Topics	Studies	Percentages
SEN+special education	96	15 %
disability	135	21 %
ongoing health issues	11	2 %
language	12	2 %
gay lesbian	8	1 %
broad/all/diversity	54	8 %
ethnicity	6	1 %
Aboriginal	10	2 %
at risk	10	2 %
gender	18	3 %
HIV	6	1 %
ADHD	13	2 %
autism	19	3 %
deaf	5	1%
behaviour	19	3 %
SEN and disability	17	3 %
immigrants and refugees	5	1 %
disengagement	5	1 %
poverty	8	1 %
gypsy/travellers	2	0.3 %
space	5	1 %
sustainability	3	0.4 %
other	61	10 %
combination	96	15 %
socioeconomic	4	1 %
Asperger	3	0.4 %
pedagogies	4	1 %
alternative provision	5	1 %

Table 1: Number of studies and percentages of topics of focus

Note: Percentages have been rounded to the nearest whole number and, and therefore, do not add up to 100 %.
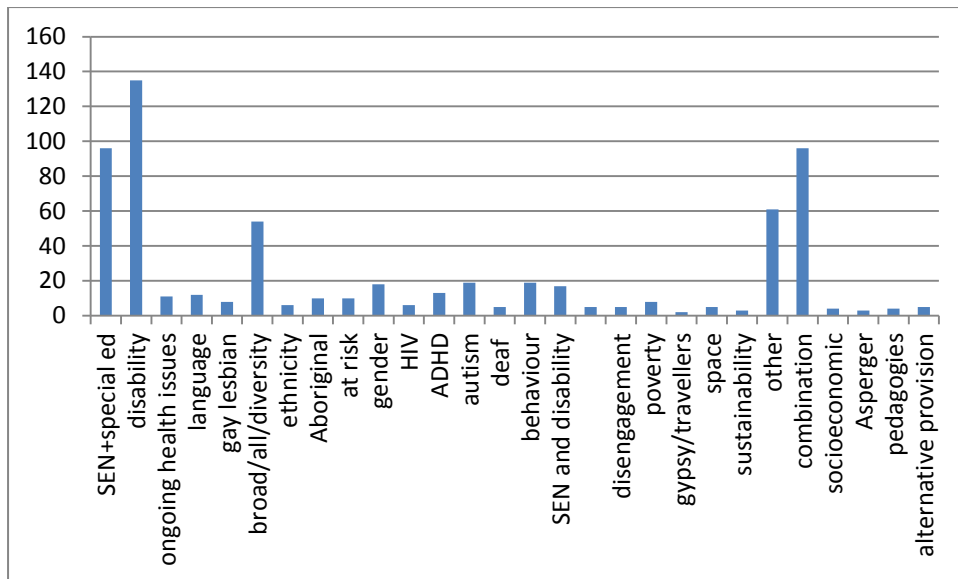
Figure 1: Topics of focus

Methodology	Studies	Percentages
qualitative	246	38 %
quantitative	76	12 %
mixed methods	51	8 %
evaluation	15	2 %
literature based	173	27 %
collaborative	20	3 %
meta- analysis	2	0.3 %
policy analysis	15	2 %
document analysis	5	1 %
textbook analysis	4	1 %
project description	20	3 %
discourse analysis	5	1 %
historical analysis	4	1 %
intervention	4	1 %

Table 2: Methodologies used in the studies
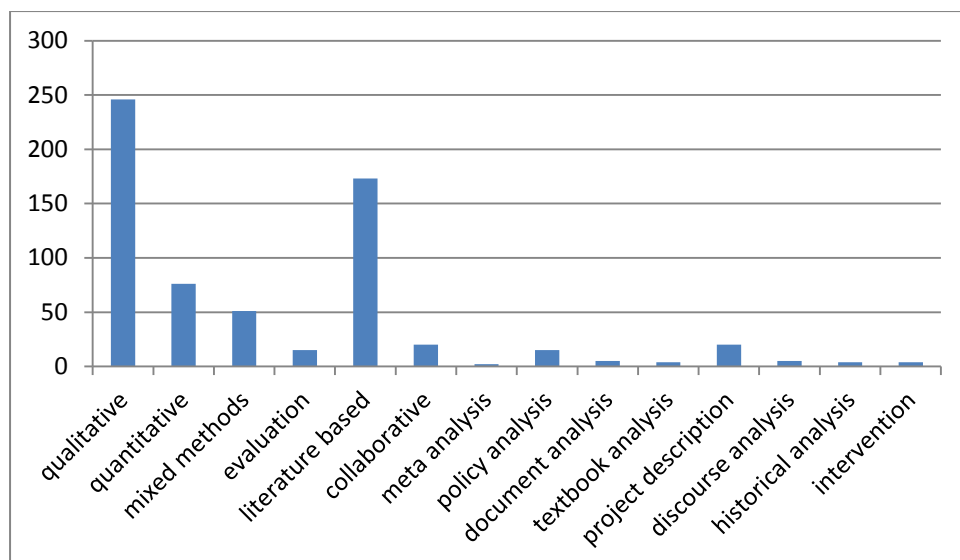*Note: Percentages have been rounded to the nearest whole number, and therefore, do not add up to 100 %.*

Figure 2: Methodologies used in the studies

Article	Country
1. Mel Ainscow, Tony Booth & Alan Dyson (2006) Inclusion and the standards agenda: negotiating policy pressures in England, International Journal of Inclusive Education,10:4-5, 295-308.	England, UK
2. Caroline Mueller (2006) Creating a joint partnership: including Qallunaat teacher voices within Nunavik education policy, International Journal of Inclusive Education, 10:4-5, 429-447.	Canada
3. Pat Thomson & Helen Gunter (2008) Researching bullying with students: a lens on everyday life in an 'innovative school', International Journal of Inclusive Education, 12:2, 185-200.	England, UK
4. Suzanne Carrington , Derek Bland & Kate Brady (2010) Training young people as researchers to investigate engagement and disengagement in the middle years, International Journal of Inclusive Education, 14:5, 449-462.	Australia
5. Anne Kellock (2011) Through the lens: accessing children's voices in New Zealand onwell-being, International Journal of Inclusive Education, 15:1, 41-55.	New Zealand
6. Ann M. Grieve & Irene Haining (2011) Inclusive practice? Supporting isolated bilingual learners in a mainstream school, International Journal of Inclusive Education, 15:7, 763-774.	Scotland, UK
7. Susie Miles (2011) Exploring understandings of inclusion in schools in Zambia and Tanzania using reflective writing and photography, International Journal of Inclusive Education, 15:10, 1087-1102.	Zambia and Tanzania

8. Srikala Naraian , Dianne L. Ferguson & Natalie Thomas (2012) Transforming for inclusive practice: professional development to support the inclusion of students labelled as emotionally disturbed, International Journal of Inclusive Education, 16:7, 721-740.	USA
9. Alicia A. Broderick , Greta Hawkins , Stefanie Henze , Corinthia Mirasol- Spath , Rachel Pollack-Berkovits , Holly Prozzo Clune , Elizabeth Skovera & Christina Steel (2012) Teacher counternarratives: transgressing and 'restorying' disability in education, International Journal of Inclusive Education, 16:8, 825-842.	USA
10. Kyriaki Messiou (2012) Collaborating with children in exploring marginalisation: an approach to inclusive education, International Journal of Inclusive Education, 16:12, 1311-1322.	England, UK
11. Veronica Elizabeth Morcom & Judith Anne MacCallum (2012) Getting personal about values: scaffolding student participation towards an inclusive classroom community, International Journal of Inclusive Education, 16:12, 1323-1334.	Australia
12. Jo Raphael & Andrea C. Allard (2013) Positioning people with intellectual disabilities as the experts: enhancing pre-service teachers' competencies in teaching for diversity, International Journal of Inclusive Education, 17:2, 205-221.	Australia
13. Alison Wrench , Cathryn Hammond , Faye McCallum & Deborah Price (2013) Inspire to aspire: raising aspirational outcomes through a student wellbeing curricular focus, International Journal of Inclusive Education, 17:9, 932-947.	Australia
14. Michal Razer, Victor J. Friedman & Boaz Warshofsky (2013) Schools as agents of social exclusion and inclusion, International Journal of Inclusive Education, 17:11, 1152-1170.	Israel
15. Kyriaki Messiou (2014) Working with students as co-researchers in schools: a matter of inclusion, International Journal of Inclusive Education, 18:6, 601-613.	England, UK
16. Andy Brader, Allan Luke, Val Klenowski, Stephen Connolly & Adib Behzadpour (2014) Designing online assessment tools for disengaged youth, International Journal of Inclusive Education, 18:7, 698-717.	Australia
17. Paul Molyneux & Debra Tyler (2014) Place-based education and pre-service teachers: a case study from India, International Journal of Inclusive Education, 18:9, 877-88.	Australia and India
18. S. Anthony Thompson, Wanda Lyons & Vianne Timmons (2015) Inclusive education policy: what the leadership of Canadian teacher associations has to say about it, International Journal of Inclusive Education,	Canada

19:2, 121-140.	
19. Laurette Bristol (2015) Leading-for-inclusion: transforming action through teacher talk, International Journal of Inclusive Education, 19:8, 802-820.	Australia
20. Kyriaki Messiou & Max A. Hope (2015) The danger of subverting students' views in schools, International Journal of Inclusive Education, 19:10, 1009-1021.	England, UK

Table 3: Collaborative and transformative studies