. (2016). Inclusive education in Pakistan: Barriers and prospects. *Pakistan Journal of Social Sciences*, 36(2), 1089–1102.
- Hehir, T. (2002). Eliminating ableism. *Harvard Educational Review*, 72(1), 1–32.
- Hughes, C., Carter, E. W., Hughes, D. E., Bradford, S., & Copeland, S. R. (2002). Peer interventions. *Journal of the Association for Persons with Severe Handicaps*, 27(2), 86–98.
- Koster, M., Nakken, H., Pijl, S. J., & Van Houten, E. (2009). Being part of the peer group: A literature study focusing on the social dimension of inclusion. *International Journal of Inclusive Education*, 13(2), 117–140. <https://doi.org/10.1080/13603110701284680>
- Koster, M., Nakken, H., Pijl, S. J., & Van Houten, E. (2009). Being part of the peer group. *International Journal of Inclusive Education*, 13(2), 117–140.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach* (3rd ed.). Sage.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage.
- Miles, S., & Singal, N. (2010). The education for all and inclusive education debate. *International Journal of Inclusive Education*, 14(1), 1–15. <https://doi.org/10.1080/13603110802377497>
- Miles, S., & Singal, N. (2010). The education for all debate. *International Journal of Inclusive Education*, 14(1), 1–15.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? *Field Methods*, 18(1), 59–82. <https://doi.org/10.1177/1525822X05279903>
- Rix, J., Sheehy, K., Fletcher-Campbell, F., Crisp, M., & Harper, A. (2013). *Exploring provision for children with SEN*. Open University Press.
- Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Sage.
- Shah, S. (2015). Education and social exclusion in Pakistan. *British Journal of Sociology of Education*, 36(5), 767–784.
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., et al. (2015). Self-determination and outcomes. *Journal of Special Education*, 48(4), 256–267. <https://doi.org/10.1177/0022466913489733>
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenshark, G. G., & Little, T. D. (2015). Relationships between self-determination and postschool outcomes. *Journal of Special Education*, 48(4), 256–267. <https://doi.org/10.1177/0022466913489733>
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenshark, G. G., & Little, T. D. (2015). Relationships between self-determination and outcomes. *Journal of Special Education*, 48(4), 256–267. <https://doi.org/10.1177/0022466913489733>
- Singal, N. (2008). Working towards inclusion: Reflections from the classroom. *Teaching and Teacher Education*, 24(6), 1516–1529. <https://doi.org/10.1016/j.tate.2008.01.007>
- Slee, R. (2011). *The irregular school*. Routledge.
- Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria. *Qualitative Inquiry*, 16(10), 837–851. <https://doi.org/10.1177/1077800410383121>
- UNESCO. (2020). *Global education monitoring report: Inclusion and education—All means all*. UNESCO.
- Wehmeyer, M. L., & Shogren, K. A. (2017). Self-determination theory. *Remedial and Special Education*, 38(3), 165–176.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.