

General Project Information	
Project Title	The Use of Graphic Symbols in Inclusive Primary Schools: An Investigation of Symbol Practices and Beliefs of Teachers and Therapists
Project Code	PENEK/06/09/16

Summary	<p><i>Basic Objectives:</i> By including inclusion in the educational agenda, governments have committed themselves to the teaching of students with Special Education Needs (SEN) in mainstream schools. Schools have been changing their practices, and this has resulted in an increasing use of symbols, not only by Speech and Language Therapists but also by teachers. While there is considerable academic writing regarding inclusion, the literature about symbols and collaborative working among teachers and therapists in schools is much less developed. The proposed study will examine 1) how professionals (teachers and Speech and Language Therapists) use graphic symbols to support pupils with SEN in mainstream schools, 2) professional beliefs about symbols, 3) whether teachers and Speech and Language Therapists (SLTs) collaborate and 4) if yes, how do they collaborate: possible issues and implications. Although the specific study will take place in two countries, it is not formulated as a comparative study.</p> <p><i>Suggested Methodology and Main Activities:</i> This exploratory study will be conducted in five phases. During phase 1 (WP3), the Young Researcher (YR) will complete the review of the literature. During the 2nd phase (WP4), a pilot study will be conducted in order for the research team to identify whether the instruments proposed are appropriate for the specific study (Baker, 1994) as well as to test the feasibility of the study (Polit et al., 2001). During the main data collection, the YR will select two schools (case studies), in Cyprus (3rd phase: WP5) and two schools in England (4th phase: WP6) through a postal survey (questionnaires). The main methods for data collection will be two in-depth interviews on two different occasions (four months interval for data analysis prior to second interview), observations in the school and professionals keeping a reflective journal. During the 5th phase (WP7), the YR will analyze the data which will result in both quantitative and qualitative outcomes, in order to illuminate the research questions and start building a new theoretical framework in the field of graphic symbol use.</p> <p><i>Anticipated Results and Benefits:</i> The new knowledge will contribute to the development of a theoretical framework, to which future researchers can refer. In addition, the new knowledge will particularly benefit Cyprus, as the research team will be able to inform the interested bodies (such as Ministry Of Education and Culture and Speech and Language Therapist Association) about symbol practices and collaborative working. Eventually, the outcomes will result in the further inclusion of pupils with SEN in mainstream schools and in society, resulting in the social growth of Cyprus.</p>
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Internal Coordination					
Project Submitted Under	University of Nicosia Research Foundation (UNRF)				
Role in Project	Host Organisation				
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Schedule			
Year Awarded	Duration (in months)	Start Date	Expected End Date
2011	24	02/05/2011	01/05/2013

Budget			
	%	Euro	
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Total Project Budget		113,908	

Dissemination	
Funding Website	www.research.org.cy
Project Website	



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