

The *Terms of Reference* asks this Review to identify best practices in the delivery of inclusive education. The best practices outlined in section III (A) of the Background Research Report were identified in the context of the following research. The approach in compiling these resources was to identify sources that address the Supreme Court of Canada’s focus on the systemic elements of discrimination.¹ These sources offer several aspects of systemic analysis and approaches, from varying perspectives, with respect to the research areas directed by the *Terms of Reference*. There are also many approaches to individual accommodation proposed in the following resources. Many of these sources were identified by participants to the consultation process pursuant to this Review. The literature has been annotated in order to provide greater clarity and depth of analysis for this Review. Although there is a large body of literature reviewed and annotated here, this cannot be considered a comprehensive review of the field.

Bunch, Gary

Inclusion: How To: Essential Classroom Strategies (Toronto: Inclusion Press, 1999)

This resource offers many excellent strategies for including students with disabilities, and also for developing a welcoming and inclusive classroom community. Strategies such as weekly class meetings (opening and closing the class or day) for sharing information, discussion of what will happen that week, special events, and “mutual support” needs. These strategies involve students in decision-making and help them recognize the social and community relationships in the class and the school. This also provides a non-threatening and familiar routine that helps many children become engaged in their learning community. Further suggested strategies work on building relationships in the school and in

¹ The Newer Reflections of the Light, discussed in section II A of the Background Research Report.

the broader community. Some simple strategies include displaying all student work and art, not just the best, most correct, or most conventionally attractive.

This author also advocates ensuring that disability and other forms of diversity are clearly represented in reading materials available in the class and library. This practice will help to address disability and diversity honestly and openly with students which is also a good strategy according to this author. Involving all students in helping each other and building on their strengths or gifts is a common refrain.

With regard to curriculum this author states that “expecting a child to fit into a set curriculum at any grade is a prescription for frustration for the teacher and failure for the child” (at 25) –this author advocates that the inclusive teacher teaches to the student, bearing in mind the essential knowledge represented by the curriculum. The author suggests that teachers keep the elaborated details available for students who wish and are able to master them in addition to the essentials. Collaboration with other teachers, resource teachers, students, community resources and others is presented here as essential for inclusion. Another important strategy presented in this resource rests on a social theory of learning, that learning in isolation is not as effective as learning through interactive opportunities, including learning from other students (peers or older students). Numerous other specific strategies are presented with regard to the issues of modifying curriculum, cooperation and collaboration, diverse learning styles and multiple intelligences.

Bunch, Gary & Angela Valeo

Inclusion: Recent Research (Toronto: Inclusion Press).

This useful collection and annotation of articles and research organized around a variety of topics relevant to inclusion is slightly dated, but shows a good foundation of evidence supporting many of the claims of inclusive education. In addition, some of the research compares and provides empirical support for the preference of some approaches over others. Some of the significant findings

include empirical studies of peer tutoring in mathematics leading to improved test scores and other indicators of improvement for both the tutor and the tutee, particularly where older tutors assisted younger tutors and where both were underachievers in math.

Other significant findings relate to behaviour management, including empirical evidence concerning the relationship between environment and behaviour and behaviour as communication. Significantly, several studies found that reflective practice aimed at discovering the triggers of disruptive or inappropriate behaviour followed by strategies aimed at addressing the precipitating factors (including reflections on teacher behaviour as a contributing factor) were very effective in reducing behaviour problems. This was particularly the case when the reflection included a global view of the student's environment (extending beyond the school to look for triggers –and involving other intervenors and parents in the student's life).

These authors also review research on the use of “paraprofessionals” (i.e., TA), but conclude that at that time, there was very little study published on the use of the TA. A significant amount of research on teaching strategies and the impacts on students' self-esteem and performance is also presented.

Bunch, Gary & Judy Lupart, Margaret Brown

Resistance and Acceptance: Educator Attitudes to Inclusion of Students with Disabilities (Faculties of Education at York University, University of Calgary and the College of Education at Acadia University, April 1997)

This report is a national study of educator attitudes toward the inclusion of students with challenging needs. The data sources for the report include an educator opinion survey, voluntary spontaneous written comments from the last page of the educator opinion survey, and individual, in-depth interviews with educators. The results indicate two predominant themes in educator attitudes. The first is related to concerns about work load, adequacy of pre-service and in-service professional development, and administrator support. The second theme is related to positive beliefs regarding inclusion. Regardless of the aspect of

inclusive practice considered, workload and support concerns were brought out by many educators.

The implications for government from this report were identified as including the consideration of the implementation of a “Ministry of the Child” which would bring together policies and resources presently spread over a number of ministries. Further issues of importance identified were the need to clarify system policies, and the need to prepare the system, and the professionals working in the system. Support and advocacy agencies were seen to have a valuable role in supporting inclusion through family support, provision of resources, and research. Faculties of education were seen to have a role in fostering collaborative relationships with teachers and in doing research. The primary implications for faculties of education were: the development of pre-service courses and activities focused on equity in educational provision, the development of teacher competency for inclusive education, practicum experience in inclusive settings, the development of model programs, collaboration with school systems and teacher federations on in-service and professional development, and the initiation of active research agendas.

Generally, the conclusion that inclusive education is seen as an educationally sound proposition by Canadian educators was drawn with the caveat that all actors must collaboratively and creatively work toward increasing the capacity for schools and general education teachers to effectively include all students.

Bunch, Gary & Kevin Finnegan

“Crucial Terms for Inclusion and Special Education: Confusion in Education for Learners with Disabilities” preliminary conclusions provided by the authors May 2005.

This project synthesizes a scan of Canadian literature, responses to the Critical Terms Questionnaire completed by educators across Canada and the comments of focus group participants across Canada. The goal of the project is to identify common definitions to crucial terms and identify whether terms are

more associated with a Special Education Model or an Inclusion model of education. The following definitions have emerged:

Alternate Placement: This term is associated with the Special Education Model and refers to the placement of learners with disabilities in one of the special settings of the continuum of services model. Such settings are considered required by learners with disabilities who need specialized teachers and specially designed curricula on a full-time or part-time basis to meet their needs. Sharp disagreement emerged on whether alternate settings will always be required or whether general education could actually meet all children's needs.

Cascade/Continuum Model: This model is fundamental to the Special Education Model. It is based on a series of possible placements based on the extent of student needs. Placement options begin with full-time regular classroom and move to increasingly specialized and segregated settings. The use of the term Cascade/Continuum connotes a process within which student placement changes as needs change.

Collaboration: This term refers to a planning team of diverse membership whose primary members are educators and parents, but with the capacity to include others as appropriate. The planning team comes together with a voluntary and un-coerced attitude. The mandate of the team is to develop and monitor program goals for learners with disabilities, expanding past problem solving to consider the whole person. The team is characterized by shared responsibility and accountability as well as parity among members. Associated primarily with the Inclusive Model, collaborative planning may be used in support of the educational program of any learner with disability.

Congregating Class: This term refers to the establishment of a segregated class based on similar needs and abilities of learners with disabilities. The term is synonymous with the terms special class and self-contained class. It is

associated with the Special Education Model. (Many participants also noted that in practice this approach often ends up being a “catch all” of students with varying needs).

Facilitator: This refers to a resource role focused on the support of inclusion. The responsibilities of this role are various. They may orient on individual programs, school-wide support of inclusion, or both. Duties may be carried out in the regular classroom, at a distance from the regular classroom, or both. The core purpose of the role is the coordination of people and resources.

Inclusion: Inclusive education refers to the educational practice based on the philosophical belief that all learners, those with and without disabilities, have the right to be educated together in age-appropriate class groups, and that all will benefit from education in the regular classrooms of community schools. Within these settings teachers, parents, and others work collaboratively. They make use of appropriate and sufficient resources to interpret and enact the regular curriculum in a flexible manner in accordance with the individual abilities and needs of all learners.

Bunch, Gary & Nadira Persaud

Not Enough: Canadian Research into Inclusive Education (North York, Ont. L’Institut Roeher Institute, 2003)

This report summarizes a series of national consultation sessions with provincial/territorial departments of education, school systems, national advocacy and support groups, persons with disabilities, federations of educators, research and service centres, and early childhood, elementary, secondary, and post-secondary educators. The main conclusion of the consultation sessions was that a significant rift emerged within the consultation sessions. One side favoured inclusion for all students all the time and the other preferring the continuance of the special education model for some students and in some circumstances. Both sides agreed that the lack of Canadian research around inclusive education was

a major barrier to bringing clarity to the situation. Research needs expressed by the consultation participants include: research in human rights and social justice, professional development for teachers (particularly in Faculties of Education which tend to stress preparation for working in a special education model), provision of inclusive service in remote or rural areas, professional development for educational assistants, best practices for inclusive education, the effects of inclusive education, the specific challenges of inclusion in secondary school, post-secondary education, cost and inclusive education (particularly as compared to special education models), and nation-wide studies.

Canadian School Boards Association

“Rural Schools: Centres of Community Performance Partnerships”, Action Report Prepared for Council of Ministers of Education Canada (January 2005)

This report provides a national perspective on the challenges of providing and sustaining high-quality public education in rural communities. The report defines rural as a community with less than 10,000 residents, outside the commuting range of a larger centre and where less than 50% of employed residents commute to a larger urban centre. This study establishes that nationally, rural communities and schools share many characteristics. These characteristics include (but are not limited to):

- low enrolments in each grade in schools
- less than four classrooms at the elementary level
- few if any additional facilities (e.g, gym, library),
- high teacher turnover
- high drop-out rates
- poor attendance due to weather, family and farm work,
- rural depopulation and declining enrolment,
- distance,
- isolation,
- lack of equality in learning outcomes,
- difficulty with specialist recruitment and retention,

- lack of training and professional development opportunities specific to rural education, and
- extra distances and costs involved with rural education.

This resource highlights the important role of schools in rural community development including the enhancement of potential for the development of recreational facilities, government service centres, adult education centres, early learning and child care centres, citizenship building and as an agent of community economic development.

The recommendations flowing from this report are:

1. Set a five-year priority to promote successful rural community performance partnerships
2. Develop an action plan to achieve this goal including;
 - a. investing in communities, strengthening services to families, and guaranteeing equality of opportunity for all Canadians regardless of where they live;
 - b. examining a federal/provincial partnership to create effective adult education models to serve the needs of adults who were unable to complete school;
 - c. initiating a research program focusing on what motivates students to perform well in rural schools, issues faced by First Nations students
 - d. developing a conceptual model of the “high performing rural school”
3. Accept CSBA’s offer to work with CMEC (Council of Minister’s of Education of Canada) on this national initiative.

Cook, Bryan G. and Melvyn I Semmel,

“Peer Acceptance of Included Students with Disabilities as a Function of Severity of Disability and Classroom Composition.” 33(1) *The Journal of Special Education* (1999).

This article challenges traditional assumptions that the more severe a student’s disability, the less likely they are to be accepted by their peers. These authors outline several competing sociological theories that try to explain peer acceptance behaviour. These authors conclude with the analysis of the model of

“differentiated expectations” which posits that group members differentiate their expectations of individuals who are obviously and severely atypical, and thus anticipate and excuse their aberrant behaviour.

In inclusive classrooms, classmates may use obvious indications of a severe disability to adjust their expectations...When students with mild disabilities exhibit atypical and potentially threatening behaviour, it may lead to peer rejection rather than be excused or accepted. Paradoxically, students with mild disabilities may not be accepted in inclusive environments because they do not consistently exhibit obvious and qualitative differences...

Dei, George J. Sefa, et.al.

Removing The Margins: The Challenges And Possibilities Of Inclusive Schooling
(Toronto: Canadian Scholars' Press, 2000)

Inclusive Schooling: A Teacher's Companion To Removing The Margins
(Toronto: Canadian Scholars' Press, 2002)

This work truly pushes the boundaries of understanding the extent of systemic barriers contained in the written and unwritten educational curriculum and pedagogy. This work draws on field research done through the Ontario Institute for Studies in Education, in several diverse communities of Toronto, Ontario. This short passage gives an idea of the basic premises and essential themes presented by these authors.

Integration is seen as an add-on to an otherwise Euro-centred curriculum...and situates them [those who are different] on the peripheries of the dominant educational discourses and practice...The dynamics and interrelations of difference (race, class, gender, religion, language, ability and sexuality) are critically explored...our approach furthers the work of anti-racism education by addressing the need for multiple centres of knowledge to be represented in schools and specifically outlines indigenous, spiritual and community-based knowledge among those centres...by interpreting these as specific sites of knowledge and empowerment, we build on the existing approach to critical and inclusive models of education. This considerably broadens the possibilities for rethinking education through the more holistic emphasis on the multiple ways of knowing, communicating and

making sense of the world become part of a new pedagogy of inclusion.” (*Teacher’s Companion* at 9)

Fialka, Janice

“Nudging the Network”, in *Inclusion News 2004* (Inclusion Press International)

This short anecdotal story as told by the child’s mother, is about a young child with significant intellectual disability (and some mobility difficulty) who joined a neighbourhood basketball team. The student attended all the practices and games and the players, coaches and referees developed a spirit and affection for him. The coach would put the student into the game usually for the last couple of minutes, but by this point the student’s low muscle tone body and mind were tired from sitting on the bench and it was difficult for him to get focused or really do much of anything. By the last game of the season, the team and coach developed a plan to make the last game for this student his best. They planned to put him in at the beginning of the game, he would play most of the game, the other players would keep passing to him, the referee would allow his version of dribbling, even the opposing team was in on the plan to allow this student to make a basket, the crowd would cheer and he would be carried off on their shoulders.... The good intentions and wonderful spirit flourished, unfortunately over the course of the season, the student had not really learned how to play basketball. The student, once in the game, would duck or avoid the ball, or worse be hit by the ball. The attempts to include the student in this last game having failed, normal play resumed and the student easily moved to resume his normal position on the sidelines.

In response to this situation, the student’s parents felt very conflicted. The good intentions of the team had allowed their son to be physically present on the team and to be an inspiration for tremendous feelings of good will. The parents, though, in reflecting on the situation, advocate that: “Perhaps the goal might not be to have Micah carried out of the gym on the shoulders of his cheering teammates at the last game of the season...The more practical, and perhaps more noble, goal is having one of Micah’s teammates slap him on his back while

walking out of the gym, saying “Hey, Micah, great catch. You’re getting closer to making that basket.” She concludes: “Maybe that’s really how you score in the game of life”.

Giangreco, et. al.

“Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities” 64(1718) *Exceptional Children* (fall 1997).

This study presents data showing the effects of the proximity of instructional assistants on students with multiple disabilities who are placed in general education classrooms. Based on extensive observations and field interviews, analysis of the data highlights eight major findings of educational significance, all related to proximity of instructional assistants. Categories of findings and discussion include (a) interference with ownership and responsibility by general educators, (b) separation from classmates, (c) dependence on adults, (d) impact on peer interactions, (e) limitations on receiving competent instruction, (f) loss of personal control, (g) loss of gender identity, and (h) interference with instruction of other students. This article concludes with implications for practice related to policy development, training, classroom practices, and research.

Giangreco, Michael, et. al

“The Tip of the Iceberg: Determining Whether Paraprofessional Support is Needed for Students with Disabilities in General Education Settings” 24(4)*JASH* 1999 281-291

This article describes the current situation regarding the use of paraprofessionals in the United States (paraprofessional being a global term encompassing teacher assistant, teacher aide, instructional assistant, etc.). The situation in the United States appears at first glance to be similar to that in Canada where paraprofessionals are increasingly used to support the inclusion of students with disabilities. Two inadvertent detrimental effects of this practice are identified. First, the excessive proximity of paraprofessionals to a student with a disability interfered with peer interactions and contributed to limited

involvement of the general education teacher with the student with disabilities. This in turn contributed to isolation. Second, this practice often led to the least trained adults working with students who have the most complex learning challenges. An interesting international comparison is drawn between the United States and Italy where in 1999 only about 10% of Italian schools reported employing paraprofessionals to support students with disabilities. Italians claim to better support inclusion by ensuring relatively small class size and correspondingly small special educator caseloads compared to schools in the United States. These authors propose guidelines (with significant elaboration of each) for deciding whether paraprofessional support is necessary in an individual case. These guidelines are:

- 1) Rely on collaborative teamwork
- 2) Build capacity in the school to support all students
- 3) Consider paraprofessional supports individually and judiciously
- 4) Clarify the reasons why paraprofessional supports are being considered
- 5) Seek a match between identified support needs and the skills of the person to provide the supports
- 6) Explore opportunities for natural supports
- 7) Consider school and classroom characteristics
- 8) Consider special educator and related services caseloads
- 9) Explore administrative and organizational changes
- 10) Consider if paraprofessional support is a temporary measure.

Hanley-Maxwell, Cheryl, et. al.

“Schools of Authentic and Inclusive Learning” Research Institute on Secondary Education Reform (RISER) for Youth with Disabilities.

This review focuses on “authentic learning” as a marker for successful outcome and achievement. These authors also emphasize the need for high expectations for children with disabilities and involving parents in the educational process. According to these authors, authentic learning has three essential features:

1. *Construction of Knowledge*, in which students take information and construct (not merely reproduce) knowledge using higher order thinking processes (e.g., organize, synthesize, interpret, explain, evaluate) to transform information into knowledge.
2. *Disciplined inquiry*, in which students draw on the established knowledge base...to conceptualize problems in terms of the discipline (e.g., using the scientific process to understand biology), and elaborate their inquiry via extensive writing.
3. *Value beyond school*, in which students generate products of learning that have an audience or value beyond the classroom (e.g., published poetry, collection of data for genuine research projects). Such products contrast with products that exist primarily or solely for the purposes of educational evaluation (e.g., tests, quizzes, papers that only teachers read).

Hofman, Roelande H

“Staff development and commitment for a successful inclusion policy”,
International Journal of Inclusive Education 7(2) (Apr-June 2003)

This study examines schools across the Netherlands after a national inclusion policy was implemented. The analysis consists of an empirical collection of staff development strategies and their impact on referral rates of students to special education schools. Schools that maintained the lowest number of referrals did not necessarily implement an inclusion coordinator in each school, although they did implement a “pupil-care system” on a school-wide basis (this is roughly analogous to student services teams –though with a potentially broader mandate). Rather than implementing skill improvement at the school-wide basis, successful schools were situated in networks that implemented network wide courses to improve teacher skills as well as courses on implementing pupil care systems. Successful networks implemented a coordination policy and plan. There was a positive correlation between the commitment to the goals of the network and a successful inclusion policy.

Irwin, Sharon Hope, et. al.

Inclusion: The Next Generation in Child Care in Canada (Wreck Cove, NS: Breton Books, 2004)

This analysis of inclusion in child care and pre-school settings draws on data coming from two main studies. Study 1 looked at the effects of directors as leaders on inclusion practices and on staff attitudes, training and efficacy. Study 2 examined the essential resources for quality inclusion. This last study used questionnaires, interviews and observations of 32 child care centres in four provinces. Generally, the outcomes of these studies showed a significant relationship between the leadership of a centre director and its staff attitudes as well as the effectiveness of inclusion in the child care setting. Generally there was a significant relationship between the overall program quality and the quality of the inclusion efforts. Centres that effectively implemented inclusion had stable, additional staff above ratio, most often an in-house resource teacher. These centres also invested considerable time and energy to learn more about inclusion through conferences, workshops, and in-service training. Staff in these centres had strong relationships with parents and benefited from effective support from a range of specialists and agencies in their community. Centres that demonstrated low inclusion quality often lacked the critical human resources to support inclusion within their centres. These centres also manifested lower program quality and limited physical resources to support inclusion. These missing or weak components could rarely be compensated for by other external factors. Furthermore, it was found that high inclusion quality requires ongoing support if the success is to be sustained over time. The loss or withdrawal of trained and committed resource personnel can destabilize a centre's effectiveness. Program quality and inclusion quality must be nurtured and recreated on an ongoing basis.

The second purpose of Study 2 was to evaluate the effectiveness of different resource models. Model (A) involved funding of an in-house resource teacher or additional Early Childhood Educator above ratio. Model (B) involved

the provision of supports such as training, consultation, and program assistants on a case-by-case basis, allocating resources that “follow the child”. Several differences were noted in the outcomes of these two models. Centres following model A enrolled more children with special needs on a continuing basis and included more children with more complex needs. The ongoing capacity to sustain effective inclusion over time was increased in model A. Training for all staff, as well as leadership and commitment were more significant in model A. It was noted that children with disabilities were more likely to be accepted and engage freely with all teachers and activities in model A. In contrast, it was observed in model B that support from part-time, temporary program aides often led to “segregated inclusion” with the child and their aid often on the periphery and fewer interactions with peers and staff taking place. Finally, this study finds that staff attitudes and beliefs reflect their level of training, their experiences with inclusion in their programs, and the supports available to assist them to be successful.

Critical factors for inclusion identified by this study are:

- high overall program quality,
- having a centre that is accessible and well-designed to permit easy transitions between areas,
- committed and well-trained staff including an in-house resource teacher,
- director and staff are active learners who attend conferences and workshops on inclusion to extend their knowledge and skills,
- external supports and collaboration from specialists with particular expertise.

Kasa-Hendrickson, Christi

“There’s No Way This Kid’s Retarded’: Teachers’ Optimistic Constructions Of Students’ Ability”, Roger Slee Ed., *International Journal Of Inclusive Education* 9(1) (Jan-Mar 2005)

Through a series of classroom observations and teacher interviews, this author outlines a process through which teachers come to question a diagnosis of mental deficit among non-verbal autistic students after observing behaviour that suggested that the diagnosis was erroneous. Once these teachers accepted an optimistic construction of these students' abilities, they began to change their notions and expectations for the demonstration of understanding and knowledge. This led to the use of strategies that did not rely on traditional modes of demonstration such as verbal or written communication. These strategies included commitments to literacy opportunities even when children did not demonstrate typical reading competence (i.e., the ability to read out loud).

Learning Partnership,

"A Complex Problem, With No Easy Solutions"(Fall 2004),
www.thelearningpartnership.ca

This report is based on the publication *Students At Risk: A Review of the Research*, prepared for the Learning Partnership by Dr. Ben Levin of the University of Manitoba. This report focuses on the emerging group of students labeled "at risk", which this report defines as a student "whose past or present characteristics or conditions are associated with a higher probability of failing to complete high school". This report proposes and discusses three measurements to convey the degree of risk facing students in Canada, the child poverty rate, the high school dropout rate and the Statistics Canada vulnerability index. This review takes the approach that efforts to improve schooling results for vulnerable students are not new. By reviewing appropriate measurement data we can make the efforts more effective at minimizing the risks. The report outlines common risk factors and some approaches that support resilience or are directly aimed at reducing the impact of the risk factors. The author laments that despite the popularity of services to needy students in schools (breakfast and lunch programs, winter clothing programs etc.), there is little evidence on the outcomes

of such programs. This author proposes that a limitation of this kind of program is that it does not directly address academic achievement.

Lupart, J. and Andrews

The Inclusive Classroom: Educating Exceptional Children (Scarborough: Nelson Thompson Learning, 2000)

This well written and very insightful text sets the goals of inclusive education as: lifelong learning, equity and equality, learning and thinking, school-home partnership, living and learning in a community, and academic and social competence. These authors state that the implementation of inclusive education requires: collaboration and consultation in schools, adaptive instruction [this is much broader than simply differentiated instruction], teachers' beliefs, values and attitudes, enabling conditions for inclusive education, professional training and development, pooling resources, and administrative leadership and support.

These authors advocate that inclusive education will not put special education staff out of a job. Rather than lose this body of knowledge and expect general education teachers to somehow pick it up, inclusive education will use the specialization to collaborate with general educators in various creative ways to ensure proper support for inclusion (this means that special educators no longer retain responsibility for special education students –rather they work more directly with general education teachers who take responsibility for all students in their class). These authors also suggest that class composition should reflect natural rates of incidence in the population.

This text provides a detailed examination of many structural elements that can be barriers to inclusion. Particularly these authors look at: collaborative teaming, proactive classroom management, authentic assessment, authentic pedagogy, social skills and teaching academics. Particularly, with regard to collaborative teaming, these authors point out that teachers have traditionally been trained to work in isolation. In order to provide the optimal climate for inclusion, skills in cooperation and collaboration must be fostered among

teachers. The space and time for this process to take place must also be provided. Much more analysis and scores of suggested strategies are provided in all areas mentioned above.

Lyson, Thomas,

“What Does School Mean To a Community? Assessing the Social and Economic Benefits of Schools in Rural Villages in New York”, 17(3) *Journal of Research in Rural Education* (winter 2002) 131-137

This article focuses on communities with populations less than 2500 people, communities these authors define as rural. The article identifies many of the challenges faced by rural communities and the important role played by the school in a rural community as the social hub for sports, theatre, music, and other civic activities. The vitality of a rural community for young and old is tied very closely to the existence and strength of the school.

McLellan, Kathryn,

“Inclusionary Practices: Analysis After Eighteen years of Implementation. Are we there yet?” [submitted to Fairfax University, USA in requirement for a Doctorate of Education]

This work provides a literature review of the emerging field of inclusive education. In addition the author conducts a survey and examines the impact from focus groups in one Anglophone New Brunswick district, offering recommendations for the district. The literature review concludes that collaborative consultation and school wide support models of service delivery are the preferred approaches in the emerging field of inclusive education. This author questions how the efficacy of school wide support models ought to be measured and suggests that the collection of “baseline numbers of students with exceptionalities as compared to the numbers after a school wide support and intervention model had been in place for a few years. If this model were

effective, we would see a reduction in the numbers of students referred and identified for special services.

The survey and focus groups conclude that in general a great deal of improvement has happened since the implementation of inclusion in 1985, prior to which no service was provided to exceptional students in regular New Brunswick schools. The survey and focus groups identified that communication and involvement with the parents of students with exceptionalities and with advocacy stakeholder groups is an area needing improvement. This process also concludes that the knowledge base and qualifications of professionals and para-professionals who assist students with exceptionalities needs improvement.

Marks, Susan Unok & Carl Schrader, Mark Levine

“Paraeducator Experiences in Inclusive Settings: Helping, Hovering, or Holding Their Own?” 65(3) *Exceptional Children* 315-328 (1999)

The research in this article records the perspectives and experiences of 20 para-educators working toward the inclusion of students with disabilities who also present significant behavioural challenges. The inclusion students were in Grades K through 8 and represented a range of disability categories (e.g., autism spectrum disorder, serious emotional disturbance (SED), learning disability, attention deficit/hyperactivity disorder). Findings from this study indicate that para-educators tend to assume high levels of responsibility for managing the academic and behavioural needs of special education students in inclusive settings. This tendency appears to be due to the nature of the job, which can create conflicting roles in meeting both the needs of inclusion students as well as those of general education teachers.

New Brunswick Association for Community Living

“Position Paper on the Roles and Responsibilities of Teacher Assistants within an Inclusive Education System” (July 2004)

This position paper outlines some practices in New Brunswick with regard to teacher assistants based on anecdotal evidence from parents and educators. Many of the practices and use of teacher assistants in New Brunswick are in accord with practices across the United States as outlined in Giangreco et. al. and Marks et.al. outlined in this annotated Literature Review. Some practices particular to New Brunswick include the TA day being shorter than the rest of the school day leading to some children being encouraged or required to take the “disability” bus which arrives later and leaves earlier than the other children. Also, in some cases TAs are not paid during exam times resulting in school ending up to two weeks early for some students. The seven recommendations presented are:

- 1) Consistent implementation of inclusive school practices
- 2) Role Clarification
- 3) Education and training for educators
- 4) Direct education and training for teacher assistants
- 5) Education and awareness for parents
- 6) Promote and implement peer support strategies
- 7) Develop greater flexibility in the assignment of teacher assistant support

Neegan, Erica

“Excuse Me: Who Are The First Peoples Of Canada? A Historical Analysis Of Aboriginal Education In Canada Then And Now”, Roger Slee, Ed., *International Journal Of Inclusive Education* 9(1) (Jan-Mar 2005) 3-15

This article presents the perspective of Aboriginal students and communities in Canada. The author examines the impact of residential schooling on First Nation communities and individuals. The impacts of residential schooling including pervasive feelings of inferiority, perceptions of lowered expectations for aboriginal students, and disconnect between traditional aboriginal education and the curriculum content, pedagogy and world views portrayed in Canadian schools. This author notes that most Curricula in Canadian schools fail to adequately recognize and appreciate First Nation peoples and their contributions. Traditional aboriginal education is defined here

as: experiential learning, learning connection through taking part in daily life activities in the community, and stories from elders.

Obiakor, F.E., et. al., eds.

Intervention Techniques for Individuals with Exceptionalities in Inclusive Settings
(Stanford: Jai Press Inc., 2000)

This is a collection of essays, each dedicated to a particular exceptionality.

Examples of exceptionalities discussed include:

- cognitive disabilities,
- learning disabilities,
- behaviour disorders,
- speech and language impairments,
- urban learners,
- rural students with exceptionalities,
- gifted and talented students,
- ADHD type behaviour,
- traumatic brain injury,
- autism, and
- physical/health impairments.

General inclusive strategies provided in this article include:

- well organized lesson planning,
- clear and step-by-step instruction,
- reflective practice (student self-evaluation and monitoring, as well as teacher self-reflection),
- compensatory strategies for impairments,
- choice as intervention,
- student choice,
- active student responding,
- collaboration with other professionals and parents, and
- no stereotyping/assumptions about students or families.

These authors highlight that many children with disabilities tend not to generalize skills from a therapy room to the classroom, home or community. The authors suggest that all assessments and interventions take place in the environment where the skills are to be used. The authors are critical of traditional assessment tools, specifically that “one-method-fits-all technique to identify,

assess, place and instruct students fails to take into account many factors and places some students at risk of misidentification, misplacement and inappropriate instruction because they may behave, look, speak, or learn differently. “

With regard to rural schools Obiakor et.al. identify the lack of a broad spectrum of qualified personnel as a critical issue. Strategies offered here include: collaborative teaming, cooperative inter-disciplinary approaches, pre-service training and technology based distance learning for staff development. The authors argue that the best rural teachers: “are the ones who are able to cope with sparsity, utilize community resources, invent curricular material, and...orient toward teaching children rather than subjects.” (at 142).

Peterson, Michael & Mishael Hittie, Lynne Tamor

“Authentic, Multi-level Teaching: Teaching Children with Diverse Academic Abilities Together Well” (A Publication of the Whole Schooling Consortium, Online: <http://www.coe.wayne.edu/CommunityBuilding/WSC.html>)

This resource critically assesses several approaches to taking account of ability differences in teaching. These authors assess the “one size fits all” or segregation approach that places all learners at the same level and those who do not fit are placed in separate classes or schools. The article assesses “stable ability grouping” which clusters students within a class by perceived special need and ability grouping for instruction. The authors assess the “pull out/ pull aside” approach which offers one-on-one help in a remediation or parallel curriculum model. They also assess “adapting curriculum” which involves individual adaptations for students, for whom the existing curriculum is either too challenging or too easy. The article assesses “differentiated instruction” which refers to instruction designed to have students work at different levels in different groups and on different tasks in the classroom –all directed by the teacher. Finally the article assesses (and proposes as a best practice) “authentic, multi-level teaching” where instruction is designed so that students may function at multiple levels of ability, engaging in authentic learning, receiving support, yet learning in heterogeneous groups and situations.

Support for the “authentic, multi-level teaching” approach stems from a survey conducted by the authors which asked teachers to identify the range of abilities in their classes. Every teacher responded that they had students operating at a wide range of levels. Even when students labeled “disabled” or “gifted” were removed, a wide range of abilities in different areas remained. The authors conclude that dealing with variation in ability is far from being strictly a “special education” issue.

Some of the negative impacts of the other approaches are identified. In particular these authors highlight the negative impact of “pull out or pull aside” which interrupts learning for both the student intended to be helped and others in the class. Differentiated instruction is defined by these authors as involving the design and assignment by the teacher of tasks of differing levels based on the teacher’s assessment of the student’s ability –what the authors describe as a complex form of ability grouping.

Authentic, Multi-Level Teaching is presented as an approach and multiple strategies that provide effective practices for dealing with ability differences in heterogeneous, inclusive groupings are examined. The strategies draw on the main principles of “universal design”, where designing for diversity is encouraged and therefore less adaptation is necessary. The Principles of Multi-level Instruction are outlined with in-depth description and examples including:

- authentic learning,
- multiple levels,
- scaffolding,
- higher order thinking,
- inclusive and heterogeneous grouping,
- integrated skill learning,
- focus on meaning and function,
- multi-modal,
- building on the strengths of children,
- fostering respect,
- students (student interests, choices, power, and voice),
- collaborative learning,
- reflection,
- growth and effort-based evaluation.

Pike, Kenneth

Achieving Inclusion : A Parent Guide to Inclusive Education in New Brunswick (Fredericton: New Brunswick Association for Community Living, 2000)

This resource provides a good introduction to parents of children with disabilities. This resource highlights a few important issues in approach that are useful for educators to note as well. One example is that in creating special education or intervention plans, and in describing children there should be a focus on strengths, gifts and interests. An example is given with two very different descriptions of a child. After reading them we are told that they describe the same child. The first description focused entirely on the child's disability and challenges. The second description focused on the child's gifts, talents, skills, and interests. The point made here, is that it is much easier to creatively include a child when playing into the child's strengths, gifts, talents, and interests (at 46-47).

A cautionary note is presented about assessments, emphasizing that assessments should have as their purpose assisting the child and promoting their further development. A very interesting checklist of danger signals that a school is relying too heavily on teacher assistants is presented at 79. This checklist includes among other things, that teacher assistants know more about a student with a disability than the teacher does and the teacher assistant often works alone with the child at the back or side of class, in a closet or hallway. This resource also presents some very important perspectives on difficult behaviour, including behaviour as a method of communication.

Pike, Kenneth

Building Bridges (New Brunswick Association for Community Living, 1997)

This resource highlights the very important issue of transition planning, particularly from school to work and adult life in the community. One of the main goals of this resource is to help parents of children with disabilities begin to

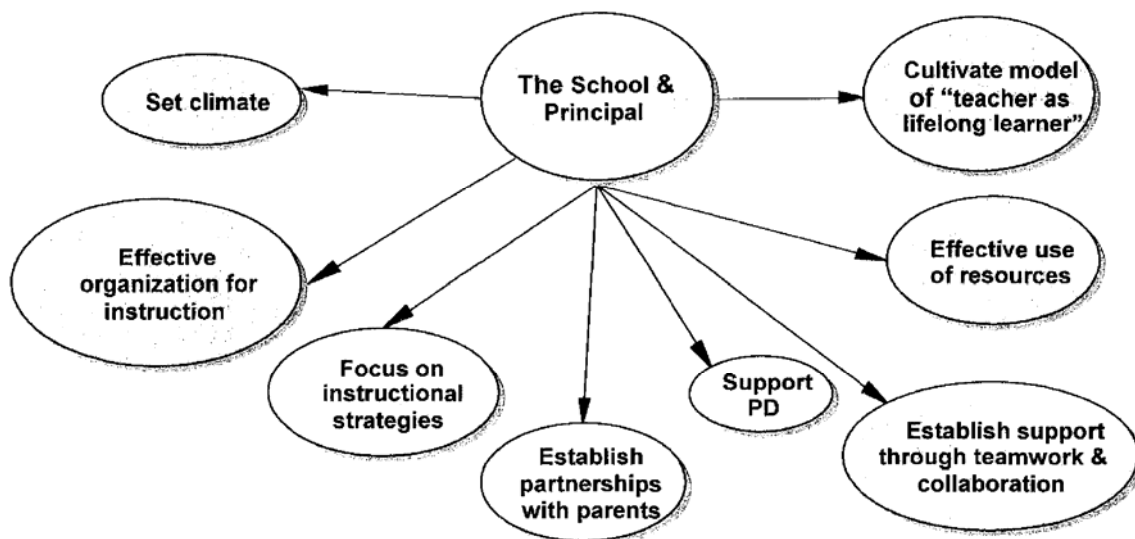
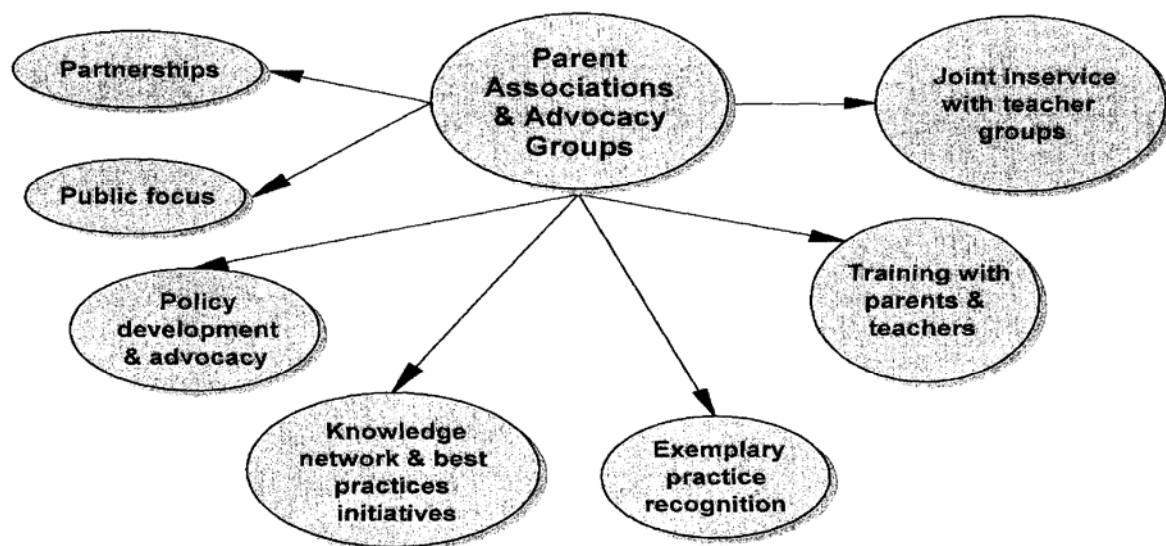
dream and plan for a life for their child with a disability, and not assume that they will be dependent and house bound for the remainder of their life. Some important issues highlighted here with regard to the process and approach to transition planning include outlining the PATH activity/process (Planning Alternative Tomorrows with Hope) (at 72) and providing a clear list of employability skills to assist in developing a plan to build these skills in children. Specifically with regard to employability skills, this resource advocates for focusing on this kind of skill development in children with disabilities and not teaching “life skills” during school. It is the view of these authors that life skills (such as preparing food to eat, tying shoes, etc.) should be taught at home or elsewhere, leaving school to really focus on the employability skills. With regard to post-secondary education this resource advocates for increased post-secondary options and makes the point that all young adults benefit from further training and learning beyond secondary school. The authors state that it is no different for students with disabilities.

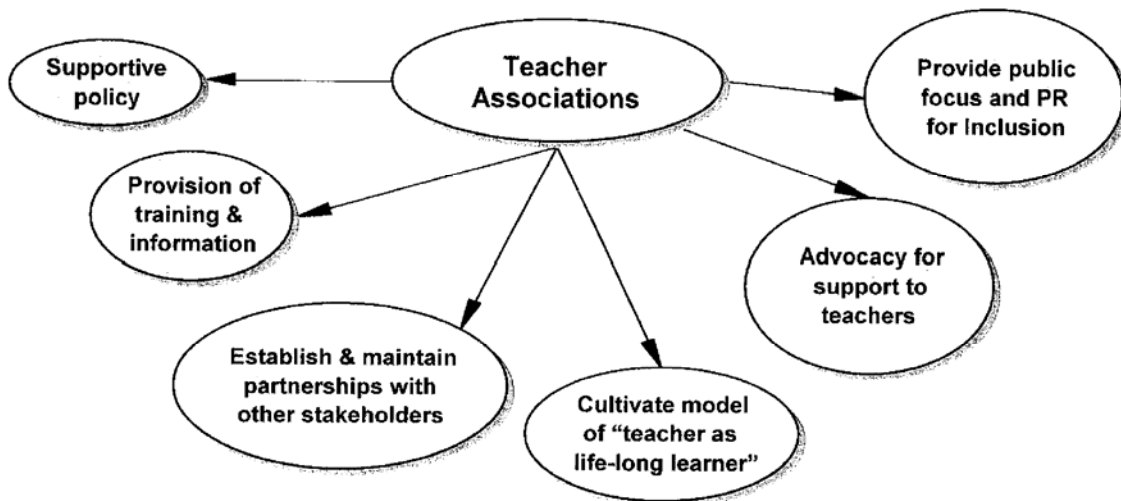
In order to improve the options and opportunities for students with disabilities a few strategies are suggested. Firstly, it is suggested that post-secondary programs should offer a broader range of courses and skill development. Also, self-employment and business development are options that can be explored, though the authors note the difficulty for people with disabilities in obtaining credit for business development. An example is provided of a successful sprout growing and distribution business in Annapolis Valley, Nova Scotia. This resource points out the Career and Educational Planning Portfolio developed by the Department of Education and advocates for its use with all children. This resource also advocates starting to transition plan early for all children, but particularly children with disabilities by providing work experience opportunities, focusing on strengths and interests, and also focusing on community life activities, citizenship, and recreation opportunities.

Supporting Teachers : A Foundation for Advancing Inclusive Education,
Toronto, Ont.: L'Institut Roeher Institute, 2004.

This document was distributed at the first national Summit on Inclusive Education, Ottawa, Ontario, November 2004.

The following diagrams taken from the document show identified areas where support for teachers is needed and some of the important roles different stakeholders can play in supporting teachers.





Rousseau, Nadia et Stéphanie Bélanger, eds.

La Pédagogie de l'inclusion scolaire (Sainte-Foy : Presses de l'Université du Québec, 2004)

This is a thoughtfully laid out collection of articles providing a systemic analysis of disability. The work begins with an interesting and provocative case study highlighting the dangers of predicting an individual's potential based on the characteristics of the individual presented. Furthermore, this example also highlights the importance of a caring and supportive environment to help an individual reach their true potential, often far beyond the predictions of the individual's potential. In part 1, the authors trace the history of the acceptance of difference from Antiquity forward as well as the evolution of educational services in Québec. Part 2 outlines the necessary attitudes of all parties and the roles of intervenors, teaching staff, and administration for a successful inclusive education.

Part 3 looks at the impacts of inclusive education with a more in depth look at some particular exceptionalities. One article in this section (Raymond Vienneau) presents in particular research which addresses the issue of the impact that the inclusion of children with disabilities in regular classrooms might have on the other children. This article specifically asks whether this inclusion

would slow down instruction, whether it would mean less time and attention from the teacher for the other students, and whether the rest of the students would learn and emulate any inappropriate behaviours displayed by disabled children included in classrooms. This author concludes, based on several research studies, that none of these negative impacts is substantiated in practice. This author also notes, however, that inclusive education is subject to numerous interpretations and implementation models, which makes it very difficult to draw general conclusions in this regard.

Part 4 offers an in depth analysis of pedagogy and other factors that facilitate inclusion. This section includes an article (Angela AuCoin and Leonard Goguen) that specifically draws on the experiences in francophone schools in New Brunswick. This article identifies the following six main factors in the success of inclusion:

- effective collaboration,
- effective and positive relationships with parents,
- involving students in successful solutions,
- school-based support teams,
- support for classroom teachers (in the form of resource teachers, principals, continued training for teachers and teacher-assistants, and availability of appropriate teaching materials),
- leadership on the part of school principals,
- individualized programming,
- teachers' values and attitudes, and
- effective planning for strategic implementation.

Part 5 offers recommendations for inclusive education and intervention strategies. Many strategies are outlined here, including some common approaches such as MAPS (Making Action Plans) and Circle of Friend.

Rouso, H. and Wehmeyer, L. eds.

Double Jeopardy: Addressing Gender Equity in Special Education (Albany: State University of New York, 2001)

This monograph addresses gender equity both in relation to all students (i.e., in curriculum, expectation, etc.) as well as in relation to girls and young women with disabilities. There is quite a bit of focus on the world view of girls and young women with disabilities (particularly more severe disabilities) and the need to be viewed as full human beings with options including the option to work, to be a lover, to be a mother, to be nurtured and valued. These authors paint a picture that women with disabilities experience poorer outcomes when compared with male disabled and non-disabled peers. These authors advocate for a concerted effort to make after-school, recreation and extra-curricular programs accessible. They also highlight the negative impact from a lack of appropriate and positive role models for girls with a variety of disabilities.

Tait, Gordon

“The ADHD debate and the philosophy of truth”, Roger Slee, ed., *International Journal of Inclusive Education* 9(1) (Jan-Mar 2005) 17-38.

This article examines the scientific literature (internationally) on Attention Deficit Disorder. The conclusion here is that little firm agreement exists on almost any aspect of the disorder: its prevalence, its symptoms, its consequences, its treatment, its boundaries, its etiology, its longevity, or its constituency.

Tenth National Congress on Rural Education

(April 6-8, 2005, Saskatoon, SK)

The articles submitted for this national congress provide a long and interesting bibliography of approaches and issues for addressing schooling in rural communities. Issues addressed include the interests of First Nation

students in rural communities, as well as gay, lesbian, bisexual and transgender students in rural schools. There are articles suggesting critical approaches to social change, collaboration, student empowerment, and using technology for professional development in rural areas. There exists in this listing far too much material to annotate here.

Timmins, Vianne, ed.

Exceptionality Education Canada vol. 11 no.2 &3

This collection of articles provides a “Pan-Canadian” view of education for children with special needs through perspectives on the legislative and policy environment in each jurisdiction of Canada (except the Yukon Territory). Although already slightly out of date (notably the governance structure in New Brunswick has changed since this piece was completed) this review does provide a broad framing of the approaches and initiatives in each jurisdiction. The Northwest Territories and Nunavut stand out for their approaches to inclusion both in legislation and policy, and in particular for embracing a broader view of inclusion to include cultural and language considerations in implementation of inclusion and supports for students with special needs. Many initiatives used in the northern territories to address rural service delivery may be useful for New Brunswick to consider.

Vienneau, R.

“De l’intégration scolaire à une véritable pédagogie de l’inclusion » C. Dionne et N. Rousseau, eds., *Transformation des pratiques éducatives : la recherche sur l’inclusion scolaire* (Sainte-Foy, QC : Presses de l’Université du Québec)

This article offers clarification of two concepts often used interchangeably, that of integration and the newer concept of “pedagogy of inclusion”. This author argues that the pedagogy of inclusion is an approach that permits a managing of diversity or differences among students while at the same time responding to the particular needs of each student. This new pedagogy calls upon practices that

benefit all students in the classroom (those in difficulty as well as others). These practices rely on cooperation with intervenors in the class as well as with learners. These practices rely on recognizing the uniqueness of each learner, optimizing participation and independence, and favouring an integrated construction of knowledge. This author cautions, though, that the pedagogy of inclusion must be accompanied by specialized interventions that respond to specific needs identified for students with disabilities or students in difficulty. This combination of the pedagogy of inclusion and specialized interventions in effect permits general education to become more specialized and special education to become more generalized.

Vienneau, R.

« Pédagogie de l'inclusion : fondements, définition, défis et perspectives » dans R. Landry, C. Ferrer et R. Vienneau, eds., *La pédagogie actualisante. Éducation et francophonie* 30(2) (2002)

This article describes the process and history of the movement toward inclusive education over the last thirty years and outlines many of the arguments influencing opinion on inclusion, particularly the issue of to what degree should inclusion be implemented. This author offers a reference chart of the characteristics of the pedagogy of inclusion focusing on the following factors: normalization, participation, individualization, unity/values, and pedagogical strategies. This author also outlines three serious challenges for the application of inclusion. First is the challenge of adequate resources. This author looks at human resources, learning resources, physical resources and administrative resources. Second, the challenge of people's attitudes is significant. Research specific to New Brunswick indicates that despite their belief in inclusion, many classroom teachers hold little confidence in their ability to respond to the educational needs of students in difficulty. This author notes that New Brunswick teachers have passed the initial stage of asking why inclusion should be implemented and have moved on to the question of how it should be implemented. The third challenge identified here is that of pedagogy. The main

challenge is how to reconcile particular educational needs of certain students with a teaching process that is still essentially centred on the group. This author proposes that it is in response to this challenge that several teaching strategies have appeared. After describing some of those teaching strategies, this author proposes that inclusion cannot become a reality without strategies that permit individualization of the teaching-learning process for all students.

Walther-Thomas, Chriss

Collaboration for Inclusive Education: Developing Successful Programs
(Needham Heights, MA: Allyn and Bacon, 2000)

Excellent written and very thoughtful approach, this text brings much clarity and definition to the goals and orientations of inclusive education, contrasted with traditional education. Tremendously realistic and research supported processes are presented for moving toward inclusive education from a traditional education starting point.

This work presents an in depth review of steps to take at every level to create the optimal climate for inclusion to flourish. A large number of tested and effective teaching and evaluation strategies are proposed under various headings. The following figures are excerpts from this work.

FIGURE 1.1 Structure and Philosophy: Differences between Inclusive and Traditional Models.

Traditional Models	Inclusive Educational Models
1. Some students do not “fit” in general education classes.	1. All students “fit” in general education classrooms.
2. The teacher is the instructional leader.	2. Collaborative teams share leadership responsibilities.
3. Students learn from teachers and teachers solve the problems.	3. Students and teachers learn from each other and solve problems together.
4. Students are purposely grouped by similar ability.	4. Students are purposely grouped by differing abilities.
5. Instruction is geared toward middle-achieving students.	5. Instruction is geared to match students at all levels of achievement.
6. Grade-level placement is considered synonymous with curricular content.	6. Grade-level placement and individual curricular content are independent of each other.
7. Instruction is often passive, competitive, didactic, and/or teacher-directed.	7. Instruction is active, creative, and collaborative among members of the classroom.
8. Most instructional supports are provided outside the classroom.	8. Most instructional supports are provided within the classroom.
9. Students who do not “fit in” are excluded from general classes and/or activities.	9. Activities are designed to include students though participation levels may vary.
10. The classroom teacher assumes ownership for the education of general education students, and special education staff assume ownership for the education of students with special needs.	10. The classroom teacher, special educators, related service staff, and families assume shared ownership for educating all students.
11. Students are evaluated by common standards.	11. Students are evaluated by individually appropriate standards.
12. Students’ success is achieved by meeting common standards.	12. The system of education is considered successful when it strives to meet each student’s needs. Students’ success is achieved when both individual and group goals are met.

Source: Adapted from Giangreco, M. F., Cloninger, C. J., Dennis, R. E., & Edelman, S. W. (1994). Problem-solving methods to facilitate inclusive education. In Thousand, J. S., Villa, R. A., & Nevin, A. I. (Eds.) *Creativity and collaborative learning: A practical guide to empowering students and teachers*. Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285-0624.

FIGURE 3.2 Observing a School's Cultural Symbols.

Space

- How are classrooms arranged in a school?
- How do teachers, administrators, and other staff people arrange and decorate their space?
- What is publicly displayed and where?

Rituals

- How do people dress?
- What is stressed in verbal and written communications?
- What ceremonies are followed during the school year (especially at the beginning and ending of the school year)?
- At the various events, how is space arranged? Who sits where, who speaks, and what is said?
- How do people react to critical incidents?

Stories

- What past experiences or shared experiences are elaborated on and frequently repeated?
- What stories are told to strangers, visitors, or new persons in the school?
- How is humor used? What is the content of the humor? Who is involved?

Time

- How do teachers and administrators use their time (particularly discretionary time)?
- Where and to what do people seem to devote considerable time?
- When people complain about a lack of time, what is it they feel cannot get done?

Extraorganizational Ties

- What is the nature of external relations? Who talks to whom and why do they talk?
- What attitude is expressed toward "outsiders"?
- What attitudes are expressed by outsiders toward the school?
- What close ties have been established and for what purpose?

Source: Adapted from Carlson R., & Awkerman, G. (Eds.). (1991). *Educational planning: Concepts, strategies and practices*. New York: Longman Publishing Group.

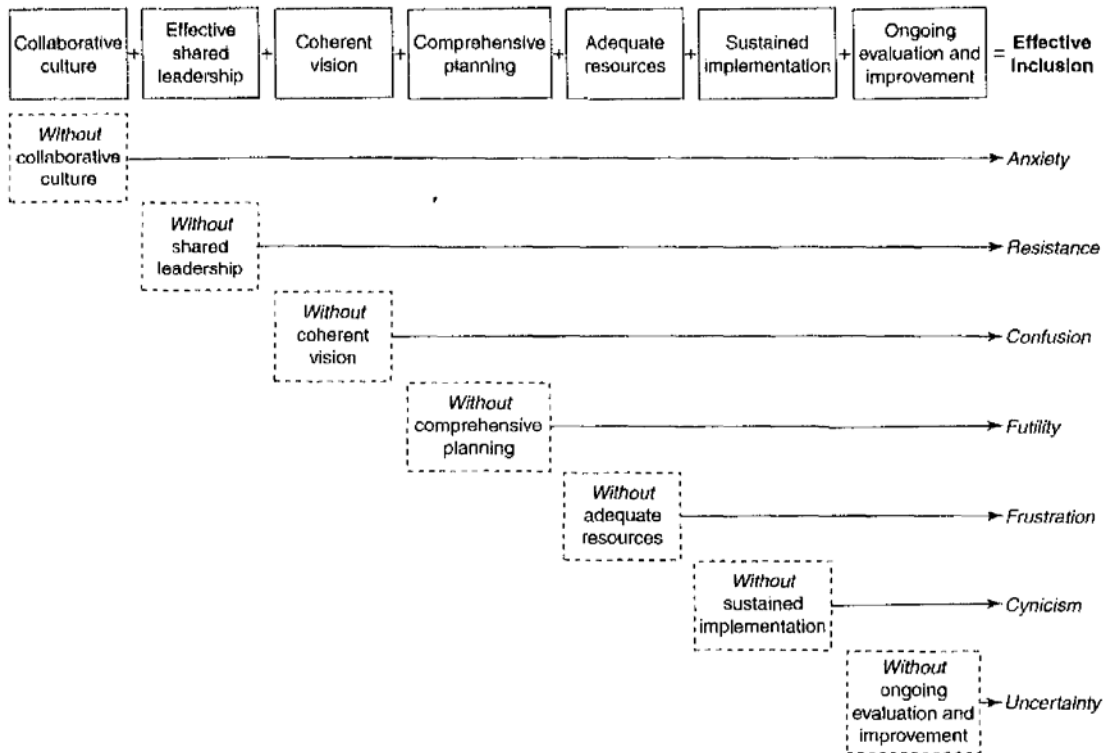


FIGURE 3.4 Essential Elements of Effective Inclusion.

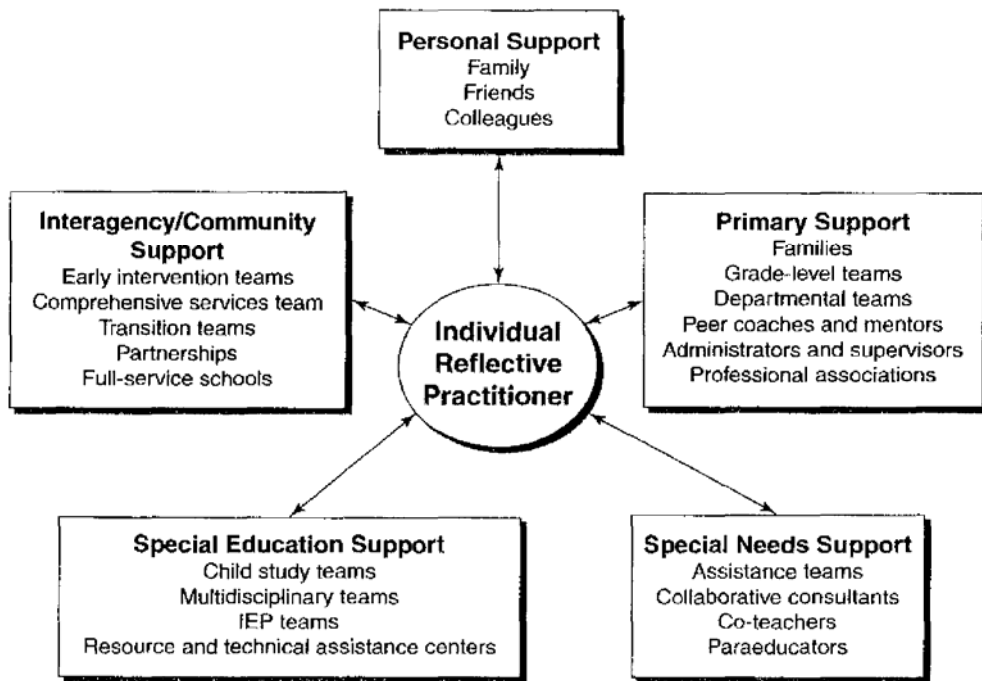


FIGURE 4.1 A Network of Collaborative Support.

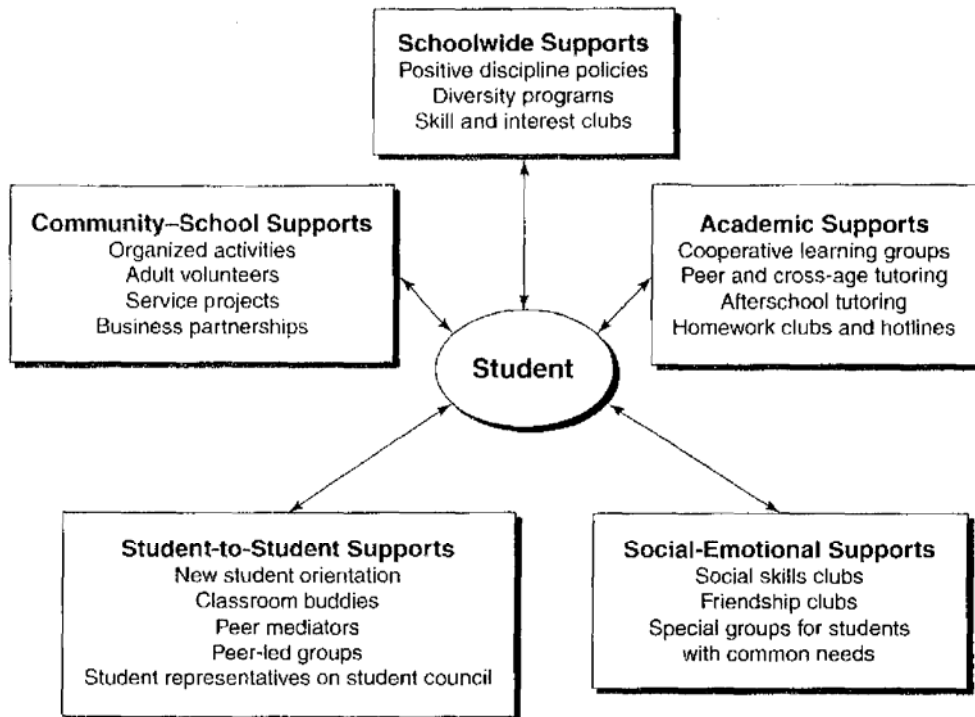


FIGURE 4.3 A Network of Student Support.

Wehmeyer, Micheal L. et.al

“ Student-Directed Learning Strategies To Promote The Progress Of Students With Intellectual Disability In Inclusive Classrooms”, Roger Slee, Ed., *International Journal Of Inclusive Education* 7(4) (Oct-Dec 2003) 415-428

This study followed three teenaged intellectually challenged students through a process of selecting a goal then learning and using a self-monitoring process. The results found that this type of self-directed strategy did have benefits but could only be one intervention used to meet the needs of such students. The main benefit was that when students were perceived (by others and themselves) as being capable of doing even small things for themselves, it provided a basis for changing expectations and success. It was also found that students who had a voice in selecting their own goal were more likely to focus their attention to achieving that goal. Self-monitoring, self-evaluation and self-reinforcement contributed to enhancing students’ self-determination and reducing the intensity of supports needed.