

# Learning from Each Other

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## **Abstract**

Research and discussions on inclusion and social justice highlight the need to ensure access to and success in education as central concerns. Educational and psychological research in the field of Specific Learning Difficulties / dyslexia is most usually concerned with measurement, the use of valid and reliable scales.

By contrast the application of a mixed methodology approach to research can integrate quantitative measurement of cognition with qualitative exploration of the experience, emotions and context of all the people involved. The Dyslexia and Multilingualism project (Mortimore et al, 2012) applied a mixed methodology to the evaluation of interventions for vulnerable learners with English as an additional language and combined statistical analysis of the impact of the intervention with questionnaires, focus groups and interviews to create a rich picture of the intervention. This paper will discuss the challenges and implications of the findings both for all the people involved and for the development of holistic inclusive practices in early intervention for literacy difficulties. It explores a fundamental principle of inclusive practices - what we learn from each other when we respond to and respects each other's views of the world.

## **Keywords**

Mixed methodology, Specific Learning Difficulties/dyslexia , English as an additional language, literacy interventions