

























- Lloyd, G., Stead, J., & Cohen, D. (Eds.). (2006). *Critical new perspectives on ADHD*. London, UK: Routledge.
- Lubeck, S., & Garrett, P. (1990). The social construction of the 'at risk' child. *British Journal of Sociology of Education*, 11(3), 327–341.
- Mehan, H. (1992). Understanding inequality in schools: The contribution of interpretive studies. *Sociology of Education*, 65, 1–20.
- McLaughlin, M., & Tilstone, C. (2000). Standards and curriculum: The core of educational reform. In M. McLaughlin & M. Rouse (Eds.), *Special education and school reform in the United States and Britain*. pp.38–66. London, UK: Routledge.
- OECD. (2007). *Students with disabilities, learning difficulties and disadvantages: Statistics and indicators*. Paris, France: OECD/CERI.
- OECD. (2008). *Growing unequal? Income distribution and poverty in OECD countries*. Paris, France: OECD.
- Oliver, M. (1990). *The politics of disablement*. Basingstoke, UK: Macmillan.
- Pollitt, C. (1993). *Managerialism and the public services*. Oxford, UK: Blackwell.
- Radoman, V., Nano, V., & Closs, A. (2006). Prospects for inclusive education in European countries emerging from economic and other trauma: Serbia and Albania. *European Journal of Special Needs Education*, 21(2), 151–166.
- Reid, K. (2009). The National Behaviour and Attendance Review (NBAR) in Wales. *Emotional and Behavioural Difficulties*, 14(1), 3–17.
- Riddell, S. (2006). *Special educational needs: Providing additional support*. Edinburgh, UK: Dunedin Academic Press.
- Riddell, S. (2012). *Policies and practices in education, training and employment for disabled people in Europe*. Brussels, Belgium: Network of Experts in Social Sciences of Education and Training.
- Riddell, S., Baron, S., & Wilson, A. (2001). *The learning society and people with learning difficulties*. Bristol, UK: The Policy Press.
- Riddell, S., Duffield, J., & Brown, S. (1994). Parental power and special educational needs: The case of specific learning difficulties. *British Educational Research Journal*, 20(3), 327–344.
- Riddell, S., & McCluskey, G. (2012). Policy and provision for children with social, emotional and behavioural difficulties in Scotland: Intersections of gender and deprivation. In T. Cole, H. Daniels & J. Visser (Eds.), *The Routledge international companion to emotional and behavioural difficulties*. pp. 57–68. London, UK: Routledge.
- Russo, C. J., & Osborne, A. (2011). Where the buck stops: Special education in the US. In N. Harris & S. Riddell (Eds.), *Resolving disputes about educational provision: A comparative perspective on special educational needs*. pp. 155–189. Farnham, UK: Ashgate.
- Tomlinson, S. (1987). *A sociology of special education*. London, UK: Routledge and Kegan Paul.
- Tomlinson, S. (1985). The expansion of special education. *Oxford Review of Education* 11(2), 157–166.
- Tomlinson, S. (2012). The irresistible rise of the SEN industry. *Oxford Review of Education*, 38(3), 267–286.
- Tsokova, D., & Becirevic, M. (2009). Inclusive education in Bulgaria and Bosnia and Herzegovina: Policy and practice. *European Journal of Special Needs Education*, 24(4), 393–406.
- UNESCO. (1994). *The Salamanca statement and framework on special needs education*. Paris, France: UNESCO.
- Vislie, L. (2003). From integration to inclusion: Focusing global trends and changes in the Western European societies. *European Journal of Special Needs Education*, 18(1), 17–35.
- Weedon, E., Ahlgren, L., Riddell, S., & Sugden, J. (2012). *The education of children and young people with a sensory impairment in Scotland*. Edinburgh, UK: Scottish Sensory Centre and centre for Research in Education Inclusion and Diversity.
- Willis, P. (1977). *Learning to Labour: How working class kids get working class jobs*. Aldershot, UK: Gower Publishing Company.

