

EAL, SEN and Inclusion Tutor's Notes for Session 1

Timing of the session

Each of the three sessions in the module is planned with a one hour teaching slot in mind. This first session is divided into three parts. The suggested timings below allow for five minutes' slippage:

Part 1	Introduction Slides 1 - 5 Overview of the module	5 minutes
Part 2	Principles of identification and assessment of SEN Slides 6 - 10 Ethical Principles Slides 11 - 12 Principles into practice Slides 13 - 20 Ways of thinking about SEN/ SEN and EAL	15 minutes 10 minutes 15 minutes
Part 3	Slides 21 - 27 Statutory framework and core expectations	10 minutes

Part 1 Introduction

Slides 1 - 5 Overview of the module and scope of the session

The overview of the module is covered in the general tutor's notes for the module.

This session is concerned with the key concepts and principles that come into play when teachers are dealing with the challenges of Inclusion and Special Educational Needs while working with children who are learning EAL.

The session begins by exploring the ethical principles that a teacher needs to have regard to. After that the session focuses on key principles that are highlighted in official guidance relating to the identification and assessment of SEN. This includes different ways of thinking about SEN.

Trainees are then introduced to the statutory framework for EAL and SEN. The aim here is simply to outline key issues. There is no attempt to develop a detailed knowledge and understanding of the minutiae of the legislation. However, special attention is given to specific legal requirements in relation to children learning EAL who may have SEN. It is recommended that tutors emphasise this issue (covered in Slide 23), as the fairly subtle position that is represented there is fundamental to good practice in relation to EAL and SEN.

Part 2 Principles of identification and assessment of SEN

Slides 6 - 10 Ethical principles

Relatively little attention is given in initial teacher training to the ethics of professional conduct in teaching. But ethical issues cannot be played down when the theme of this session is discussed.

The vignettes that are presented on Slides 7 - 8 include pupils in different key stages so that all trainees can relate to the list. They will be featured in a further exercise later in the session. It is suggested that the short handout in Appendix 1 that gives more details of the pupils is reproduced as a single page handout so that trainees can refer to it while working on the discussion tasks in buzz groups.

If five minutes is allowed for the buzz group task that is presented on Slide 9, there should be sufficient time for the pairs and trios to note down a couple of points that occur to them. It is not expected that they will be able to prepare an exhaustive list. In fact, one of the teaching points when you respond to their feedback will be to highlight important issues that have not been brought up in the group discussions. You can then allocate ten minutes for collecting and discussing their feedback in a plenary.

It is suggested that Slide 10 is not displayed until after they have had their say. Then Slide 10 can be discussed by examining which points that are listed there were brought up by the group and considering whether the other points are really significant. Even groups that have noted many of the key issues are unlikely to have organized their thinking systematically in the way it is presented in the bullet points on the slide. That, after all, was not the point of the exercise as it was presented to them. It is useful to organize the material under headings because it may help teachers to remember it and to give attention to the issues systematically when auditing their own or others' performance.

The following commentary may be useful to tutors in clarifying the headings on the slide:

- **The teacher**

- *Accuracy*

The teacher must observe and describe a child's strengths and difficulties precisely and objectively, without misrepresenting them and without using any phrases that are vague

From the vignettes questions arise such as -

How "limited" was Saeed's English when he started school, and how much/in what ways has it "improved" since?

He was described by staff as "rather odd". What specific behaviours on his part led to that description?

- *Perspective*

The teacher must keep a child's difficulties in perspective, e.g. not exaggerating the significance of minor problems because they lead to a degree of disturbance in the classroom. If you wish to be able to cite an example of how problems of teacher perspective may lead to distortions in SEN identification, read the account in Appendix 2 of the dyslexia statistics for boys and girls.

- *Bias*

The teacher must avoid any bias that might distort their perception of the child or their analysis of the difficulties. Typical biases arise from low expectations of particular ethnic or religious groups or other groups such as late arrivals from overseas. They may also arise from expecting particular patterns of performance or behaviour from specific groups. Thus, for example, trainees may have associated the rather vague account of Bashir's "inconsiderate and disruptive behaviour" with a tendency towards seeing the worst in Muslim teenagers in society at present. A precaution against the possible impact of bias is to apply the tests of "accuracy" and "perspective" to any account of a child's difficulties. How exactly has Bashir shown a lack of consideration for others and in what specific ways is his behaviour disruptive in the classroom? You may wish to extend the discussion so that at the end of it trainees are aware that answering such questions carefully may not only help to reduce bias but also lay a stronger foundation for solving the problems.

- **The child at risk**

- *Present experiences and learning*

It is essential to assess a child's progress in overcoming any learning obstacles they face against an evaluation of the help and support they are currently receiving. For example, a prediction about Awrala's future progress will depend on whether she is currently being given help as a recent arrival to which she is responding only slowly. It may be that she is floundering in a situation in which any child would flounder if they did not receive targeted help to catch up on the schooling she has lost and to adapt to the new country in which she has found herself. When assessing the possibility that a child has special educational needs and will require additional support on a long term basis, a teacher must take account of what help they are receiving now. In the case of a child who is learning EAL that question is likely to focus on the help they receive (or do not receive) in relation to learning English for school purposes.

- *Future prospects*

Teaching is about preparing pupils for the future. Teachers must look ahead when reflecting on their pupils' needs. For example, Saeed's teacher should consider whether his social isolation is likely to increase or decrease with time and what implications there are for his development in being seen by some adults as "rather odd". Teachers should not be frightened of eccentricity, but nor should they ignore the seeds of a serious failure to relate to others.

- *Rights*

Teachers must take account of children's rights. That might include, for example, Bashir's right to have access to all parts of the school where any of his lessons take place or where a voluntary activity such as a school club that he wants to attend takes place. His rights of access are protected in the [Disability Discrimination Act and related legislation](#). That includes "full access to a broad, balanced and relevant curriculum for the foundation stage and the national Curriculum" ([SEN Code of Practice, para 1.5](#)).

- **The child's parents/carers**

- *Information, consultation and involvement in decision-making*

Because of the way in which the vignettes in the slide are presented trainees may well overlook the rights of parents and carers. They have a right to information about their children's progress, about any concerns that teachers may have regarding them and about any special arrangements being made for them. They also have a right to be consulted about action taken to help their child and about decisions regarding provision to meet their special educational needs. (See Chapter 2 of the [SEN Code of Practice.](#))

A question that could arise in relation to any of the children (and Awrala in particular) is whether parents need support with interpreting between English and their home language and whether the provisions of the UK school system for the curriculum or for SEN provision need additional clarification for them because they are relatively unfamiliar with the system.

- **Other children in the class**

- *Interruption, distraction and diversion of resources*

In the example given above regarding the rights of a child with SEN, attention was paid only to Bashir's rights. In that situation a teacher also needs to give consideration to the rights of other pupils in the class. The legislation places various conditions on arranging that a child with SEN is educated in a mainstream school, including "the provision of efficient education of the children with whom he will be educated" (Education Act 1996, Clause 316). It will be a matter of judgment at what point an individual pupil's disruptive behaviour becomes unacceptable in terms of the "efficient education" of others.

- **Society**

- *Inclusion*

Have trainees pitched their analysis of the ethical requirements of teachers in terms of their obligations to society as a whole? For example, teachers have a responsibility to society to help implement national policies on educational inclusion. Section 316 of the Education Act 1996, which was quoted above, requires that a child is educated in a mainstream school, "unless that is incompatible with the wishes of the parent, provided that three conditions are satisfied: that this is compatible with (i) his receiving the special educational provision his learning difficulty calls for; (ii) the provision of efficient education for the children with whom he will be educated; and (iii) the efficient use of resources". Thus, for example, teachers have a duty to ensure that a child's special educational needs are met - which may involve consulting with others in the school such as the SENCO about how that can be achieved.

- *Accountability*

Teachers are accountable to society through the school's governing body. The duties of governing bodies in relation to the identification and assessment of SEN are set out in paragraphs 1:16 - 1:22 of the [Code of Practice.](#)

Slides 11 - 12 Principles into practice

Depending on the responsiveness of the group and on whether the session is keeping to time so far the questions on Slide 12 may be addressed solely by the tutor or by inviting comments on each point from the group. The principles behind each of these points are generally accepted, but putting

them into practice raises additional considerations when the target pupils are EAL learners. Here are some issues that may be raised with the group:

(1) Identify additional needs as early as possible

Advantages:

- It will enable some children to catch up with their classmates and for those who need support on a continuing basis it will ensure that help is available as early as possible. That will reduce the risk of long-term underachievement and disaffection.
- Children who are not given extra help at an early stage will fall behind their classmates at school and will then not be able to follow what is taught.
- The children will then become aware of the gap between what they can do and what their peers can do, and as a result may come to see themselves as incapable of school learning. Their motivation for classroom tasks will be undermined, their concentration will falter, and this will feed a negative cycle in which failure leads to further failure. Clearly, early identification of potential difficulties could help parents and teachers to halt this process before it starts.
- Thus a traditional “wait-to-fail” model for arranging SEN support means that students have to experience failure or distress or have to reach a critical juncture in their schooling or development before help is offered to them.

Risks:

- With any system of screening or early identification it is inevitable that mistakes will be made. When children are young, their behaviour and performance are more variable than when they are older; they may underperform because of minor differences between the way a task is presented and the way they are accustomed to it at home; they may not be prepared by their early experiences for the activities that are used to assess them; children who are very familiar with the assessment materials may do relatively well initially because of prior practice. As a result, children may be wrongly identified as having serious difficulties when this is not the case (‘false positives’); or they may not be identified as having difficulties when they really do (‘false negatives’). In the past it was not uncommon for the first of these errors to be made: children were wrongly identified as having serious difficulties too soon after starting school or arriving in the UK. The need to avoid that should be emphasized to trainees.
- The risks of underestimating pupils shortly after school entry will be exacerbated if they are in the early stages of learning EAL or if their experiences prior to starting school were very different from those of the majority of UK-born pupils. Imagine if Awrala had been assessed immediately after starting school: an SEN label would not have helped her at all.

For a fuller discussion of these issues see Frederickson and Cline (2009) pp. 128 - 132.

(2) Involve parents/carers fully from the outset

Advantages:

- Parents have usually spent more time with their child in total than anyone else and know them better. Their intimate knowledge is enhanced by their emotional commitment. It is

important that teachers are aware of the advantages as well as the disadvantages of this. “Of course, if you stand very close to something, you do not always see it in the round. But you will still see things about it that nobody else notices.” (Frederickson & Cline, 2009, p. 132)

- Parents’ cooperation and support will be needed for whatever additional help is provided at school. They are more likely to give that cooperation if they understand from the outset what concerns teachers have about the child and what they have been doing to try to help him or her to overcome any problems.

Risks:

- Parents may need help to understand how children’s underlying difficulties are affecting their classroom learning and why the usual arrangements for teaching are not sufficient to help them to succeed. They will be more likely to need additional explanation and clarification if they are unfamiliar with the way the school or classroom operate or if they do not know what kinds of additional help might be available.
- Parents may associate labelling and additional help with some form of permanent stigma and may find it hard to explain their worries to teachers in official positions at the school.
- Interpreting may be needed because of language differences, but the arrangements may not be made because that is not foreseen in advance or because of cost considerations. Or, if interpreting arrangements are made, they may prove uncomfortable for either the staff or the parents or both if the discussion turns to intimate or technical matters. Concerns about cost are misplaced: the investment in a small amount of translation in the short-term may be repaid in savings in time and expense in the future.

(3) Introduce graduated help with a low profile

Advantages:

- The form of help that is required initially should aim to build on the normal school routines of the child’s class group and interrupt and disrupt them as little as possible. This will be relatively cost-effective; it is likely to be more attractive to parents and the child than more radical changes; and it should reduce any potentially stigmatizing effects to a minimum.

Risks:

- If there is no provision for regular review or if reviews are treated as of little importance, the child may make little progress without the support arrangements being adjusted to meet their needs more effectively.
- Parents and others may assume that, since some action has been taken, that is an end to the matter.

(4) Ensure close collaboration between everyone who knows the child inside and outside school

Advantages and risks

- The responsibility for ensuring collaboration with those who know the child outside the school will probably not fall on a newly qualified teacher. Contacts with specialist health service teams, educational psychologists and others will be the concern of more senior school staff such as the SENCO. But there is one internal form of collaboration that will be crucial to the work that a class teacher or form tutor undertakes with a pupil learning EAL

who is struggling at school - collaboration with EAL or bilingual support teachers who work with the child. Their key importance in the identification and assessment of SEN will become clear in the second session.

Slides 13 - 15 Different ways of thinking about SEN

Many trainee groups will have covered these concepts in previous general modules on SEN and Inclusion. Whether or not they have done so, it is suggested that the notions around Perspectives A and B on Slide 13 are dealt with quickly and most attention is given to Perspective C on Slide 13 and to the development of a concept of “Additional Educational Needs” that is presented on Slide 14. These are the ideas on these two slides that are of most importance in helping trainees to think clearly about the learning difficulties and disabilities of children who are learning EAL.

On Slide 13 Perspective A focuses on individual differences with the assumption that the main problem is within the child. This perspective is associated with the idea that SEN arise simply from a child’s handicap or disability. These assumptions lay behind educational legislation about special needs up to 1981.

Perspective B focuses on the demands that are made of children by others, e.g. by a school that has an excessively challenging curriculum or by teachers who do not adapt the pace and methods of their teaching to enable all children to access their lessons. This perspective is associated with radical views on educational inclusion. Those who propose it in its most extreme forms tend to ignore individual differences altogether. They thus neglect the common experience in teaching that different children respond to teaching in different ways. “This is problematic because once one moves on to asking *how* a child should be taught to read then an understanding of the particular nature of their difficulties, their areas of relative strength, their attitudes and interests becomes important. In eschewing individual differences, an environmentally focused approach also fails to account for variability, for the remarkable resilience of many children to learn in spite of teaching which is less than adequate, as well as the remarkable persistence of some children’s difficulties in learning despite dedicated and skilful teaching.” (Frederickson and Cline, 2009, p. 44)

For the purposes of this module the most helpful of these three ways of thinking about SEN is likely to be Perspective C - an interactional analysis in which problems are seen as arising from a complex interaction between:

- the child’s strengths and weaknesses
- the level of support available
- the appropriateness of the education being provided

If time allows, the tutor can present that view to the group and invite them to suggest why s/he thinks this perspective is the most helpful for our purposes. Hopefully they will come up with variants on the response that, in the case of a child learning EAL who is struggling with aspects of the curriculum or whose behaviour or social adjustment is giving cause for concern, it is impossible to decide on the way forward without understanding *both* their strengths and limitations in the use of English for classroom purposes *and* the kinds of support being given to them to learn English and to develop the underpinning cultural knowledge they need to access the curriculum confidently.

It seems important to provide trainees with a brief introduction to a different way of thinking about SEN which is likely to be more and more prevalent during their working lifetime. It already provides the conceptual framework for the SEN regulations in Scotland and is a point of reference

for the Common Assessment Framework introduced in England as part of the *Every Child Matters* initiative. This is the concept of *Additional Needs* that is summarized on Slide 14. For a brief account of the concept see the updated section on “[Inclusion and SEN](#)” on the ITT-SEAL website. At this point in the session the tutor may simply provide a short exposition of the concept. There may be an opportunity to initiate some active engagement by the trainees with it at a later point when issues of assessment are discussed.

Slide 15 displays a diagram that is much favoured in DCSF presentations on inclusion. If it is unfamiliar, tutors may find a commentary on the three key elements [on a series of pages on the Standards web site](#). Outlining the central ideas that are featured on the figure may involve repeating arguments that are already familiar to trainees who have already had general sessions on SEN. However, it will provide an opportunity to emphasise that these ideas apply as much to the diverse needs associated with learning EAL as they do to the diverse needs associated with SEN.

Slides 16 - 20 SEN or EAL? Clarifying the distinction

It is suggested that the tutor goes over the main points of Slides 16 - 19 quite quickly, laying the basis for Task 2 on Slide 20 which is intended to reinforce concepts and principles that have been covered since the last interactive discussion. The discussion of trainees’ feedback on this task should enable the tutor to underline that an adequate response to each of the three pupils must involve taking account of both the needs arising from their learning difficulties or SEN and their language learning needs. It should also be possible to encourage trainees to develop hypotheses about the possible contributions that language learning needs and cultural expectations might make to the different patterns of achievements and difficulties that are reported for the three children.

If it does not emerge from the trainees during the discussion, tutors may emphasise that the information they have been given about the children is extremely limited. So it would be sensible to couch their hypotheses in very tentative terms. In rare cases it may be necessary to challenge the expression of stereotypes during the discussion.

The trainees will no doubt raise many issues that would be relevant to monolingual White British children who had been born and brought up in the UK. While these will be welcome, it will be important that attention is also given to issues that arise because these particular children are learning English as an additional language, such as:

Saeed

- It is not possible to interpret the significance of Saeed’s limited command of English in the nursery without knowing how much English was used by those around him earlier in his life.
- The fact that his English improved slowly with extra help may lead us to be optimistic about the possibility of continued improvement. In order to make a judgment about that, it is necessary to know how much “extra help” he was given and what it involved.
- Trainees may be encouraged to develop possible hypotheses to explain why his proficiency in English may now be overtaking his proficiency in Punjabi, as reported by his father.
- In what ways might his social isolation in class be exacerbated by language and cultural differences? What observations can trainees suggest that would help a teacher to determine how far language differences are the main or only factors in his reported social isolation?

Awarala

- Recent arrival from overseas after no school experience in her country of origin is the salient fact that should permeate trainees' analysis of this child's educational needs. She needs not just EAL teaching but also learning opportunities to catch up on basic literacy, numeracy, IT and other basic academic skills.
- The fact that Awaral has no more knowledge of African geography and history than her UK-born peers from the Somali community needs to be interpreted in the light of the report that she did not attend school before arriving in Britain at the age of 10.
- Trainees might be encouraged to analyse the signs of immaturity in her behaviour and performance at school that go beyond what might be expected in the light of her history.

Bashir

- There are no obvious indicators in the vignette description that any of Bashir's difficulties are directly related to language differences. Trainees might be encouraged to discuss how they would suggest a teacher finds out whether any EAL factors lie behind the difference between his competence in classroom-based oral work and his weakness in written work. Those with a particular interest in this issue could be referred to recent research on how the writing of EAL learners in Key Stage 3 can be improved (See the ITT-SEAL materials on [*Developing writing skills in EAL*](#))

Slides 21 - 26 Legal definitions of SEN and core expectations of teachers

The third part of the session focuses on the framework of law and official guidance within which teachers must operate in this field. Slide 22 covers basic definitions that refer to ideas with which most trainees should already be familiar. If a tutor needs to elaborate on these definitions, the main point for our purposes is probably to emphasise the normative character of the definitions: a *learning difficulty* involves "a significantly greater difficulty in learning than the majority of children of the same age"; *special educational provision* refers to "provision additional to, or different from, that made generally for children of the same age" in the area. (Tutors who wish to read more extensively into the background of these definitions will find accounts that place them in their historical context in Chapters 1 - 2 of Wearmouth (2000) and in Chapter 3 of Frederickson and Cline (2009). A discussion of how SEN may be linked to socioeconomic background may be found in paragraphs 36 - 43 of a [House of Commons Committee report on SEN](#).)

The main slide for discussion here is Slide 23 which highlights the position of children learning EAL. Trainees can be encouraged to think actively about what the legal language means by asking them which single word they think is most important in the sentence. (The word "solely" is a good answer! Children learning EAL may have SEN but not *solely* because the language of their home is different from the language used at school. There must be other significant learning difficulties compared to the majority of children if the SEN legislation is to be applied to their situation.)

The practical implications of this clause in the Education Act are that:

- (a) Children learning EAL have particular language learning needs and abilities. This is not the same as special educational needs (SEN) and they should not be grouped with children with

SEN just because of their language learning needs. In general they are just as capable academically as other children, and they benefit from working alongside a full range of pupils, including competent speakers of their first language where possible and children who present good models of the use of English for academic purposes.

- (b) They should only have the Individual Education Plans (IEPs) that are written for children with SEN if they have been identified as having a SEN in addition to their EAL learning need. As will be seen in Session 2, an IEP for a child learning EAL who has learning difficulties can (and should) cover their exceptional language learning needs as well as their learning difficulties in relation to the core curriculum and basic academic skills.

Slides 24 - 25 are extracted from the [SEN Code of Practice](#). Trainees can be reminded that this is the mandatory point of reference for teachers and other professionals regarding procedures for the identification and assessment of SEN. It will be discussed in more detail in the second session.

Slide 26 presents a task that can be covered in buzz groups to end the session if time allows or can be set as a task for reflecting on afterwards if time has run out. Thinking of the three children who were discussed earlier how would trainees now:

- define key areas in which suitable learning challenges should be set for them as a priority;
- describe the diverse needs to which a teaching response is required;
- suggest how potential barriers could be overcome.

Their responses to these questions should take full account of EAL issues relevant to each pupil.

Further reading and references cited in the text

Frederickson, N. and Cline, T. (2009). *Special Educational Needs, Inclusion and Diversity: A Textbook*. Second edition. Buckingham: Open University Press

Wearmouth, J. (2000). *Special Educational Provision: Meeting the Challenges in Schools*. London: Hodder and Stoughton.

Appendix 1

Saeed (aged 7) was born in the UK to parents who had come here from the Punjab many years earlier. He was the second child in a family of four. When he first attended nursery at the age of three he was at the beginner level in English. His behaviour was a concern to the nursery teacher. The Educational Psychology service was called in. The parents were consulted. His mother said she could not understand his Punjabi. He was now picking up some English vocabulary, and his use of English has improved slowly with extra help. He is socially isolated in his class, and is seen by staff as “rather odd”. Academically he is not performing at the same level as his classmates; so the Language Support Service was contacted to request a mother tongue assessment. His father reported that Saeed’s English has now overtaken his Punjabi. During the assessment interview he tended to reply in English when spoken to in Punjabi, even by his father.

Awrala (aged 11) arrived in Britain with her mother a year ago as asylum seekers from Somalia. They were soon given leave to remain and came to live in the Lawrence Hill area of Bristol where her mother had a contact in the established Somali community. Their first language was Somali. Awrala had not attended school before arriving in Britain, and there was a delay in her starting school in the Bristol area. She was finally admitted to the Year 6 class in a primary school near her home in the spring term before she was due to transfer to secondary school. She was given the maximum EAL support available at the school. The part-time EAL teacher observed that her behaviour was immature for her age. She seemed very dependent on adults, though she appeared to enjoy the small group withdrawal lessons and was eager to learn. She could soon understand simple instructions in English, and her vocabulary and oral skills developed steadily. But she still reads slowly, spells poorly and is badly organized in all her school work. She is very far behind the rest of the Year 6 class in core academic skills and, particularly, in her understanding of subject or topic lessons in history, geography and science. Her knowledge of African geography and history is as limited as that of her UK-born peers from the Somali community. Her behaviour is seen by other children as “babyish”, and she has no friends in her own class, even among a tight-knit group of Somali girls who tended to play together a great deal. In the playground staff have noticed that she often prefers playing with younger children. She has other difficulties, including very bad eyesight which has only recently been detected. She now wears thick spectacles, for which she is often teased by other children. She is due to move to the local comprehensive school in September and is seen as “definitely at risk” after the transfer.

Bashir (aged 14), who is a wheelchair user, is the youngest in a family of three, all of whom have been born in London. Their father came from Egypt many years ago and met their mother, who is from Morocco, here. Bashir is unpopular among all groups of his peers, including other boys from the local North African Muslim community. He is constantly in trouble at school for inconsiderate and disruptive behaviour. He is also falling behind in most written school work, although he shows a lively intelligence in oral work in the classroom. His parents have not attended recent parents’ evenings, possibly because his father’s shifts changed and made the timing difficult for him.

Note that all names and locations have been changed to ensure anonymity.

Appendix 2

Extract from Frederickson and Cline (2009) pp. 155 - 156

...bias may affect the initial identification by teachers of pupils who may have SEN. For example, there are many more boys than girls identified as possibly having dyslexia (Riddell *et al.* 1994). It is often assumed that this is because biological factors predispose boys to be at greater risk for all language related disorders. Arguing from a different perspective Benjamin (2003) suggests that the lower rate of referral of girls may arise because girls with special educational needs are more adept at seeking out help for themselves in less obvious and disruptive ways than the boys. However, there is some evidence that *schools and teachers* play a role in this outcome. In a study in Connecticut when teachers were asked to identify children with learning disabilities, there was a preponderance of boys in the sample they selected. When tests were used alone to identify children at risk and the opinions of teachers were not sought, this male preponderance was reduced (Shaywitz *et al.* 1990). Similar data were reported by Wadsworth *et al.* (1992) with samples of children with reading disabilities in other areas of the USA and in the UK. Cline and Reason (1993) noted that in Shaywitz's study children who were identified as having a reading disability by the schools but not by the research team's tests were more likely to show behaviour problems at school. The subgroup numbers in this study were small, and it would be wrong to place too much reliance on a single finding. But the hypothesis must be: if children are a bit of nuisance in the classroom, it will be more likely that any learning difficulties they have are identified and action taken.