

Implementing the Mandate of Inclusion for Students With Special Needs:

A Model for Moving From Concept to Action

TABLE OF CONTENTS

Acknowledgments	iii
About The Cover	iv
Abstract	vi
Table of Contents	vii
List of Appendices	xi
List of Tables	xii
Glossary of Terms	xiii
Prologue	xvi
CHAPTER ONE – Introduction	1
1.1 Inclusion: Where Are We Now?	1
1.2 Clarification of the Main Concepts	1
1.3 The Hypothesis and Intended Outcomes	2
1.4 Assumptions	3
1.5 The Canadian Context for Inclusion	4
1.6 The British Columbia Context for Inclusion	6
1.7 Doubts and Concerns	8
CHAPTER TWO – Literature Review	10
2.1 Literature on Special Education and Full Inclusion	11
i) The Theory and Model of Inclusion	11
ii) Outcomes Related to Educational Context	13
iii) Experiences, Attitudes and Concerns Related to Inclusion	17
iv) Teacher Preparation	20
2.2 Literature from Organizational Theory	26
i) Leadership	26
ii) The Alignment Process	27

2.3	Social Construction Literature	33
i)	Social Construction: Implications for Organizational Practice	33
ii)	Social Construction: Implications for Educational Practice	34
iii)	The Social Construction of Intelligence, Disabilities and Mental Retardation	36
iv)	The Social Construction of Inclusion	40
CHAPTER THREE – Research Methodology		44
3.1	Purpose of This Chapter	44
3.2	Approaching the Design ... The What	44
3.3	Approaching the Design ... The How and Why	45
3.4	Qualitative Methodologies	45
3.5	Appreciative Inquiry	46
3.6	Ethnographic Approach	47
3.7	Interviews	48
i)	Set One - Skills and Knowledge Interviews	48
ii)	Set Two – Inclusive Schools Interviews	49
iii)	Set Three – A Meeting With the Superintendent	50
3.8	Field Observations	51
i)	Weekly Consultant Team Meetings	51
ii)	Consultant Team Planning Retreats	51
iii)	High School Visits	51
iv)	Elementary School Visits	52
3.9	Collection of Artifacts	52
i)	School and District Mission Statements	52
ii)	The District Vision	52
iii)	The District Policy and Philosophy	53
iv)	Ministry Policy and Philosophy	53
3.10	Quantitative Methodologies	53
3.11	Survey Approach	55
i)	Piloting the Survey	56
ii)	Distribution and Return	56
iii)	Survey Sections	57
3.12	Documentation from Other Stakeholders	59
i)	Pre-Service Teachers	59
ii)	Students With Special Needs	59
iii)	Parents	60
iv)	Paraprofessionals	60

CHAPTER FOUR – Presentation of the Data	61
4.1 Purpose of This Chapter	61
4.2 The District Vision	61
4.3 The Ministry of Education on Inclusion	63
4.4 The Emotion of Inclusion	63
4.5 Narrative: <i>The Story of Janet</i>	68
4.6 Teacher Profiles	70
i) Teaching Assignments	70
ii) Gender	70
iii) Age	70
iv) Teaching Experience	71
4.7 The Skills and Knowledge Teachers Need for Inclusion	72
4.8 Teacher Opinion is Important	75
4.9 Teacher Attitude	77
4.10 The Need For Time	87
4.11 The Need For Specialized Instruction	90
4.12 Perception of Schools as Respite / Babysitters	93
4.13 Narrative: <i>Meeting Robert</i>	96
4.14 ...But Not in My Class	97
4.15 Teachers Want training	100
4.16 The Perceived Need For Better Service Delivery and Resources	102
4.17 Perceptions About Being Included	103
4.18 Narrative: <i>The Story of Mark</i>	106
4.19 Unconditional Support for Inclusion	107
4.20 Identified School Strengths	109
4.21 The Experience of Pre-Service Teachers	111
4.22 Summary of Findings	114
 CHAPTER FIVE – Analysis and Interpretation of the Data	 117
5.1 The Objectives of This Chapter	117
5.2 Making Meaning of the Data	118
5.3 Narrative: <i>The Story of Valerie</i>	120

5.4	Values and Practice at the District Level	121
i)	A Sense of Well-Being – The District Perspective	121
ii)	Understandings about Inclusion – The Special Education Perspective	121
iii)	Special Needs – The Superintendent’s Perspective	122
iv)	Special Needs – Ministry of Education’s Perspective	123
v)	An Initiative for Students With Special Needs	123
5.5	Values and Practice of Regular Classroom Teachers	125
i)	Teacher Opinion is Important	127
ii)	Are All PLO’s Created Equal?	129
iii)	Teachers Draw the Line at Modified Learning Outcomes	131
iv)	The Correlation Between Teacher Expertise and High Student Need	133
v)	Political Correctness ... Unleashing the Emotion	134
5.6	Narrative: <i>The Story of Alex</i>	136
5.7	Values and Practice of Special Education Teachers and Programs	137
i)	The Learning Needs of Students With Special Needs	137
ii)	Perceptions of Special Education Teachers / Resource Rooms	141
iii)	The Paraprofessional	142
5.8	Narrative: <i>Jack and Jonathan</i>	145
5.9	Values and Perceptions of Pre-Service Teachers	146
5.10	Chapter Summary	147
i)	Values and Beliefs	147
ii)	Practice	150
5.11	Misalignments and Incongruencies between Value and Practice	152
CHAPTER SIX – Summary and Conclusions		157
6.1	Summary of Main Findings	157
6.2	Conclusions	159
i)	Recommendations for Re-Alignment Initiatives	162
ii)	Recommendations for New Alignment Initiatives	163
6.3	Recommendations for Further Research	164
Epilogue		165
References		167
Appendices		175