

## TABLE OF CONTENTS

<b>Acknowledgments</b>		<b>xi</b>
<b>Chapter 1:</b>	<b>Introduction</b>	<b>1</b>
	Thinking linearly about students with PMLD	1
	Students with PMLD as agents	4
	A word of caution	6
	Outline of the book	8
<b>Chapter 2:</b>	<b>Cartographies of PMLD</b>	<b>9</b>
	Defining PMLD	9
	Mainstream or special schools	13
	Planning for the education of students with PMLD	17
	Conclusion	20
<b>Chapter 3:</b>	<b>In-between Derrida, Deleuze and Guattari</b>	<b>23</b>
	Linear thinking – Structure thinking	25
	Living <i>otherwise</i> : Derrida	29
	Living <i>otherwise</i> : Deleuze and Deleuze–Guattari	40
<b>Chapter 4:</b>	<b>The research and writing process</b>	<b>47</b>
	(Re)Formulating the research	47
	Stories	53
<b>Chapter 5:</b>	<b>Today, <i>another</i> school day. Settling in</b>	<b>57</b>
	Story One: Finding a place	57
	Story Two: Morning assembly	66
	Story Three: Tantrums	75
	Story Four: Rain, rain and more rain	84
<b>Chapter 6:</b>	<b>In the <i>middle</i> of the school day</b>	<b>95</b>
	Story One: Finding a position	95
	Story Two: Humming away	104
	Story Three: The party invitation	112

TABLE OF CONTENTS

<b>Chapter 7:</b>	<b>At the end of <i>another</i> school day</b>	<b>123</b>
	Story One: The dance: Tip tip tippiti tip	123
	Story Two: Smile please	133
<b>Chapter 8:</b>	<b>Conclusion</b>	<b>139</b>
	Planes of sense-making – Establishing a style	140
	An appendix: A fantastic decomposition of the “I”	145
	P is for political, or professional, or PMLD	146
	Conclusion: Desire	155
<b>References</b>		<b>159</b>