EXPERIENCES IN AN INCLUSIVE SCHOOL:

A CASE STUDY OF ADMINISTRATOR AND TEACHER PERCEPTIONS

by

Judy Ann Nishi

B.Ed., Simon Fraser University

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
in the Faculty
of
Education

SIMON FRASER UNIVERSITY

July 1993

ISBN 0-612-06755-6

APPROVAL

Name:	Judy-Ann Cherie Kinuyo Nishi
Degree:	Master of Arts
Title of Thesis:	Experiences in an Inclusive School: A Case Study of Administrator and Teacher Perceptions
Examining Committee:	
Chair:	Janis Dawson

Mike Manley-Casimir
Senior Supervisor

Norman Robinson
Associate Professor

Paul Bion
Director of Instruction
Mission School District #75
[redacted]
External Examiner

Date Approved Nov 25, 1993.

Partial Copyright License

I hereby grant to Simon Fraser University the right to lend my thesis, project or extended essay (the title of which is shown below) to users of the Simon Fraser University Library, and to make partial or single copies only for such users or in response to a request from the library of any other university, or other educational institution, on its own behalf or for one of its users. I further agree that permission for multiple copying of this work for scholarly purposes may be granted by me or the Dean of Graduate Studies. It is understood that copying or publication of this work for financial gain shall not be allowed without my written permission.

Title of Thesis/Project/Extended Essay

Experiences in an Inclusive School: A Case Study of Administrator and Teacher Perceptions

Author

(signature)

Judy-Ann Cherie Kinuyo Nishi

(name)

May 25, 1993

(date)

ABSTRACT - EXPERIENCES IN AN INCLUSIVE SCHOOL
A Case Study of Administrator and Teacher Perceptions

The inclusion of students with special needs in regular classrooms constitutes a fundamental change in schools. Responding to this change, educators and policy makers must address the educational needs of all students while continuing to strive for school improvement. Provincial statutes and policies, supported in principle by the Charter of Rights and Freedoms, have established equal access to educational opportunities in B.C. schools. The goal of equal opportunity for all students to benefit from educational programs remains a challenge to schools.

This case study describes individual and group perceptions of inclusive schooling in a qualitative examination of their setting and views. Its purposes are: (1) to provide background information describing the social, legal and educational contexts for inclusion, (2) to describe individual and group beliefs and norms identified by participants as important to inclusion, (3) to examine the role of the school administrator in the development and maintenance of beliefs and practices supporting inclusion in the school, and (4) to identify factors which may contribute to the success of inclusion and benefit all students. Hillcrest Elementary was selected for this study because it had enrolled students in a district special class for approximately twenty years prior to full inclusion. It was a pilot site for inclusion in the district. During this study, Hillcrest was in its second year of full inclusion. Three primary sets of data, involving interviews, observations and documentation were collected in the school and district over a period of five days.

Fourteen open-ended interviews were conducted in this investigation. Five key interviews, with four including teachers and the school administration, were coded from transcribed tapes. There were two primary and two intermediate teachers interviewed. The remaining nine interviews contribute important background information regarding the contextual environment of the participants and school. Interviews with the Director of Special Student Services, District Integration Facilitator, vice-principal and four Special Education Assistants are taped. Additional interviews with the past school administrator and Learning Resource Teacher were largely corroborative and recorded in notes. The grounded theory method was used to code and analyze information provided in interviews, field notes and documentation. Themes identified in the findings involve factors in the external context of the school, the internal context, and perceptions of inclusion. Central themes emphasize individual and shared beliefs regarding inclusion and its implementation processes at this site. This thesis discusses relationships between factors advocated for school improvement and characteristics identified in the findings regarding the implementation of inclusion.

Formal processes and restructuring in the district and school are found to be critical to the implementation of inclusion. The findings also suggest the need for a clearly identified vision of inclusion, involving its philosophical foundation and implementation needs. A collegial school culture motivated by a commitment to professionally shared goals and processes is identified in the findings and discussed with references to school improvement and inclusionary literature. The ethical perspective found in this school setting is identified as contributing to school improvement through the implementation of inclusion. Conclusions in this study suggest that the innovation of inclusion has the potential to enhance the development of schools, districts, and the communities they serve. A vision of inclusion founded upon ethical considerations and guided by continued ethical deliberation involving caring, justice, and critique is proposed.

Dedication

To my very dear children

Corrina and Ruben

ACKNOWLEDGEMENTS

I am deeply grateful to the teachers, Special Assistants, and principal of Hillcrest Elementary for their generosity and professionalism in sharing their views for this study. Sincere thanks are also extended to the students and staff of Hillcrest for the warm welcome I experienced while visiting the school. I would also like to acknowledge Dr. Richard Zigler and Dr. McKerlich for supporting a discussion of inclusive processes within the Shuswap School District.

Background information regarding district circumstances prior to the time of this study was thoughtfully provided by Dr. Zigler, Mark Stainer, Janet Stainer, and Jack Lucas. I thank these individuals for their important contributions to this work.

My thanks to Michael Manley-Casimir for his discerning questions and patient guidance. Throughout the advisory process, his careful attention to detail in content and style, was immeasurably helpful.

I appreciate and value the encouragement, faith, and loving support of my family and friends. They are all fondly and gratefully acknowledged.

A special thanks to Janet Bedford and Sylvia Powers for their assistance and discussions contributing to the writing of this thesis.

TABLE OF CONTENTS

CHAPTER 1

PART I INTRODUCTION

INTERVIEWS

A. *STATEMENT OF THE PROBLEM*

The inclusion in Canadian public schools of children with special needs is rapidly becoming an expected practice. Many educators and students are currently engaged in the tasks of teaching and learning in inclusive environments. Educational changes required to implement inclusion challenge schools to make fundamental changes in their conceptualization and functioning. It is imperative to examine the educational implications of inclusion as schools strain to meet the increasingly complex demands of their social contexts. Circumstances, experiences, and perspectives will vary, resulting in possible differences in the understanding and practice of inclusion. Inclusion has been received with a wide range of responses: from being welcomed as long over-due, accepted as just another temporary innovation, or resisted. What implementation practices can best address these diverse responses?

Schools as social units, viewed as organizations or communities, have unique and shared cultural characteristics expressed in the beliefs and actions of its members. Commonly held beliefs and processes contain the potential to affect change efforts and provide support to all school members. This thesis acknowledges the importance of individual and shared beliefs in the implementation of change. The beliefs of educators, regarding

the meaning of inclusion gained from experience, can contribute to a greater understanding of the impact of inclusion within schools. This case study therefore examines inclusion from the perspective of educators who are including students with special needs.

Increasingly, it is the case that the legal framework mandating the placement of children with disabilities requires the provision of educational experiences in "least restrictive environments". Educators are integrating children with physical and mental disabilities into regular classroom settings, maximizing the extent of their education with age-appropriate, non-exceptional peers. Such integration requires that attention be directed to the identification, placement and individualized instruction of children with special needs to provide them with developmentally appropriate opportunities to "live and learn".

Fundamental changes in the delivery of educational services must consequently be considered within classrooms and school organizations to implement integration and inclusion for the benefit of all students. Administrator and teacher experience with inclusion is varied. Some schools have practised inclusion for varying lengths of time, in a variety of ways; there are those with years of experience, some in initiation stages, while others have yet to begin. Studies of the experience of inclusion in schools are needed to contribute to our understanding of inclusion.

Mainstreaming is an externally imposed educational change, usually mandated by law. Schools are required to address this change, yet have limited experience with doing so. Experiences and perceptions of those directly involved with mainstreaming have the potential to provide information and insights into this complex innovation. Foreseeable problems inherent in the implementation of mainstreaming are identified by Sarason and Doris (1979) (in Fullan, 1991:41).

> The speed with which mainstreaming as a concept, value and public policy has emerged in our society is little short of amazing. Indeed, the change has come about so fast and with such apparent general approbation as to raise a question about what people understand about mainstreaming and its implication for schools...Because we may think mainstreaming is desirable, is no excuse for assuming that institutional realities will accommodate our hopes. (p355)

Fullan recognizes the scope of the changes required for effective mainstreaming in the identification of the following areas of reform:

> -valuing new beliefs; cognitively understanding the interrelationship between the philosophical principles and concrete diagnosis and treatment; changing roles and role relationships between regular classroom teachers and special education teachers, and between school personnel, community members and professionals outside the school. (Fullan, 1991:41-42)

Beliefs and perceptions contributed by practitioners within an experienced inclusive school provides opportunities for reflection upon processes after considerable experiences has been gained. Fullan writes that: "(possibly)...beliefs can be most effectively discussed after people have had at least some behavioral experience in attempting new practice". (Fullan, 1991:42)

The purposes of this research at Hillcrest School are:

1) to set the case study in the context of the social, legal, and educational considerations favouring inclusion.
2) to describe the school's cultural norms and beliefs relevant to the implementation of inclusion.
3) to examine the role of the principal in the development and maintenance of beliefs and practices supporting inclusion within this school.
4) to identify cultural characteristics that may be indicators of a good inclusive ethos in a school.

B. *DEFINITION OF KEY TERMS*

Exceptional Students: are children who are integrated or included in regular classrooms settings and require attention to specific learning needs. They are individuals with physical, cognitive, psychological or social challenges. Their exceptionalities may range from mild to severe and may exist in combinations as multiple handicapped conditions. Although mainstreamed students are generally those with less severe special needs, children with a wide variety of multiple special needs are taught within the regular classroom.

The Department of Education in British Columbia identifies three categories of funding for students with special needs: High Incidence, Low Incidence, In School Support.

High Incidence

The high incidence category includes students who are Learning Disabled (L.D.), Behaviour Disordered (B.D.), and Educatably Mentally Handicapped (E.M.H.).

Low Incidence

The low incidence category identifies students in the following categories: moderate to severe mental handicaps, autism, and physical handicaps. These may exist as multiple disabilities in individual students.

In School Support

Special Education Services are available for individual students who require additional specific assistance such as personal care and/or medical needs.

The British Columbia Ministry of Education's manual of policies, procedures and guidelines identifies the philosophy and goals of inclusion in Sections 2.1, 3.1 and 3.2. Children who are challenged by cultural integration and those who are identified as exceptional due to giftedness are not referred to in the use of the term "exceptional" or "special" in this study.

Inclusion and Mainstreaming: refer to the placement of students with special needs into regular classrooms where his/her educational and related classrooms needs can be met. This placement can involve specialized support from the school or district within

classroom settings. Chapter One uses the term "mainstreaming" due do to the prevalence of this term in the literature during the time Chapter One was written. The remaining chapters refer to "inclusion", indicating a perceptual shift from 'joining the mainstream' to 'being an integral part of the mainstream', identified in more recent literature.

Inclusion involves the provision of "educational opportunities for handicapped students equal to those of their non-handicapped peers" (Wood, 1989:3). "Mainstreaming refers to the temporal, instructional, and social integration of eligible exceptional children with normal peers." (Kauffman, Gottlieb, Agard, and Kukic, 1975:9 in Wood:p3). It is "based on individualized educational programs, with procedural safeguards and parent involvement". (Johnson & Johnson, 1980:90 in Wood:p3) Stainback and Stainback emphasize that *inclusive schools and classrooms* are also "communities that fit, nurture and support the educational and social needs of every student in attendance". (1990:4)

Integration: is the placement of special needs children into settings which maximize the extent of their education with age-appropriate, non-exceptional peers. The philosophy of integration advocates that only when aids and services cannot address the needs of children within regular classes, should special classes, separate schooling or other forms of removal from education with non-exceptional children be implemented. (Wood, 1989); (Bauer & Shea, 1989)

Special Education: "is a subject of regular education. Its purpose is to provide appropriate educational experiences to students who are perceived as different from other students in some way." (Ysseldyke & Algozzine, 1984 in Bauer & Shea, 1989:4)

Students With Special Needs: are students identified through assessments by specialists to require support in their educational environments. Placement and appeal procedures are identified in the literature on mainstreaming and inclusion as important processes requiring ongoing monitoring. (Morsiuk, 1984; in Wood, 1989) Concerns regarding the identification and placement of students with special needs are related to the criteria used to determine special needs, and the accuracy of ongoing assessments.

PART II BACKGROUND RATIONALE

The following discussion of social, legal, and educational contexts acknowledges the relevance of broader societal influences affecting education. Schools are thus identified as integral to the development and maintenance of social beliefs and behaviours.

A. *SOCIAL CONTEXT*

In the 1940's, Emile Durkheim identified education as the "methodical socialization of the young generation." (Ghosh & Ray, 1987). As we approach the 21st century, the challenges of determining the manner in which education can address social needs for present generations are compounding and becoming increasingly difficult to predict. At the time of Durkheim's observations, most disabled individuals were institutionalized and

isolated from society. Only in the 1950's and 60's did social attitudes towards exceptional children begin to change significantly, marking: "the end of a long tragic era when handicapped children were to be hidden away in shame and fear." (Lusthaus, 1987 in Ghosh & Ray eds. 1987)

In the past 40 years, social concern for human rights has increased, articulated by professionals and parent organizations lobbying persistently to promote the inclusion of special needs children into society at large. (Elkin, 1976; Roos, 1977 in Lusthaus, 1987). They currently form broadly-based advocacy groups "cutting across economic, racial, religious and gender lines" (Salomone, 1986:p167). Organizations such as the Integration Action Group, the Canadian Association for Community Living, and the Canadian Association for the Mentally Retarded provide professional and legal advice to parents, becoming actively involved in their appeals. (Ruff, in Dickinson & MacKay, 1989:p266) The removal of discriminatory practices have resulted from efforts of individuals and organizations like these committed as they are to inclusive education. The Special Committee on the Disabled and Handicapped (1981:30) reported to the Government of Canada that:

> A cultural norm and value to our society is that people work for a living...This is one of the ways people feel valuable; they have a sense of confidence in themselves and achieve a sense of dignity and worth. (in Lusthaus, 1987)

Unemployment difficulties experienced in Canada today underscore the inherent difficulties of achieving this goal. Advocates for the handicapped emphasize that unemployment rates should not be higher for the handicapped and that training programs have proven to be successful in competitive employment situations. (Pomerantz, 1986, Rhodes & Valenta, 1985; Wehman et al, 1985 in Lusthaus, 1987)

Goals of equal of educational opportunity and skill training for employment have been identified as imperative but are insufficiently provided in many Canadian schools (Porter et al, 1982; Anisef et al, 1986, Hall & Carlton, 1977 in Ghosh & Ray, 1987). Sociologists estimate that half of the jobs available to high school graduates will be replaced by new forms of employment in ten years. Although there is considerable debate regarding public attitudes about schooling alternatives (Gallup, OISE, 1985; Johnson, 1986), the expectations of schools to prepare students for a productive life in society remain high. Similarly, parents, advocates, and the disabled themselves are now pressing for meaningful preparation for inclusion within society.

The costs of ignoring the issue of quality education for the disabled are evident in studies of welfare populations, the unemployed, delinquency and jail populations involving a high incidence of learning problems (Kneale, 1989, 139). Seventy-five to eighty percent of the delinquent boys in several training schools were found to have reading difficulties. The expense to the public of these school dropouts is estimated as 10 times the costs of providing appropriate education prior to dropping out (Dougherty,

BCACLD #14). It is of considerable concern today, that children with disabilities are experiencing more failure in regular classrooms than in special education classes. With reference to U.S. Department of Education records (1989, 1990), Kaufman, et al, assert that:

> Significant numbers are being arrested in their communities and, after leaving school, are not engaged in employment, education, or other productive activities (U.S. Department of Education, 1989, 1990 in Kaufman, Kameenui, Berman, and Danielson; 1990:109).

Access to educational settings can no longer be viewed as sufficient. The changes required in the implementation of mainstreaming must result in beneficial educational experiences. Discrepancies in what is articulated as desirable and what exists in reality persist in many aspects of integration for handicapped individuals. Lusthaus observes:

> Whether it is in community settings, schools, vocational programs, or in the recreational, social, or religious domains, there is a lag behind what is stated as policy or a right, and what actually exists for many people. (Lusthaus, 1987)

The provision of access and participation in society must therefore be accompanied by concerns for the educational processes involved. Children with special needs require opportunities for physical, social, emotional and intellectual growth in environments building self-esteem and skills for future participation in society. The challenge facing schools providing educational services is to address the responsibility society has to the handicapped to enable them to accept their personal and social responsibilities. In a society troubled by a multitude of economic and social concerns, the treatment of

disabled citizens raises fundamental questions about its *values*. Emphasizing the importance of social involvement, Lipsky and Gartner ask:

> What values do we honour? What kind of people are we? What kind of society do we wish to build, for ourselves and for all of our children? (1989:285).

Public school services have expanded dramatically for special needs students during the past few years in British Columbia with increasingly specialized services made available. Notwithstanding impressive developments and improved services, there remain profound concerns regarding the goals and processes of integration and inclusion of students with special needs. The educational goals for these students are frequently identified as insufficient for the social realities they face. Changes in the social environment of schools are required for inclusive educational experiences to have meaning beyond the school.

B. *LEGAL CONTEXT*

This discussion outlines the development of the legal context which led to the enactment of the Charter and identifies issues affecting the needs and rights of students with special needs arising from Charter-driven cases. In Canada, special education is regulated by provincial statutes and policies. The entrenchment of the Charter of Rights and Freedoms in the Canadian constitution in 1982 empowered the Supreme Court of Canada to adjudicate challenges to the constitutionality of provincial legislation and government agencies. Section 15 of the Canadian Charter of Rights prohibits

discrimination based on physical and mental disabilities, declaring "the right to equal protection and equal benefit of the law".

Judicial decisions, described in the following discussion, have subsequently contributed to the recognition of the rights and responsibilities of handicapped people and have recognized that society has a responsibility to them (Beyer, 1983, Martin, 1978 in Lusthaus, 1987) (Dickinson & MacKay, 1989).

1. *THE CHARTER OF RIGHTS AND FREEDOMS*

Canada initially accepted international commitments affirming the educational rights of its children. In 1948, following in the wake of growing international recognition of "egalitarian liberties", the United Nations General Assembly proclaimed the *Universal Declaration of Human Rights*. (MacKay & Dickinson, 1989) Article 26 of this declaration states: "Everyone has a right to education", which is "free" and "compulsory" in the elementary grades. *The Declaration of the Rights of the Child* supported full educational entitlements. Canada's commitment to the United Nations, *International Covenant on Economic, Social and Cultural Rights* ratified in 1976, demonstrated a continued affirmation of equalitarian principles. (MacKay & Dickinson, 1989, 203) Article 13 of this covenant reads:

> The States parties to the present Covenant recognize the right of everyone to an education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the request for human rights and fundamental freedoms. They

> further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance, and friendship among nations....

Although the *Optional Protocol to the Civil And Political Rights Covenant* subsequently provided Canadians with a process of appeal to the U.N. Human Rights Committee (Manley-Casimir & Sussel, 1987), the declarations are not legally binding in Canada. Moreover, they are not cited as precedent by the Canadian judiciary in common law. These international declarations contribute to the weight of moral persuasion and are indications of intent.

Nationally, the Constitution Act of 1867 vested the provinces with jurisdiction over education, resulting in diverse provincial statutes. The Canadian Bill of Rights was established in 1960 but judicial interpretations of its protection of civil liberties was limited. It was used in only one case, R. V. Drybones (1970). The Bill of Rights was applicable to federal legislation and could be overridden by parliamentary use of the "notwithstanding clause" in section 2. (Manley-Casimir & Sussel, 1987: 173)

Human rights codes, supported by human rights commissions were enacted in all provinces and territories by the 1970's. Manley-Casimir and Sussel have identified four reasons for the greater effectiveness of these initiatives. They cite the "broader range of activities", investigative commissions, the elimination of litigation time and costs, and the "preventative", "educative role" of the commissions with regard to human rights and

discrimination. (174) Provinces vary, however, in their interpretations of educational rights. While the provinces of Saskatchewan and Quebec recognize the right to an education, in their Human Rights Acts, other provinces such as B.C. offer accommodation, or access to educational services.

The *Quebec Charter of Human Rights* (1977), in conjunction with the *Rights of the Handicapped Act S.Q. 1978, c.7*, provides the right to an education and specific "service programs" for special education students (Cruikshank, in Dickinson & MacKay, 1989:249). Ontario has introduced legislation providing specified educational guarantees for special education. Bill 82 of the Ontario Education Act was introduced in 1980, entitling exceptional pupils to individual educational programs and services appropriate to their needs. The *British Columbia Human Rights Act* (1984), Section 3, confers educational access and stipulates: "...no person shall be denied accommodation, services, or facilities customarily available to the public because of ... physical or mental disability".

The *Human Rights Codes* in Quebec, Saskatchewan and British Columbia serve to publicize social censure of discrimination and provide a vehicle to air and investigate complaints through an independent Human Rights Commission (Dickinson & MacKay, 1989:250). The *British Columbia School Act* (1980), section 155 (1)(a)(i) provides for:

"...sufficient school accommodation and tuition, free from charge...to all children of school age resident in that school district".

Thus, the British Columbia Human Rights Act and B.C. School Act confer educational access without provisions of educational *benefit* from school accommodation. Ministerial Order 13, issued in 1989, requires administrative officers to consult with parents before placing students and makes reference to educational programs:

> (2) Unless the educational needs of a handicapped student's educational program should be provided otherwise, a board shall provide that student with an educational program in classrooms where that student is integrated with other students who do not have handicaps.

Provincial legislation and policy clearly demonstrate support for the mainstreaming of handicapped students in regular classrooms where possible. Significantly, a legal *right* to an education guaranteeing benefit beyond accommodation is not evident in B.C.

(a) Charter Provisions

Equality provisions in the Charter of Rights and Freedoms involve sections 7 and 15, with references to section 1 and 33. Section 7 of the Charter reads:

> Everyone has the right to life, liberty, and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

Expectations of a right to an education have been raised by discussions and interpretations of "the right to life, liberty and security". The right to an education has not been established in Canadian courts (LeBaron, 1980:7). The existence of this right may nevertheless be subject to judicial interpretation in future decisions. Section 15 (1) comprises the equality provisions which protect Canadians, including the handicapped, from discriminatory practices.

Although federal and provincial courts have demonstrated a reluctance to enter into judgements involving educational expertise, courtrooms are the arena in which Charter guarantees may be interpreted and protected. Interpretations of equality rights have been challenged on substantive and procedural grounds in examinations of compliance with the intent of the Charter. The guarantees of equality rights within Section 15 (1) and (2) of the Charter may be most actively brought before the judiciary in challenges to provincial statutes and local policies. (Manley-Casimir and Sussel in Ghosh & Ray, 1987) Section 15 reads as follows:

> 15 (1) Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.
>
> (2) Subsection (1) does not preclude any law, program, or activity, that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age, or mental disability.

Section 1 qualifies the guaranteed provision of rights within the *Charter* in its "reasonable limits" clause pragmatically stating that rights and freedoms are: "...subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society". With reference to the education of students with special needs, this clause may guard against unreasonable expectations of equal gains in academic achievement with related peers. Expectations of equal opportunities to benefit from appropriate instruction may, however, be interpreted as "reasonable". (LeBaron, 1980)

The inclusion of Section 33 permits provincial legislators to separate themselves from the umbrella of the *Charter* for five year periods. Section 33 states that provinces may declare an Act of Parliament or provision which could "operate notwithstanding a provision in section 2 or sections 7 to 15 of this Charter". The use of Section 33, also identified as the "notwithstanding clause", the "opting out" (Manley-Casimir and Sussel, 1987:175), or "loophole" clause, is not probable regarding the equality provisions for the disabled. A government, invoking this section, could be open to charges of "anti-civil libertarian" actions (176). The recognition of equality rights for handicapped children has been sufficiently substantiated to foresee challenges to an attempt to invoke Section 33. Interpretations of the *Charter of Rights and Freedoms* guarantees by the Supreme Court of Canada are in early stages of determination and will be the subject of deliberation and clarification for years to come.

(b) **Judicial Decisions**

Although American cases involving equality rights do not serve as precedent for Canadian cases, they are occasionally cited by the Canadian judiciary and may serve as instructive, persuasive or merely illustrative in Canadian cases. The *Education for all Handicapped Children Act (Public Law 94-142)* was enacted in 1975 by the United States Congress, requiring "free appropriate education and related services" in the "least restrictive environment". Public funds were provided for private schooling where public facilities were not available, and environments which involved the greatest degree of association with non-handicapped children and specialized settings were preferred.

The greater Canadian deference to group authority differs from the American emphasis upon the individual resulting in varied judicial tendencies. (Manley-Casimir and Pitsula, 1989) Relevant Canadian decisions are not yet as numerous as those in American case law but are addressed for their greater impact upon future litigation in this province.

(i) ***Brown v. Board of Education (1954)***

This watershed U.S. Supreme Court decision, prior to the enactment of PL 94-142, unanimously concluded that separate schools for black students were "inherently unequal" (Warren in Dickinson & MacKay, 1989:167). This decision profoundly affected American case law by recognizing that educational inequalities resulted from the doctrine of "separate but equal". Education is identified as "the

most important function of state and government" in this case. The court's decision recognized equal access to educational opportunities. (Dickinson & MacKay, 1989:152)

(ii) ***Bales, Bales and Bales v. School District 23 (Central Okanagan) Board of School Trustees (1984)***

Aaron Bales was an eight year old whose "mental age was less than half his years" (Taylor in Dickinson & MacKay, 1989:252) due to brain dysfunction. Aaron had initially been assessed as "moderately" handicapped by the school district's special counsellor. This classification was described as "trainable" by the Ministry of Education. Aaron was placed in a class for the "mildly handicapped" with a majority of non-handicapped peers where it was reported he experienced difficulties with his program. In Aaron's second year, a screening committee recommended a change in his classification from "mild", or "educable", to "moderate", or "trainable". This was opposed by Mr. and Mrs. Bales and a compromise was agreed to for the year. Aaron attended half of a school day at the separate school for mentally handicapped children and the other half in an integrated classroom in another school. When Aaron's placement was reviewed the following year, full-time placement at the separate school was recommended and Mr. and Mrs. Bales' appeals to the superintendent and school board were unsuccessful. (253-254) The Bales removed Aaron from school and hired a private tutor. Their court action sought an order for the school board to place

Aaron in a regular class and for damages covering the tutor's fees. Their action, initiated to prevent Aaron's placement in a separate school, was unsuccessful. It was concluded that the Board had acted reasonably and without negligence (24). Separate schools were not proven to be harmful in this case, however, the issue of consistency between "ministry position and local practice" was raised in the judge's conclusions. He states that Mr. and Mrs. Bales were "justified" in their actions faced with an "unfair and inconsistent policy affecting the interests of their son". (Taylor in MacKay & Dickinson, 1989:262)

Adjudication of this case did not address the Charter, which was enacted shortly after its completion. It is currently possible that questions of discrimination could be raised regarding the implementation of services where special treatment may be deemed "objectionable" if it results in undue stigmatization or unnecessary differentiation. With the rapid increase of integrated and mainstreamed settings, issues of placement, of educational benefit and of instruction may yet be examined in the context of the Charter.

(iii) ***Elwood v. The Halifax County Bedford School District School Board (N.S.S.C.) 1986***

Luke Elwood's parents challenged a decision of their local board when Luke was placed in a segregated class for disabled children. Luke was nine years old and classified as Trainable Mentally Handicapped (TMH). He had been integrated for three years in a preschool program and subsequently attended a special

education class from 1983 to September of 1986. When his parents enrolled him in a mainstreamed setting at his neighbourhood school, the school board determined that Luke should be moved back to the segregated setting, approximately 20 km from his home. The Elwood's won an injunction to allow Luke to remain in the regular class and a trial date was set for June, 1987. In May 1987, the Elwoods and school board reached an out-of-court settlement which permitted Luke to remain in his neighbourhood school with an "Educational Support Team", involving the Elwoods, to assist in the provision of an appropriate individualized program. Extensive procedural provisions were outlined for the resolution of parental objections and for possible disputes. (Sussel, 1990:6-7)

The Elwood case had been anticipated to become a landmark case involving Section 7 and 15 of the Charter. Although it was settled out of court before reaching the Supreme Court, it affirmed the educational practice of mainstreaming handicapped children in the "least restrictive environment".

(iv) ***Rowett v. The York Region Board of Education and the Minister of Education***

Jaclyn Rowett was born with a condition resulting from a chromosomal abnormality characterized by mental retardation and specific physical features. She was assigned, in June 1985, by the Identification Placement and Review Committee to a special class requiring a twenty minute bus ride from her home. Jacyln's parents requested a mainstreamed placement with a teaching assistant in

her neighbourhood school. Their claim involved Section 2 (d) and Section 15 of the Charter of Rights, stating that Jaclyn's right to freedom of association and equality rights were being violated. In 1986, the school board and a Special Education Tribunal maintained it had not been established that the local school would be the most effective place for Jacyln, that the self contained class was inappropriate, and that she had benefited from integration with non-handicapped children. (Dickinson & MacKay, 1989:268)

The Rowett's challenged this decision in the Ontario Supreme Court but an application by the school board to strike sections of the Rowett's statement was upheld, preventing a discussion reviewing the placement. When Jaclyn Rowett's case reached the Ontario Supreme Court, however, the provincial government changed, resulting in the Ontario Ministry of Education reversing its position on this policy.

(v) ***Antonsen et al. v. Vancouver School Board (1989)***

This case addressed the complex issues surrounding the provision of educational services for learning disabled students. Although this most recent case in B.C. was conducted after the enactment of the Charter, and involved questions of educational opportunities and benefits for a handicapped student, the plaintiffs did not raise Section 7 or 15 in their claims. Statutory powers and duties of the board were alternatively considered.

> Nine-year old Deidre Antonson's parents initiated the case against the Vancouver School Board, arguing that a statutory obligation to provide Deirdre with an adequate education was not met. They sought a lower teacher-pupil ratio and a segregated setting for learning disabled children and asked that the school board to be required to pay Deidre's fee to a specialized private school. The decision reached was similar to the ruling in the Bales case, concluding that maximum educational benefit was not an obligation of the board. The case differs significantly from other cases discussed due to the nature of the claims which advocated a greater, rather than less restrictive, segregated environment. (Sussel, 1990:1-4)

Judge Trainor concluded that it was not a duty of the board to provide the best education possible, nor to ensure that all children receiving an education achieve their full potential. This perspective echoes the Rowley and Bales decisions which similarly established the lack of an obligation to optimum educational benefits.

The provision of opportunities to develop a child's full potential has not been established in case law. Notwithstanding this, organizations pressing for equality rights for handicapped children are emphatically advocating equal educational opportunities. An example of this tendency is the policy adopted by the Canadian Association of Learning Disabilities which states:

> Education statutes should provide to all children and adults the right to an equal opportunity. This should be interpreted to mean the right to an education which will ensure every child and adult the opportunity to reach and exercise his/her full potential. (in Manley-Casimir & Sussel, 1987)

C. *THE EDUCATIONAL ENVIRONMENT*

Recent initiatives of the British Columbia Ministry of Education emphasize individualization and the educational benefits of mixed ability grouping. *The Year 2000: A Framework for Learning* mandates fundamental changes in educational pedagogy requiring innovative curriculum design and experimentation with varied teaching practices in British Columbia classrooms. The mission statement of the Year 2000 document reads:

> The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

The *Goals of Education* identify the importance of intellectual, human, social, and career development. The identification of these goals reflect recommendations of the Sullivan Royal Commission conducted in British Columbia. These educational goals were the result of consultations with professional organizations, community groups and parents in an effort to increase the relevance and effectiveness of schools.

The ministry goals address the development of the "educated citizen". Knowledge and skill acquisition, independent thinking skills, and an appreciation of life-long learning

processes included in the description of intellectual development are equally pertinent to children with special needs. Their education must also contain career and occupational objectives and goals of social development. The development of self-worth, personal initiative, social responsibility and tolerance of others is of substantial importance to all individuals. The educational environment in which children learn is critical to the attainment of these goals.

Increased awareness of individual differences in rates and styles of learning in educational research are conducive to the implementation of mainstreaming and integration. Regular classrooms are considered the "least restrictive" environment and are deemed by advocates of inclusion to be a more effective context for learning, modelling behaviour, and developing life skills than specialized facilities. (Ruff in Dickinson & MacKay, 1989:270) Informed classroom teachers, and administrators have been identified as essential to change processes required for successful integration. (Carnegie Forum, 1986 in Reyes, 1990:26).

The year 2000 document has advocated increased curricular autonomy in classrooms, placing a greater emphasis upon teachers to engage in new learning and expanded skills (Wood, 1989; Thomas & Feiler, 1988). Expectations of teacher effectiveness and instruction have increased as awareness of the impact of teacher actions and classroom processes has grown. Research related to the effects of school administration at the

school and district levels have similarly generated expectations of informed leadership for schools.

The implementation of mainstreaming requires an understanding of individual beliefs regarding concepts such as equality, quality, and educational goals, involving the distribution of time and resources. In her text on mainstreaming instructional strategies, J. Wood identifies attitudes, preparation, and peer relations as the "foundation stones" providing the "emotional/social" basis in the mainstreaming environment and writes:

> The attitudes of administrators, regular and special class teachers, and regular and special students are significant in the success or failure of mainstreaming. When administrators and teachers are supportive of and prepared for mainstreaming, and when regular and special students have received adequate preparation, there is a greater chance that a successful experience will result.
> (Wood, 1989)

Attitudes and beliefs held by administrators and teachers regarding inclusion can influence decision-making and subsequent actions. The following discussions describe some of the concerns identified in the literature regarding perceptions of inclusion held by principals, teachers and district administration.

1. *THE SCHOOL ADMINISTRATOR*

Attitudes of administrators are more favourable towards mainstreaming than they have been in the past (Payne & Murray, 1974; Carlberg & Kavale, 1980; Center, Ward & Parmenter & Nash, 1985; Pieterse & Center, 1984 in Wood, 1989:15). In a study of

principal attitudes, principals with more than 7 years experience, who were experienced with special classes, tended to demonstrate a greater resistance to mainstreaming. (Center et al, 1985 in Wood, 1989). Involvement with the establishment and maintenance of successful mainstreaming programs is related to increased positive attitudes, in school principals, towards mainstreaming (Carlberg & Kavale, 1980; Center & Ward, 1984; Johnson & Johnson, 1981; Madden & Slavin, 1983 in Wood, 1989). Such participation by administrators in mainstreaming programs entails extensive knowledge of implementation needs at classroom, school, and district levels.

The attitudes and beliefs of principals have significant effects upon the attitudes within the school culture. For example, administrative recognition and support of the goals of inclusion can affect the sense of purpose, efficacy, and commitment of teachers. Fullan emphasizes that, melded with people's beliefs, are their: "...occupational identity, their sense of competence, and their self-concept (Fullan, 1982:31). In a school, beliefs of school members are dynamically linked through their dialogue and actions. A vision of inclusion can be developed and encouraged with leadership provided by the school administrator.

2. *TEACHERS*

Classrooms with mixed abilities require planning, instruction, and pedagogical reflections involving the consideration of individual needs. Recognizing the inherent difficulties of implementation, Bezeau writes:

> Mainstreaming, perhaps more than any other aspect of non-exclusion, has created problems for classroom teachers. Accustomed to dealing with the normal range of individual differences, teachers find themselves challenged by children well outside that range. (Bezeau, 1989:319)

This fourth-grade teacher expresses a common concern among teachers:

> On paper, its a regular mainstreamed classroom, but there are children here who have special needs ... That is the greatest source of stress in my work; time, and having children who need more help than the help I can give them. (Johnson, 1990:115)

Teachers' attitudes impact upon students through observed behaviours and have the ability to affect inter-student perceptions and behaviours. In research studies, elementary school teachers have expressed concern about several factors affecting their attitudes towards mainstreaming. They felt inadequately qualified to teach special students and did not feel they had time for specialized instruction (Flynn, Glack, & Sundean, 1978; Johnson & Cartwright, 1979; Middleton, Morsink, & Cohen, 1979 in Wood, 1989:17). Teachers were also concerned about "increased paperwork, accountability, possible conflict with special education teachers (Ryor, 1978 in Wood 1989), and appeal procedures regarding special placements (Morsink, 1984 in Wood, 1989).

Research on teacher beliefs has indicated that classroom teachers, in general, "tend to underestimate the abilities of special children" (Final, 1967; MacMillan, Meyers, & Yoshida, 1978 in Wood, 1989), they are less tolerant of their (students with special

needs) behaviours than are special education teachers (Doris & Brown, 1980 in Wood, 1989), and they "believe special education class placement to be more appropriate for special children" (Banngrover, 1975 in Wood, 1989).

These concerns suggest a lack of teacher preparation and experience with special needs students and are due, in part, to the previous reliance upon the special education models of special classes and out-of-class interventions (Lipsky & Garth, in Stainback, Stainback & Forest, 1989:273). Special education teachers and support specialists share the responsibility of assessment and program development for special students. Pre-service training for interdisciplinary collaboration identified as lacking in the U.S. (Courtnage & Smith-Davis, 1987) is also needed in Canada. Many districts in B.C. are beginning to address the need to use the available expertise by increasing collaborative involvement to address instructional needs within the classroom.

Recent studies have documented that the attitudes of elementary school teachers have become more receptive to mainstreaming (Marson & Leslie, 1983; Reynolds, Martin-Reynolds, & Mack, 1982; Schmelkin, 1981 in Wood, 1989). Changes in teaching pedagogy and practice required to instruct the wide range of abilities in regular classrooms have identified the need for a broader range of evaluative and instructional practices not only for the special child, but for all students. Child-centered teaching and learning strategies generated by current research requires reflective teaching and on-going professional development as essential to teachers. Instructional methods such as

increased time-on-task, direct instruction, and higher order tasks within regular classrooms have been found to result in greater educational and social benefits than specialized small group instruction (Bartoli & Botel, 1988; Birman, 1981; Gartner & Lipsky, 1987; Leinhardt, Bickel, & Pallay, 1982; Singer & Butler, 1987; Reschly, 1987; Reynolds, Wang, & Walberg, 1987; Ysseldyke & Algozzine, 1982; in Lipsky & Gartner, 1989:91).

Teacher perspectives and descriptions of mainstreaming experiences illustrate responses to these issues of changing pedagogy. The potential illusiveness of educational change is identified in Werner's description of curriculum development as a complex "socio-political" process. Werner writes:

> Transformations can occur as curriculum meanings are modified or contested by teachers and students in the context of their own beliefs, experiences and communities. (Werner, 1987)

Teachers' perceptions and beliefs are thus integral aspects of policy implementation. Teachers in some sense are "street level bureaucrats" (Lipsky, 1980), and "have the potential to be heavily influencing the actual implementation of school policy." (Reyes, 1990:15) The experiences and beliefs of including teachers is, therefore, a focus in this study's examination of inclusion.

3. *THE DISTRICT*

The support from district administration is critical to change processes in schools (Coleman & Larocque, 1990; Fullan, 1991). The priority placed on equal opportunities and mainstreaming is generally high at the district level. School districts are currently responding to the demand for inclusion with district support personnel and resources to neighbourhood schools. For example, the statement of philosophy in the Shuswap Student Services Handbook, provided in Appendix VI, demonstrates a strong commitment to inclusion and is indicative of school board directions. Students are placed in classrooms and moved only for compelling reasons.

Special Education Assistants and Learning Resource teachers are available for assistance in the class or in a resource room, and a District Integration Facilitator supports inclusion within the district. Parents and students are also considered key members of the student support network encouraged in this district. School Based Teams involving the classroom teacher, school principal and specialists from the school and district meet on a bi-monthly basis for consultations regarding students with special needs. They discuss options at the school level and make recommendations for further district services.

Fiscal and environmental constraints are also influential factors in change processes. The absence of necessary funding compounds the difficulties of providing services and the need for specialized physical facilities may also be problematic. Deno finds that the

attitudes of administrators and teachers are of greater importance to mainstreaming than physical facilities or the organizational structure of a school (Deno, 1973 in Wood, 1989).

Although, existing services become strained when resources are limited, he proposes improvements can be made in the quality of education for the majority of students with special needs within regular classrooms. District leadership and support for inclusion can affect the quality of education for all students in regular classrooms. In the current circumstances of budget cuts and shortfalls, the imperative to understand and accommodate the needs of inclusion becomes magnified. Competing demands for district funding and monitoring can obscure the importance of supporting inclusion effectively.

PART III OVERVIEW

This overview is divided into three sections forming and describing the structure of this thesis. The first section states core research questions and related questions making up the framework to guide interview questions. A brief rationale of its utility is provided with each question. The second section discusses factors delimiting the findings and conclusions in this case study. A description of the organization of the thesis in the third section summarizes the contents of each chapter.

A. *RESEARCH QUESTIONS*

1. What are the individual and collective understandings of the meaning of mainstreaming in this school?

> Politically motivated change is accompanied by greater commitment of leaders, the power of new ideas, and additional resources; but it also produces overload, unrealistic time-lines, uncoordinated demands, simplistic solutions, misdirected efforts, inconsistencies, and underestimation of what it takes to bring about reform. (Fullan, 1991:27)

Mainstreaming is a politically initiated change with the inherent difficulties described above by Fullan. Outcomes of these challenges depend heavily upon the perspectives of the individuals involved. Fundamental views of the role of teachers in the classroom and the role of education in society form the foundation for beliefs affecting practice. Understandings and beliefs regarding issues such as the priority placed on mainstreaming in the school, the recognition of legal requirements, or teacher expectations of students can vary widely under the umbrella of mutually stated goals. This question explores the practice of mainstreaming for each member related to their individual understandings and experiences. It identifies commonalities, differences, and unique perspectives demonstrating the scope of the meaning of mainstreaming generated in a school.

2. How do educators' beliefs in the school culture support the implementation of mainstreaming?

In this study, the cultures of the school is defined as "the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes, and norms that knit (an

organization) together" (Kilmann, et al in Grat & Starke, 1988:446). Schools demonstrate unique characteristics resulting in individual patterns of behaviour and processes as a result of these cultural factors. The culture may be strong or less influential resulting in divergent effects upon its members. Beliefs regarding mainstreaming can be supported by norms of behaviour, cultural events, symbolic communication and language. They are maintained and continued through the socialization of new members and establishment of attitudes and behaviours recognized as unacceptable within the culture (Gray & Starke, 1988, p 447-448). School-wide beliefs are significant in the development, maintenance, and consideration of goal clarity and participant commitment to mainstreaming practices. Describing the consequences of "innovation bias by neglect", Fullan writes:

> Or, with an impossibly large number of priorities, the choice of emphasis may be based on the personal preferences and ideologies of individual teachers and administrators. (Fullan, 1991:26)

In the context of educational pedagogical change, the cultural beliefs in a school can result in far-reaching implications for changes beyond policy acknowledgment to practice.

3. How does the principal affect the implementation of mainstreaming within the school culture?

Principals can have a significant impact on a school culture and play a key role in the implementation of mainstreaming. In Moorehead and Nedigers' (1989) study of

principals, effectiveness was related to their beliefs regarding their role and emphasized their values. Fullan reviews this study and writes:

> It was the underlying orientations and behaviours that made the difference: encouraging high performance goals, providing a high level of support and both emotionally and in terms of task, open and honest communication between the staff and the principal, and firmly held values that were enacted behaviorally (such as not just emphasizing visibility, but developing techniques and actions to demonstrate it). (Fullan, 1991:160)

Principals can influence school cultures purposefully or unintentionally through these beliefs and actions. Leithwood and Jantzi (1990) have identified specific strategies used by effective principals to strengthen school improvement efforts through cultural change (Fullan, 1991:160). This study seeks to explore the involvement of the principal in mainstreaming processes and its effects upon the school culture. Although there are instances of teachers implementing innovations without principal involvement (Crandall, et al, 1982 in Fullan:157), mainstreaming has broad implications for school beliefs and practices requiring the knowledge and support of school administrators for long-term development and success.

RELATED QUESTIONS

1. **How have beliefs and practices regarding mainstreaming changed over time? Are there discrepancies between beliefs and practice?**

Individual beliefs may require time for the development of understanding and acceptance. Many of the beliefs advocated for effective mainstreaming have been acknowledged as important in education for decades but have conflicted with accepted

practices. Changes in practice which address concepts such as varied developmental needs require new knowledge, understanding, and successful experiences for participants. Beliefs may be reflected in mainstreaming practices or continue to require coping strategies, with teachers accommodating contradictions between their beliefs and expected practice. Thus, beliefs and behaviours may not significantly change, yet may undergo major changes.

2. How do students and parents perceive mainstreaming?

References by participants to students, parents, and district personnel are examined for their impact on beliefs and practices. Parent involvement has been found to make a significant difference to schooling. Current research on parent involvement indicates that increased participation results in a relationship of increased effects "on child development and educational achievement" (Fullan, 1991:227). Parent and student perceptions of the meaning of mainstreaming reflect levels of understanding and illustrate their experiences.

3. How do the external factors of district personnel, school board, and community affect the implementation of mainstreaming?

District administrators, the school board and the community are also important to the implementation of mainstreaming. Coleman and LaRoque have identified major characteristics of more successful school boards in an extensive study of British Columbia school boards. They found that effective boards were: more knowledgeable

of district programs and practices, and had goal clarity rooted in distinct values and beliefs (Coleman & LaRoque, 1989:15 in Fullan, p.207). Teacher and principal views demonstrate the awareness and effect of these district level values, beliefs, and practices.

4. What were the unintentional outcomes identified by the participants? How were the outcomes addressed?

Outcomes of change processes cannot be consistently predicted. Organizations require the flexibility to address unexpected consequences of their actions. Fullan asserts that:

> "Change is difficult because it is riddled with dilemmas, ambivalences, and paradoxes...Respecting the change process means seeking common patterns while being prepared for uniqueness." (Fullan, 1991:350)

Problem-solving and coping strategies engaged by individuals and by the school contribute to the understanding of beliefs and practices in a mainstreaming school.

B. *LIMITATIONS*

The limitations of this study are evident to two areas: (1) the research instrument, (2) generalizability of the study. First, because the researcher is the primary research instrument, the possibility of personal assumptions and expectations influencing the observations and analysis should be noted. To reduce the possibility of bias, I tried to follow the approach of multiple working hypotheses as advocated by Chamberlin (1896: in Science, 1965:756). Further, I engaged in discussion and consultation with

participants, colleagues, and faculty regarding data and hypotheses to provide a form of reliability check on my own interpretations.

The identification and application of interview codes were also reviewed by other individuals. A former District Intergration Facilitator from another district and a graduate from the Department of Psychology at U.B.C. examined and discussed interview coding. Information gained from participants was checked in two ways. Initially, transcriptions of taped interviews were sent to each of the key interviewees to check for accuracy. Later, the chapter discussing the findings was read by each of the key interview participants to check that quotes accurately reflected their intended meanings. Feedback from this process was appreciated and served to refine the stylistic production of the material. Responses did not, however, indicate that changes were needed in the application of quotations.

The second limitation regarding generalizability is a consequence of the selection of one school site, the number and source of interviews, and the duration of the study. Due to the selection of Hillcrest Elementary, unique variables involving the district, school and interviewees limit the transfer of implications from the findings to other settings. Although the single site, with interviews, observations and documentation generated a data base sufficient for this examination of educator views, descriptions are bounded by this context. Hillcrest is also unique due to the existence of special classes for approximately 20 years. Responses may be influenced by the prior experiences of

students, teachers and the community. This study, while not a full ethnography, used some research methods associated with such studies.

A further limitation related to generalizability stems from the use of five key interviews. The views of more teachers and principals would help to establish the existence of identified beliefs of other educators in this and other schools. School processes are also inter-related with district and community interactions and are not fully researched in this study of educator perceptions. This study's scope is therefore limited by the exclusion of direct research into external district level factors, parental involvement and student views. References made by interviewees regarding district, personnel, parents and students are examined in the absence of expressed views from these stakeholders. Supporting interviews, documentation and observations providing background information were therefore limited.

The duration of this study also limits its generalizability. Five full school days within the school and an evening with parents, students and teachers provided extensive information. The extent or the consistency of beliefs and actions cannot be perceived, however, in such a brief period of time. A social context is complex and changing. The description of a "snap-shot", instance in time, or "slice of life" presented in this case study acknowledges that it views a social setting at one given time. I am aware that all issues and beliefs regarding inclusion have not been raised due to the selection of site,

the number of interviews, and duration of the study. The applicability and utility of conclusions must thus be considered in the context of these limitations.

C. *ORGANIZATION OF THESIS*

This thesis is organized in five chapters addressing background information and descriptions of the research related to my case study. An effort has been made to present the beliefs and experiences of the educators within their social and educational contexts. The first chapter, therefore, states the problem and provides a description of the social, legal, and educational contexts of inclusion in Canadian schools. The third part of Chapter One contains the research questions, limitations and this description of the organization of the thesis.

Chapter Two identifies current concerns in the literature on school improvement on inclusion and on culturally shared beliefs. Educator beliefs described in this study are thus viewed as an integral part of educational change and widely held beliefs within the school. This literature review concludes with a set of multiple working hypothesis drawn from issues raised in the research and my research questions. The methodology of this case study, described in Chapter Three, is divided in two parts. Part I summarizes my own background and experiences since I am the primary research instrument. Although attempts were made to guard against bias, it is acknowledged that observations and analysis can be affected by the researcher. Part II describes the method in four sections related to: (1) assumptions associated with the case study method, (2) descriptions of

the data collected, (3) procedures used for data analysis, and (4) experiences during data collection.

Chapter Four discusses the findings within three distinct areas. Part I relates findings regarding the external context of the school. Four major themes are identified: (1) formal and informal processes, (2) parents, (3) community and broader social contexts and, (4) other district schools. The internal, or school context of inclusion, is described in Part II of the findings. Data regarding background experiences of the school and educators, formal processes, and the school administrator are presented in this section. In Part III, perceptions of inclusion are described related to four themes: (1) educational philosophy, (2) instruction, (3) individual perceptions, and (4) shared perceptions. The four participating teachers are not named to provide the anonymity assured individuals prior to their interviews. The district, school, support personnel, and school administrator were permitted identification and can thus contribute more fully to descriptions of the contextual environment of the participants.

The fifth chapter examines conclusions drawn from the findings and suggests their implications for other including schools and districts. There are three parts to the conclusion. Part I discusses the implications of the references to ethics within the findings and proposes a greater focus on ethical considerations in the implementation of inclusive schools. The implications of prior experience, collegiality, and school improvement concerns comprise Part II of the conclusion. Conclusions based on

findings related to the external and internal contexts of inclusion and to educator perceptions of inclusion are addressed within these sections. Part III of the final chapter provides a summary of the development of this study and identifies areas for further research.

Following Chapter Five are seven appendices with samples of documents noted in the thesis. The first appendix provides a glossary of legal terms to clarify terms used in Chapter I, Part II discussing the legal context of inclusion. The second appendix contains descriptions of three observations of students conducted at Hillcrest. Pseudonyms were used to provide anonymity to the students and Special Assistants. Interview questions used to focus the interviews are in Appendix III. The fourth appendix contains lists of annotated codes including those used, discarded and/or merged to illustrate the coding employed.

Appendix V contains the Survey of educational beliefs referred to in the discussion of areas for further research. Survey questions arose from identified issues and conclusions drawn from this case study. Appendix VI comprises statements of philosophy and objectives from the Schuswap District Student Support Services Handbook. This is a communication of beliefs held and supported by the Board of Trustees in this district regarding exceptional children. A letter of correspondence comprises the seventh appendix.

CHAPTER 2 - REVIEW OF THE LITERATURE

Educational innovations require change at personal and organizational levels. The literature related to school improvement and the implementation of inclusion concur that strong, clear, and meaningful goals and experiences are necessary to prevent superficial change. This case study examines experiences and beliefs described by educators implementing inclusion. The following review focuses on three major bodies of literature relevant to this study: school improvement, inclusion, and culturally shared beliefs.

Currently identified characteristics from the literature on school improvement and inclusion are discussed first in this review. The importance of the school culture is then recognized as central to meaningful and lasting change. Descriptions from the literature on organizational culture are included in this review to address the possible relationship between school culture and change efforts. A review of the literature related to school improvement and inclusion is therefore followed by a discussion of shared beliefs within the school culture.

A. *SCHOOL IMPROVEMENT AND INCLUSION*

There is increasing recognition of the central role played by the school in educational change (Joyce 1991, Fullan 1991, Huberman and Miles 1984, Goodlad 1984). School experiences reflect interpersonal and group interactions involving social and professional beliefs and policy requirements. (Schmuck and Runkel 1985, Joyce 1991) For students with

special needs, past practices of separate schooling and compensatory practises have been found seriously lacking, especially in the light of more recent findings regarding academic and social benefits of inclusion. (Lumpkins, Parker, & Hall 1991; Anderson & Pellicer 1990)

Existing beliefs relating more specifically to the implementation of mainstreaming are recognized as: "shared sets of values and views that are believed to lead towards both excellence and equity in education," in Lipsky and Gartners' review of literature on mainstreaming (1989). These scholars indentify the following beliefs as important to inclusion:

- The belief that students are more alike than different.
- The belief that all students have individual needs.
- The need to adapt educational programs.
- The need to do this in ways that are respectful of student difference, individual capacity, unique strengths of persons with disabilities, and the roles of parents.
- The recognition that there are methods of school organization, instructional strategies, and use of personnel, that provide the bases effectively to educate all students in integrated settings.
- The realization that the refashioned schools will not only produce better education for all students, it both needs and will produce expanded and enhanced professional roles for school personnel. (Lipsky & Gartner 1989)

The literature on school improvement and inclusion identifies central characteristic factors or themes as important to effective change. For example Fullan and Steigelbauer identify the following six themes: *1) Vision Building, 2) Evolutionary Planning, 3) Initiative-Taking*

and Empowerment, 4) Development of Staff and Resource Assistance, 5) Monitoring/Problem Coping, and (6) Restructuring (1991:81). These themes are frequently addressed by other researchers in current analyses related both to school improvement and inclusion. This literature review discusses research findings within these broad themes, identified by Fullan and Steigelbauer as, *Keys to Implementation Processes.*

1. *VISION-BUILDING*

Current research widely supports the identification of a well articulated vision to direct school innovation. A vision defines 'why' something is worth doing and 'what' it should look like. Roger Kaufman and Jerry Herman conceptualize levels of vision-building, addressing the social context a school vision must consider.

> In its most powerful use, strategic planning identifies results, based upon an "ideal" vision to be achieved at three levels: individual, organization and societal. (Kaufman & Herman 1991:4)

These three levels of strategic planning are similarly identified as necessary to a vision of inclusion (Gilbert & Hart 1990:13, Stainback & Stainback 1990, Lipsky & Gartner 1989). The philosophy of inclusion also proposes an "ideal" vision calling for altruism and hope for improved conditions. Huberman identifies the existence of "Inspiration", as a key dimension of an innovation.

> Inspiration: Does the innovation have a strong inspirational thrust? Are idealistic - altruistic values an important component of the message? (Crandall et al, 1986)

The following section discusses factors related to the vision of inclusion within three areas. Research related to *teachers* and *administrators* are first addressed, followed by a review of the literature regarding *collegiality*.

(a) Teachers

The following discussion identifies references to the importance of teacher effects, identifies factors related to teacher beliefs, and presents examples of specific areas of teacher influence suggested in the literature. Teachers are at the heart of school improvement. Fundamentally, the interaction between teachers and students results in the learning which fulfils the purposes of education.

All teachers face demands of increased social diversity, curriculum imperatives and structural complexity in their classrooms. Challenging characteristics common to most classrooms have been identified as "multidimensionality, simultaneity, immediacy, unpredictability, publicness, and history". (Doyle 1986 in Calderhead 1987:2). In an analysis of change in schools, James Calderhead writes:

> In what we call the reflexive conception of change, teachers have a key role to play because it is they who must find a way to make new ideas work: it is through their taking new ideas seriously that the innovators can assess what new ideas mean in practice. (Calderhead 1987:37)

The following description, provided by Howe and Miramontes regarding the role of Special Education teachers, is applicable to all teachers in an inclusive school. They assert:

> As *de facto* interpreters of the law, special education teachers have an ethical obligation to enforce not only its letter, but its spirit as well. This obligation, in turn, often requires special education teachers to act as advocates for the rights of special needs students. (1991:22)

Highlighting the importance of "teacher effects", Geske and Teddlie point to varied student outcomes in different schools, stating:

> In other words, teachers and schools may have dramatically different effects on student performance (Hanushek, 1972; Murnane, 1975; Armor, Conry-Osequera, Cox, King, McDonnell, Pascal, Pauly, Zellman, Sumner, and Thomson, 1976; Murnane and Phillips, 1981). (1990:195)

These researchers indicate findings of low correlations between "teacher-student ratios, teacher education, or teacher experience" and student achievement. They also assert: "...There appears to be no strong or systematic relationship between school expenditures and student performance". (1990:195) Although inclusion must be implemented within current conditions of strained district budgets, related expenditures and organizational changes are required. The importance of the identified effects of teachers, however, underscores the need to address teacher beliefs and practices.

Teacher beliefs can be highly personal and unique, but can also reflect shared professional perspectives and values. Beliefs can act as filters, affecting how individuals view and respond to new experiences. Teachers also interact with their environments, bringing their perspectives to the social setting of the school. In two papers, "Psychological States and Staff Development" (1980) and "Teacher Growth States and Environments" (1982), McKibbin and Joyce found high correlations between teachers' psychological states, as defined by Maslow's

hierarchy of needs, and their participation in and application of professional development experiences. These researchers state:

> The general milieu of the school and the social movements of the times interact powerfully with the personalities of the teachers to create personal orientations which greatly influence how teachers view their world (and themselves in it). (in Hopkins,The 1990 ASCD Yearbook:42)

In his study of "teacher personality and school climate", Hopkins extended these studies identifying a similar correlation between higher psychological levels and greater use of educational ideas (Hopkins in The 1990 ASCD Yearbook:42) Advocating further research related to school climate and the psychological states of teachers, Hopkins concludes:

> Educational ideas must be differentially introduced into schools on the foundation of clarity of the concepts being used, an understanding of the processes involved, and an understanding of the school climate and psychological state of the individual teacher. (64)

Referring to the potential impact of psychological factors involved in the consideration of teacher change, Fullan observes:-

> At the individual level, Huberman (1988), Hopkins (1990), McKibbin and Joyce (1980), and others have found that the psychological state of a teacher can be more or less predisposed toward considering and acting on improvements. (Fullan & Steigelbauer 1990:77)

Some of the possible influences upon teacher perspectives may involve childhood experiences, training, prior employment and career paths (Hammersley 1977:7). In an examination of teacher perspectives, Martyn Hammersly identifies twenty-five dimensions related to five main areas in which teachers' view may differ. These perspectives involve:

(1) the teacher's role, (2) pupils, (3) knowledge, (4) learning, and (5) preferred teaching methods (1977:62). Given these broad domains and the innumerable combinations of possible conflict, the philosophy, goals, and processes of inclusion necessitates a need for a shared pedagogy amongst educators. Hammersley points out the existence of a teacher's "individual skill and style" but emphasizes: "The structure of the school is also of great importance" (1977:61).

The socialization of students to egalitarian principles may be influenced by a teacher's socialization process. Research on the effects of teacher socialization has revealed varied conclusions. Individual characteristics of disposition and capabilities, teacher schooling, and environmental context have been identified as significant. Current analysis has emphasized the importance of the interactions of individual and institutional factors in the socialization of teachers. (Lacey 1977, Pallard 1982, Zeichner and Tabachnick 1985, Greenway 1984, Connell 1985 in Calderhead 1987:31) Regarding personal preferences of teachers, Kottkamp reviews some of the related literature:

> In a major literature review, Stern and Keislar (1977) concluded that student attributes of ethnicity or race, speech and language patterns, socioeconomic status, sex, achievement or ability level, and classroom behaviour are all linked to teacher attitudes toward their bearers. Teachers generally prefer students who are conforming, obedient, compliant, quiet, studious, and passive (in Calderhead, 1990:96).

In Kottkamp's survey of teacher views, 39% did not wish to teach students with special needs, although they felt many were enrolled in their classes. Kottkamp found that many orientations toward students are culturally based, identifying that teachers have more

positive attitudes towards students with similar backgrounds (1990:95). In the following reference, Kottkamp cites survey findings on teacher views.

> 'My classes have become so mixed in terms of students' learning abilities that I can't teach them effectively,' and 13% agreed that, 'I don't relate to some of my students because my background is so different from theirs'. (Metropolitan Life 1988:28).

Teacher commitment has been studied extensively and identified in the literature as linked to school outcomes. The vision of "organizational mission" and "consensus on shared norms, values and beliefs" are considered key cultural elements affecting the development of teacher commitment (Peterson and Martin in Geske and Teddlie 1990:227). Notably, higher student achievement and positive affective student behaviours have been identified as major outcomes of teacher commitment (Reyes 1990:159). Commitment to a shared vision of inclusion may thus enhance school outcomes.

The influence of the modelled behaviours of teachers have been extensively stressed in educational research. In Joseph J. Onosko's study of teachers, he identifies the effects of teachers modelling problem-solving:

> Teachers model thoughtfulness by showing appreciation for students' ideas and for alternative approaches if based on sound reasoning, by acknowledging the difficulty of acquiring knowledge, and by explaining how they think through problems. (1991:40)

Research on teaching practices identify the effects of organization and pacing of instruction (Wittrock (1986), Good and Brophy (1986, 1987). Teaching is also described, by Stenhouse

(1975) 1983) and Schon (1983), as the result of teachers' work as "reflective practitioners" or classroom "researchers". These scholars identify the need for teachers to relate flexibly to curriculum with a sense of professional autonomy. Shared responsibility for decision-making has also been proposed for the empowerment of teachers (Maeroff 1988 in Leithwood 1990:76). These perspectives place a considerable emphasis on the importance of teachers' knowledge and judgement.

(b) The School Administrator

Research on the practices of school administrators have largely identified the principal's focus on plant management and "interpersonal relations or climate" (Morris et al.1982, Trider and Leithwood 1988 in Leithwood 1990:71). An "instructional leadership" role has also been identified, focusing on program and student development (Leithwood 1990:71) and teacher development (72). Other researchers argue that principals cannot be expected to fulfil this role (Gersten et al. 1982, Rallis and Highsmith 1986 in Leithwood 1990:72)

Hoy and Miskel emphasize the importance of the "cultural and symbolic" role of organizational leadership as well as the "instrumental and behavioural" role. They assert: "The institutional leader is responsible for articulating the mission of the organization, shaping its culture, and protecting and maintaining its integrity." (1987:309)

Although this description identifies critical aspects of the school administrator's role, Murphy (1988:650) suggests that the principal leads change within a context which enables

Although this description identifies critical aspects of the school administrator's role, Murphy (1988:650) suggests that the principal leads change within a context which enables it to grow, stating: "A leader's vision is 'the grain of sand in the oyster, not the pearl' ." (Leithwood 1990:71)

Principals work in a varied social context with teachers, parents, students, district and support personnel, and community members to foster school goals. Tarrance Grieve stresses the need for administrators to assist teachers by facilitating collaboration and maintaining a purposeful focus. In his review of the Sullivan Royal Commission in B.C., he identifies two major themes in the Legacy statement, and paraphrases its message as: "Free the teachers to exercise their professional love and free the learners to learn." Grieve also states that the role of the administrator is to: "visualize teachers as also being learners". (1990:22) Stainback and Stainback suggest the principal's communications regarding inclusion can fundamentally affect the school community. They assert:

> In most school systems, the educational administrator is the one who is responsible for articulating the philosophy or mission of the school district and assuring that the actions of the teachers, support personnel, and students are congruent with this philosophy. Thus, the educational administrator is in a position to deliberately or incidentally shape the organizational structure of a school and the values of the school community...(1990:201)

Recognizing the need for the school administrator to communicate the philosophy of inclusion, these researchers point to the importance of school processes and the values held by leaders. Stainback and Stainback assert: "...and these structures and values may

While acknowledging the complexity of the principal's relationship to change, Fullan agrees that "the principal is central (to change), especially to changes in the culture of the school." (Fullan & Steigelbauer 1991:145) Two characteristics of a vision of change identified by Miles (1977) are important distinctions in the consideration of the principal as vision-builder.

> The first is a sharable, and shared vision of what the school could look like; it provides direction and driving power for change, and criteria for steering and choosing... The second type is a shared vision of the change process. (Fullan & Steigelbauer 1991:82)

It is important to make a distinction between vision and dogma. Greenfield, Licata, and Teddlie's findings regarding principal vision are of interest in the consideration of principal, teacher, school, and district vision-building. These researchers suggest:

> (a) The question of who initially creates the vision may be less important than how many eventually support the vision.
>
> (b) Public and critical analysis of a vision in terms of what is normally appropriate and also achievable may be our best defense against misguided and unscrupulous behaviour. (Greenfield, Licata & Teddlie, 1990,98)

(c) Collegiality

There is increasing acknowledgement that teachers must have participation in and ownership of the school vision. Support developed with shared ownership and responsibility may be more likely to be broadly based and maintained. (Thousand and Villa in Stainback and Stainback 1990:203) Researchers of inclusion advocate continuous, critical vision-building, highlighting the imperative for the later theme of monitoring/problem-solving in

this discussion. To plan the implementation of a vision, Roger Kaufman and Jerry Herman assert that: "Strategic planners must have the courage to imagine the world they want their children to live in, then find practical ways to achieve their vision." (1991:4)

Schools have historically been places where educators work in relative isolation under the same roof. When individuals work in isolation, varied experiences can reduce communication regarding school goals and processes. (Little 1990, Rosenholtz 1989) In a study of principals and teacher leaders, Smylie and Brownlee-Conyers describe the focus of teachers as "inward", to students and classes, (Barth 1986, Johnson 1989) and the focus of principals as "outward", to parents, district administration, and community (Meier 1985, Sykest & Elinone 1989). Their study found that new working relationships between teachers and principals were needed for collaborative participation. They state:

> Indeed, the experiences of these pairs suggest that teachers and principals may have to resolve interpersonal tensions and conflicts and establish trust, confidence, and means for effective communication before new roles and working relationships can fully develop and function. (1992:152)

Acknowledging the importance of the organizational context on collaboration, these researchers identify the effects of "patterns of belief and practice that have predominated teacher/principal working relationships at the school level", as influential. Communication, necessary for collaboration, is based on trust. Teachers can trust that their requests for feedback are received without judgement within a framework of joint problem-solving. Smuck points to the importance of trusting actions and openness in a description of trust-

building. "...trust is built very slowly and in small increments, is established more by deeds than by words, and is sustained by openness in interpersonal relations." (1977:91)

Identifying the need for "trust, honesty, and open communication", Hoy and Kupwersmith assert that administrators can foster caring relationships. The purpose of feedback, in Smuck's opinion, must be based on an ethical sense of caring for those involved. This view of feedback could increase the frequency and effectiveness of collaborative efforts to monitor and problem-solve for change.

> Mutual feedback should arise out of a true concern and interest in the other person. Each participant should want to find ways: (1) to move psychologically closer to the person and (2) help that person to grow. (1977:98-100)

Advocating the benefits of collaboration and teacher participation in decision-making, Smylie and Brownlie-Conyers contend:

> This suggests that school districts not only need to recognize the importance of this dimension of new working relationships but to pro-actively assist teachers and principals to cultivate the interpersonal knowledge and skills that appear requisite to their new work together. (1992:150)

Collaboration not only requires the contribution of ideas but includes the ability to accept the possibility that group beliefs or needs may differ. A commitment to the suggested ethical framework provides an important perspective of caring, justice and critique from which decisions can be viewed. The willingness to differ amicably, however, and to compromise or accept group decisions after stating one's views is a necessary aspect of

collegiality. Ethical dilemmas arising from the complex innovation of inclusion can be examined collaboratively from a variety of perspectives. The benefits of collegiality between members of an inclusive school are weighed by Stainback and Stainback who assert:

> In a collegial school climate, teachers will depend upon each other for the support needed to develop this professional flexibility. It will be critical to work jointly, across various specializations, for the common goal of educating all students successfully. (1990:136)

Alternatively, schools without collegiality can hinder professional development and teacher efficacy. Johnson and Johnson state: "A feeling of isolation from their peers is a major contributing factor to the low morale and lack of continued professional growth generally found among teachers". (Johnson and Johnson et al. 1984:71) In a study of elementary and secondary teachers, Lortie found that teachers worked through problems in isolation and were physically separated from their peers (1975). Fullan and Steigelbauer review Lortie's findings, and note: "Partly because of the physical isolation and partly because of norms of not sharing, observing, and discussing each other's work, teachers do not develop a common technical culture." (1991:119)

2. *EVOLUTIONARY PLANNING*

The importance of flexibility in organizational planning is emphasized by Fullan who states:

> Once implementation was underway toward a desirable direction, the most successful schools in Louis and Miles' (1990) study adapted their plans as they went along to improve the fit between the change and conditions in the school to take advantage of unexpected developments and opportunities. (Fullan & Steigelbauer 1991:83)

A fundamental reason to engage in evolutionary planning is the acknowledgement that an innovation or school never reaches stasis. People and circumstances continue to change as well as perceptions of practices perhaps deemed valuable at one time. Suzanne Loucks-Horsley describes "levels of concern" in change processes in schools, and points out the emergence of "impact concerns" after the implementation change. She states: "It's not atypical for it to take up to two years for impact concerns to arise. We talk about three to five years as the amount of time required for a new practice to be well implemented." (1990:1)

Incremental change has been identified and advocated in the literature on organizational development (Dunphy & Stace 1988:317), (Beer 1980 ibid:318) as small stages of change encouraging employee participation and consensus. Incremental change is appropriate for stable and gradually developing situations (Bell 1975, Ferguson 1980, Ginsberg & Vojta 1981, Reich 1983 in Dunphy & Stace 1988:318). The following description of incrementalism illustrates the emphasis which differentiates it from transformative change:

> It values evolutionary rather than revolutional change, order rather than disorder, consensus and collaboration in preference to conflict and power, the use of expert authority and the persuasiveness of data rather than the dictates of positional authority or the emotionality of charismatic leadership. (Quinn 1980 in Dunphy & Stace 1988:318)

Transformative change, also required by inclusion, is "fast", "pro-active", and "externally imposed". (Dunphy & Stace 1988:320) Once new inclusive processes are in place, incremental, or evolutionary change must continue to be addressed. In Barbara Foreshaw

Kovach's description of the nature of change, however, she acknowledges that abrupt change can occur, but that it is only over time that the integration of new patterns of expectation and behaviours will occur. Therefore, following implementation, effects of change on the rest of the system may be perceived. (Foresha-Kovach, b.: 1984:6)

Recognizing that "interpretive judgements and adaptations" must be continuously addressed during implementation, Kathy Carter and Walter Doyle suggest the need to acknowledge critical decision-making in curriculum planning. Those researchers assert:

> This concept needs official recognition and expression as the capability that enables teachers to appraise situations, mentally rehearse interactions, influence colleagues, and design classroom activities; and, overall to make adaptations and negotiate accommodations that have an educational direction. (1987)

3. *INITIATIVE-TAKING AND EMPOWERMENT*

The ability to take risks is identified as important to school improvement. (Leithwood & Montgomery 1982, Gowan 1979-80, Smylie 1988), and is associated with effective teacher change and school innovations (Bergman & McLaughlin 1977, Little 1981, 1982, Smylie 1988). Citing Huberman and Miles, Carlene Murphy analyzes the implications of a failure to empower teachers. She states:

> Huberman and Miles further remind us that managers don't execute innovations, teachers do; and if teachers decide not to execute the innovation, managers will find themselves institutionalizing placebos. (1991:64)

Empowerment in a collaborative environment has been found to provide emotional and psychological support for people in the workplace (Anderson 1982, Smylie 1988). As a result of collaborative support, Fullan indicates that morale and efficacy is enhanced, stating: "Working together has the potential of raising morale and enthusiasm, opening the door to experimentation and increased sense of efficacy". (Cohen 1988, Rosenholtz 1989 in Fullan & Steigelbauer 1991:84)

Teacher efficacy can be defined in terms of a sense of personal competence or "certainty of practice". In both perspectives, a school culture open to flexibility and experimentation is essential. Viewing efficacy as a "self-precept", Smylie identifies its link to a risk-taking environment.

> This approach assumes that the key to increasing efficacy is the promotion and awareness of success (and the attribution of that success to self) and the tolerance and support of failure in attempts to be successful. (1990:63)

Findings in major studies of teacher efficacy are summarized by Smylie, who states:

> Teacher efficacy has been found to relate significantly to outcomes that are valued (i.e. teacher classroom behaviours, student achievement, innovation). In order to promote these valued outcomes, teacher efficacy ought to be enhanced. Teacher efficacy is enhanced by information regarding performance and practice. (1990:62)

A number of factors can influence teacher efficacy and attitudes towards initiative-taking. Teachers work under conditions of considerable stress (Kearney & Sinclair 1978 in Calderhead 1987:35) and experience high levels of "emotional investment" with their work

and students. (Jackson 1986 in Calderhead 1987:35) Research on teacher thinking indicates they are significantly influenced by their beliefs regarding students, curriculum, teacher environment and teacher practices. (Calderhead 1987:97) Acknowledging that teacher beliefs influence orientations to the workplace, Kottkamp identifies several additional factors affecting teacher beliefs.

> ...teacher personal attributes and the particular location of work, and their interaction, are related to more complex understandings of beliefs and attitudes. Region of the country, grade level taught, and density and type of community are all systematically related to some of the attitudes described above (Elam, 1989; Gallup, 1984b; Metropolitan Life, 1985a, 1988; NEA, 1987).
>
> Likewise, important teacher personal attributes associated with various attitudes include: experience, age, sex, and ethnic background (Kottkamp, Con, McCloskey & Provenzo, 1987; Metropolitan Life, 1987, 1988; NEA, 1987). (1990,97)

Given the diversity of possible individual and biographical constraints on teacher commitment, the importance of a collectively accepted vision in the school is magnified. Similarly, the probability of conflicting sub-cultures underscores the imperative of a cohesive ethical perspective for shared vision-building. Shared beliefs and values can foster stronger organizational cultures which are focused and maintained. Deal and Kennedy assert: "Weak cultures have no clear values or beliefs about how to succeed... or have different, disputed or disorganized beliefs." (Deal & Kennedy, 1982, 135-136) Fullan comments on the development of support for initiative-taking and change possible with teacher collaboration.

> New meanings, new behaviours, new skills, and new beliefs depend significantly on whether teachers are working as isolated individuals (Goodlad, 1984; Lortie, 1985; Sarason, 1982) or are exchanging ideas, support, and

positive feelings about their work. (Little, 1982; Mortimore et al, 1988; Rosenholtz, 1989). (Fullan & Steigelbauer, 1990,77)

4. *STAFF DEVELOPMENT/RESOURCE ASSISTANCE*

(a) Professional Development in Schools

Inclusion requires new knowledge and teaching practices. Although pre-service training should be a priority in training programs, the majority of teachers now receiving students with special needs in their classrooms do not have specialized course work to assist them. Earlier discussions, however, emphasize the importance of appropriate support and professional development during implementation. The centrality of effective teachers is demonstrated in research on teacher-effects.

> The teacher-effects research has important implications for teacher selection and training, the development of instructional materials, and the design of classroom environments to facilitate the active, personalized teaching-learning process that has been shown to result in the most valued outcomes. (Linney and Seidman, 1989,337)

A description provided by Huberman and Crandall reveals further imperatives for the on-going learning of educators. He identifies four forms of "classroom press" asserting the need for teachers to receive support through resources and release time. These classroom factors contribute to the constant imperative for problem-solving processes:

> "The press for immediacy and concreteness." (frequent interactions) "The press for multidimensionality and simultaneity." (a variety of needs engaged in simultaneously) "The press for adapting to ever-changing conditions". (individual and group differences and changes) "The press for personal involvement with students." (meaningful relationships and interactions) (Huberman and Crandall, 1986,28)

Relating "emotional commitment" and caring to high standards of performance, Thomas Green emphasizes the ethical component of teaching practices.

> Green (1985) discusses the voices of consciences that should form a philosophy of moral education. One of these voices--the conscience of craft--provides a rich image for our moral aims in this realm. A conscience of craft presumes a commitment to technical expertise and adds to it a concern for personal capabilities.... (Bryk, 1988,262)

Researchers have identify the need for consideration and caring for the learner as integral to the craft of teaching. Hopkins and Rudduck asserts: "Teaching is the art which expresses in a form accessible to learners an understanding of the nature of that which is to be learned". (1985,105)

Lawrence Stenhouse stresses that an emphasis on the practice of teaching is central. He states: "In an essentially practical art, like education, all the research and all the in-service education we offer should support that research towards performance on the part of the teacher." (in Hopkins & Wideen, 1984,76)

The participation of school administrators in staff development is needed to promote informed leadership and involvement with school goals. Berman and McLaughlin point out the importance of the personal involvement of the principal regarding professional development.

> Berman and McLaughlin (1977) found that "projects having the *active* support of the principal were the most likely to fair well" (p124 their emphasis)... Berman, McLaughlin, and associates (1979,128) note that one of the best

> indicators of active involvement is whether the principal attends workshop training sessions. (Fullan & Steigelbauer, 1991)

(b) Professional Development and Inclusion

In the inclusive setting, where flexibility and critique of practice is needed, and where change is expected and purposeful, professional development is an integral component of teaching. Lipsky and Gartner assert: "Good educational practices are not simply something nice to achieve; they are imperative". (1989,XXVII)

Dorothy Lipsky and Alan Gartner identify two main features within four models of inclusion. (Bilken, 1985; Gartner & Lipsky, 1987; Skitic, 1987; Stainback & Stainback, 1984) These models of full inclusion focus on teacher acceptance of student diversity, and "the development of classroom organization and instructional strategies that see opportunities, not impediments in the integration of students with disabilities into the mainstream classroom". (1989, XXVII) Other researchers have advocated in-service communicating common meanings, language, and skills to all staff members of inclusive schools. (Villa, 1989; Villa & Thousand, 1988 in Stainback & Stainback, 1990:151)

> In a society that seems obsessed with competing to attain bodily perfection in appearance and functional skills, disabled men and women may have much to teach their non-disabled counterparts about the value of cooperation based on the creativity of alternative perspectives. (Lipsky & Gartner, 1989,240)

Fullan and Steigelbauer stress the need for a variety of training experiences (1991:84). Resource assistance during implementation and continued staff development is also identified by these researchers as essential to successful change processes. They observe:

> Research on implementation has demonstrated beyond a shadow of a doubt that these processes of sustained *interaction and staff development* are crucial regardless of what the change is concerned with. The more complex the change, the more interaction is required *during* implementation. (1991:86)

Fullan and Steigelbauer emphasize the benefits of a professional norm of collaboration and increased efficacy resulting from professional development experiences, stating:

> One foundation of new learning is *interaction*. Learning by doing, concrete role models, meetings with resource consultants, and fellow implementers, practice of the behaviour, and the fits and starts of cumulative, ambivalent, gradual self-confidence all constitute a process of coming to see the meaning of change more clearly. (1991:86)

Professional development, in the inclusive school, is an individual and collaborative process involving technological support and resource personnel. The "McGill Action Planning System" (MAPS), and other similar formalized planning strategies are strongly recommended in current research on monitoring and problem-solving for inclusion. Meeting the objectives of these systems is dependent upon the individuals involved and their ability to engage in on-going collaboration in problem-solving as a team. Stainback and Stainback emphasized the importance of involving the families and friends of students with special needs. They state:

> The first innovation is the inclusion and contribution of family and friends in educational planning as evidenced earlier when family members and friends were identified as essential team members. Second, planning sessions are increasingly focused on a vision or image of the individual as a valued, contributing member of the community. (Stainback and Stainback, 1990,102)

It has been argued that the difficulties of identification coupled with the number of students who do not meet the criteria for labelled exceptionalities, has been inadequate, leaving many students without appropriate instruction. (Reynolds, Wang, & Walberg, 1987) The continued development of teacher knowledge and skills commensurate with increasing diversity in classrooms is underscored by these problems of identification. Support networks and resources accessed through identification procedures for one student can result in assistance for an entire class when a Special Assistant is assigned. It is emphas..ed, however, that classroom teachers must be aware of individual needs and instructional strategies for all students.

Teachers and curriculum publishers are identified as instrumental in the design of student programs in an analysis of shortcomings of commercial programs in the education of students with special needs by Simmons, Fuchs & Fuchs. They conclude: "Until publishers address the deficiencies of commercial programs, teachers must assume a greater role in evaluating, selecting and redesigning instructional curricula." (1991,359)

The involvement of students in the process of teaching is also necessary to implementing change in classroom practices. The child-centred focus of instruction requires engagement and participation from students, encouraging student ownership of learning objectives and processes. Jean Rudduck cautions against "innovation without change" (p.53) in her description of students as "guardians of the existing culture" and "a powerful conservative force in the classroom". (p.55) Like teachers, they have frequently been socialized to accept

existing norms and require new learning and experiences in innovations. Rudduck advocates a "partnership" between teachers and pupils to collaboratively develop new shared meanings within the culture of the classroom. (in Hopkins & Wildeen, 1984,66) Starratt identifies areas of development encouraging individual and group decision-making for teachers and students in an ethical school. "This may mean extensive faculty *and* student workshops on active listening, group dynamics, conflict resolution, values clarification, problem naming, and the like." (1991,193)

Adaptive instruction, based on demonstrated effective practices, is identified in the literature on inclusion as essential to meeting the diverse needs of students with special needs. (Wang, 1980; Wang, Gennari & Waxman, 1985; Allington, 1987) It is currently advocated by primary and intermediate (in draft) curriculum initiates in B.C. for the education of all students, based on research on student learning.

Instructional strategies such as cooperative learning and informal groupings additionally encourage student interactions and peer tutoring found to foster integration by providing opportunities for student understanding, friendships and learning. Stainback and Stainback assert:

> Educators and parents who have been extensively involved in integrated schools have noted that a major key to success is the development of informal peer supports and friendships for isolated students in regular classes. (Discover the Possibilities, 1988; Forest, 1987; Strully, 1987; York and Vandercook, 1988 in Stainback and Stainback, 1990,51)

Purposeful learning experiences in inclusive settings changes education for students with special needs from involvement with separate programs. The following statement from a student with special needs who experienced separate schooling indicates the disadvantages of earlier practices: "We were in school because children go to school, but we were outcasts with no future and no expectation of one." (Massachusetts Advocacy Centre, 1987: 4-5 in Stainback & Stainback, 1990:6)

5. *MONITORING/PROBLEM-COPING*

In an inclusive school, numerous circumstances arise calling for review and adaptation. How a school copes with monitoring implementation is the substance of this review. Fullan and Steigelbauer describe the monitoring/problem-coping theme in this way:

> The monitoring theme is not evaluation in the narrow sense of the term. It includes information systems, resources, and acting on the results through problem-coping and solving. (Fullan & Steigelbauer, 1991,87)

Citing studies of school sites by Huberman and Miles, Fullan points out findings regarding the identification of difficulties and problem-solving to be characteristic of successful change processes. "...successful sites engaged in deep problem-solving such as redesign, creating new roles, providing additional assistance and time and the like." (Fullan & Steigelbauer, 1991,87) Regarding planning in schools, Crandall, Eiseman and Louis argue that change should not result in a set destination where practices are "institutionalized". Rather, they stress the need for a "renewal focus", stating: "A more radical focus on this issue is that

attention should be shifted from institutionalized innovations to fostering practitioners and institutional learning...". (Crandall, et al 1986,44)

The centrality of problem-solving in change processes is widely accepted in the literature, without avenues to monitor and address the inevitable problems in an innovation, difficulties can interfere with educational efforts or, as Lewis & Miles caution, give rise to stagnation. "A vigorous approach to problem-solving is the single biggest determinant of capacity building; passivity and denial are the enemies of change". (Lewis and Miles, 1990 in Murphy 1991,65)

The challenges of problem-solving/monitoring are substantial. Circumstances are not always viewed uniformly, requiring thoughtful reflection and consideration of divergent perspective from school members. Hoy & Miskel observe:

> It is not easy for a person to detect mistakes in his or her own thinking. An individual takes a set framework to the problem-solving situation that makes it difficult to see the problem from a different perspective. Open and free-flowing communication brings a variety of perspectives, experiences, and information to bear on the common task; hence, the chances of identifying an error in thinking are increased. (1987,432)

Innovation requires trial and error within an ethic of critique. Many researchers stress the continuous nature of change within educational environments where stasis regarding effective methods is valued and entrenchment of less effective methods. Quinn and Cameron identify the "paradoxical perspective" of change, suggesting that each change strategy carries the possibility of becoming counterproductive if taken to an extreme form.

An example of the dynamics of change, in this perspective, is evident when "innovation" becomes "disastrous experimentation" without adequate monitoring and problem-solving. These researchers advocate "a process of critical inquiry" as an important component of the initiative-taking environment. (1988,304)

Problems with identification and analysis can also create perceptions of mistaken practices and feelings of inadequacy, blame, or censure if processes are not conducted with sensitivity. Carlene Murphy observes that in her study, administrators and teachers had to learn to tolerate the process of learning, rather than blame each other for not being perfect (1991,65). When problems arise from the implementation of change, individual feelings and perceptions can be critical to school practices. Advocating caring interactions in a collegial environment which values critical thinking, Murphy urges school members to be aware of the following pitfalls: "...learn to do things better without feeling inadequate or without being blamed for past practices which were, after all, normal ones". (1991,65)

Goodlad's discussion of a healthy school ecosystem, in The Ecology of School Renewal, identifies problem-solving as an essential characteristic of "good schools". He states:

> The establishment of this process of dialogue, decision and action as a cultural regularity in the school environment is demanding and exacting a criterion of goodness as can be imagined - and essential to school health. (Goodlad, 1987,214)

Goodlad also points to Sarah Lightfoot's definition of a "good" school. Lightfoot accepts the on-going change required in improving schools as integral to the conceptualization of an effective school, and states:

> I am urging a view of good schools that sees them whole, changing, and imperfect. It is in articulating and confronting each of these dimensions that one moves closer and closer to the institutional supports of good education. (Lightfoot, 1983)

Researchers and practitioners must continue to provide information regarding the extensive implications of inclusion, suggesting avenues for problem-solving and restructuring to ensure the quality of educational opportunities for all students.

6. *RESTRUCTURING*

This theme identifies a broad spectrum of change possibilities. Fullan explains:

> I use structure in the sociological sense to include organizational arrangements, roles, finance and governance, and formal policies that explicitly build in working conditions that, so to speak, support and press for improvement. (1991,88)

Fullan and Steigelbauer identify time for individual and team planning, joint teaching arrangements, and staff development policies as examples of structural change. The imperative of planned and purposeful change is emphasized for externally imposed changes such as inclusion by Cuban, who asserts: "Too often change comes about only in response to external forces and is either opportunistic or reactive". (Cuban, 1990; Dill, 1990; Good, 1990 in Kauffman, et al, 1990,110) Advocating a "reconstructed" perspective and definition

of school renewal, Kenneth Sirotnik emphasizes the need for informed critical inquiry. He suggests that local, internalized processes of ongoing reflective analysis and self-evaluation is needed to guide restructuring. (1987, 41)

(a) The District

Emphasizing the need for organizational commitment to district goals, Coleman and LaRocque cite Van de Ven's description of "loose-tight": "Organizations must develop tight values and beliefs in order to have loose structures and systems". (Van de Ven, 1983,623 in Coleman & LaRocque, 1990,94)

The shared values identified by Coleman and LaRocque involve "school and district administration" commitment and collaboratively "monitoring performance", "adaptation change", and "goal setting and attainment". These district characteristics parallel the themes of collaborative monitoring, restructuring and vision-building identified by Fullan (1991) for improving schools and districts. The salience of the communication and encouragement of these values within schools by school administrators is highlighted in the following assertion by Coleman and LaRocque: "Strengthening belief in organizational efficacy by encouraging participation in school improvement planning was more important than test data, or shared goals, in our districts". (1990,112)

Coleman and LaRocque also identify the importance of school accountability in their study of B.C. school districts. They found that districts identified as successful increased

collaborative school participation in the monitoring of "school specific data" (71). These researchers state:

> Frequent collaborative interaction about performance data both acknowledges district administrator responsibility for quality and provides principals with help and encouragement for their improvement efforts. (1990,72)

Villa and Thousand (1990) emphasize the importance of feedback and encouragement from the district, additionally stressing the need for acknowledgement of demonstrated support for inclusion by all school members. (in Stainback & Stainback, 1990,204) When facilitators and teachers are encouraged to collaboratively set goals, problem-solve and monitor, restructured district processes are also needed. Reference to the importance of a range of supports is emphasized in current literature on inclusion.

> There is growing recognition that no single type of support can provide the range of assistance needed by both teachers and students in inclusive classrooms. Generally, there is a need to interweave a network of varying supports. (Stainback, Stainback & Forest, 1989; Stainback, Stainback, & Harris, 1989)

Emphasizing that: "The workplace is both the district and the school". Carlene Murphy observed changes in district and school relationships in her study of school restructuring. She states:

> District personnel found that the changes in the workplace of teaching actually blurred the lines of responsibility in the district workplace. Domains became less clear as we reached greater degrees of collaboration. (Murphy, 1991,66)

Coleman and LaRocque suggest that the development of a "productive professional ethos" in school district is related to school effectiveness. In their study of B.C. school districts, after controlling for family education, school mean size and cost, they conclude that district norms and values, which they identify as "ethos", are important variables for improvement efforts. (1990,197). Collaborative relationships are needed at the district level, in Murphy's view. She asserts: "Unless collaboration occurs at the district level and is visible to school leaders, school leaders may become discouraged". (1991:66)

(b) <u>The School</u>

Collaborations and classroom involvement with specialists have resulted in considerable difficulties in many schools (Jenkins, Jewell, Leicester, Jenkins, and Troutner, 1991:319). Proposals such as the General Education Collaboration Model have been designed to facilitate collaboration between classroom teachers and special educators. Simpson and Myles explain:

> Based on shared input, shared responsibility, and shared decision making, (AASA/NAESP) NAASP School-Based Management Task Force, 1988; Bauwens, Hourcade and Friend, 1989; Crisci and Tutela, 1990) the model facilitates integration of students with mild-to-moderate learning and behaviour difficulties into general classrooms. (1990,2)

Essential to The General Education Collaboration Model are classroom modifications and Special Education Assistants to support inclusion. (Myles and Simpson, 1989, 1990,3; Simpson and Myles, 1989) Curriculum modifications required for students with special

needs call for restructured services to facilitate instructional flexibility. Regarding change, Susan Loucks-Horsley concludes:

> The art of change management is the ability to combine mandates with decision-making processes that allow teachers and principals to have a major say in determining the destiny of their schools. (1990,6)

Linney & Seidman point to examinations of smaller schools (Baird, 1969 & Garbarino, 1980) citing researchers who state, "School size has been shown to have powerful effects on school achievement (Class Cahen, Smith & Filby, 1982). These researchers identify a theory based on the size of the school population, concluding that "undermanned" schools provide greater opportunities for participation. They state:

> Manning theory (perhaps more appropriately labelled in the 1980s as "personning") (their parenthesis) derived from this and related research (Barker, 1968) predicts that in undermanned settings the environmental role demands will actually increase levels of participation and lead to a greater sense of involvement and responsibility among members of the setting. (1989,338)

Linney and Seidman suggest the recommendations of Goodlad (1984) and Boyer (1983) involving the restructuring of large schools into smaller units or "schools within schools" to provide the opportunities for involvement accessible to smaller school members. (1989,338)

(c) **Parents**

Research on parental involvement advocates increased participation in a variety of forms. Reviewing these studies, Fullan and Steigelbauer identify "a message that is remarkable in its consistency", stating: "The closer the parent is to the education of the child, the greater

the impact on child development". (1991,227) Similarly recognized, is the need for greater understanding and participation of parents of students with special needs. Learning of the possible educational benefits of inclusion, an appreciative parent stated:

> There are so many new ways to help my child grow to be a complete human being filled with the joys and sorrows of life before only offered to the (so called) average child... So, I'm looking forward to my child's future. (Schaffner and Buswell 1988:95 in Stainback et al, 1990:220)

Parental involvement in school has been widely identified as a necessary yet frequently undervalued component in schooling. Fullan & Steigelbauer state:

> Studies conducted in the U.S., the U.K., and Canada over the last decade increasingly point to the necessity of parent and community involvement for classroom and school improvement, e.g., Dauber & Epstein, 1989; Epstein, 1988; Epstein & Dauber, 1988; Fontini, 1980; Mortimore et al., 1988; Rosenholtz, 1989; Wilson & Carcoran, 1988; Zielger, 1989). (1991,228)

Norman Robinson and Juleen Cattersmole describe three central reasons for establishing communication with parents, stating:

> First, educators must understand the needs and expectations of students and parents... Second, parents and other citizens need accurate and up-to-date information about the schools... Finally, close communication between schools and their communities establishes shared goals and thus builds support for teacher commitment to the schools and their educational objectives.

These are compelling reasons for educators in inclusive schools to ensure parental understanding and commitment. Identified concerns regarding academic focus and social acceptance can be placed within a meaningful framework of shared goals. Should some

parents disagree with the underlying philosophy, it may be beneficial to provide information and experiences within the school to communicate the school's objectives. Forms of participation can vary and may involve communication, volunteer assistance, or decision-making. Recommended forms of parental involvement are identified by Epstein and Danber:

> (1) Parent involvement at school (e.g. volunteers, assistants); (2) Parent involvement in learning activities at home (e.g. assisting children at home, home tutors); (3) home/community/school relations (e.g. communications; (4) governance (e.g. advisory councils) (in Fullan & Steigelbauer, 1991,228)

Ann Henderson identifies three additional roles: "paid school employee", "adult learner", and "audience" in her description of the "Parent Education Follow Through Program". Reviewing studies of parental involvement programs, she concludes: "... the better planned, the more comprehensive and the longer lasting the parent involvement, the more effective the schools in the community become". (1988,151)

For the implementation of inclusion, the central issue in parental involvement within any of the above avenues is an understanding of the vision of inclusion in the school. Stainback and Stainback assert that parents of children with special needs in most instances already possess a vision of inclusion for their child. The school, they feel, benefits from the caring of sense of justice existing in these families.

> If we ask ourselves, is there any place within our society in which people with disabilities are fully integrated, the answer is yes. If we look at families that include a child with a disability, we can see total acceptance and full participation. (D.P. Biklen, personal communication, May 17, 1988 in Stainback and Stainback, 1990,229)

Bilken identifies three important attitudes parents contribute when interacting with school members. He describes these as, "unconditional acceptance", "unconditional commitment", and "focus upon the capabilities or strengths of the child rather than the challenges". (in Stainback et al, 1990,222) A group of researchers have formulated the concept of "neverstreaming", focusing on prevention and early intervention to assist integration efforts. They propose a greater commitment to prenatal and preschool support with attention to individual developmental needs, stating:

> The key focus of this approach is an emphasis on prevention, and on early, intensive and continuing intervention to keep student performance within normal limits. (Slavin, Madden, Karweit, Dolan, Wasik, Shaw, Mainzer, & Haxby, 1991,373) (1991,373)

This goal appears unduly optimistic about the ability to be in "normal limits" and may be philosophically at odds with schools that are now accepting that diversity is "normal". Notwithstanding these reservations, their focus is well directed. The demonstrated effectiveness of early intervention programs points to important opportunities for assisting students with special needs.

(d) The Community and Social Context

"Community" has been identified as "a feeling of belonging among other human beings" (Taylor, Biklen, & Hagner, 1988: XVII in Stainback and Stainback, 1990,231) and "a network of interactions between people" (Nesbit & Hagner, 1988 in Stainback et al, 231). Schools can facilitate meaningful involvement with members in community organizations, institutions of post-secondary learning, businesses, or other individuals or groups. Wilson

and Corcoran stress the importance of collaborative relationships between the school and community, stating:

> Fostering all kinds of involvement of school staff members in the community and of community members in the school sends a message to the school's neighbours. It says, "we care about you, we want to know you and we want you to know us." (1988,116-17 in Stainback, et al 1990,241)

Fullan and Steigelbauer summarize findings regarding school trustees from Coleman and LaRocque's study of 10 B.C. school districts. They state that trustees of more successful school boards:

> (a) were considerably more knowledgeable about district programs and practices; (b) had a cleaner sense of what they wanted to accomplish based on a firmly held set of values and beliefs; and (c) engaged in activities which provided them with opportunities to articulate these values and beliefs... Successful boards also worked more actively and interactively with superintendents and district administration. (1991:245)

Schools are linked by their purposes and outcomes to their broader social context. Donna H. Kerr identifies the mutual responsibilities placed between society and its schools in Goodlad's, "The Ecology of School Renewal" (1987). Kerr states:-

> Educating is a public, collective action in two senses. Its content, the forms of knowledge, are a cultural heritage and creation. Second, and importantly here, the conduct of education requires the dedication of societal resources. (Goodlad 1987:25)

Increased inclusion into society has been initiated in the form provincial statutes and policies. Inclusion was effectively promoted by advocates for students with special needs,

resulting in extensive implications for schools. Identifying the close relationship between society and its education system, Ghosh & Ray assert: "The role of education in any society is determined by the kind of change desired by that society". (1987:VII)

B. *CULTURALLY SHARED BELIEFS*

The experiences and perceptions of the principal and teachers engaging in the inclusion process from its initiation can provide instructive information regarding implementation and development. Fullan states:-

> An understanding of what reality is from the point of view of people within the role is an essential starting point for constructing a practical theory of meaning and results of change attempts. (Fullan & Steigelbauer 1991:144)

Emphasizing the importance of a school culture able to support change, Fullan asserts, "that countless efforts at change are failing because they do not impact the culture of the school and the profession of teaching... This means new values, norms, skills, practices, and structures." (Fullan 1991:352)

1. *THE CULTURAL METAPHOR*

Scholars have described the unique shared meanings and interactions in schools using a variety of conceptual terms. Normative beliefs and behaviours have been identified as "ethos" (Coleman & LaRocque, 1984) (Rutter, 1979), "coherence" (Wynn, 1980), "tone" (Glass, 1981) or, "culture" (Smircich, 1983; Fullan, 1991).

The term "culture" has been widely used in research on schools and organizations. Assumptions stemming from these perceptions warrant definitions for terms used in the cultural orientation within this study. For the purposes of this discussion, culture is defined as, "the social or normative glue that holds an organization together", (Siehl and Martin, 1981; Tichy, 1982: in Smircich, 1983,344). It is what an organization "has" rather than what it "is" (Sackmann, 1992,141). Cultural traits are identified to describe characteristics of the culture.

"The culture" of a group or of the school cannot be determined in a paper of this scope as culture is the result of complex interactions of all human and situational variables. In Hoy and Miskel's Typologies of Organizational Culture, they review existing definitions for organizational culture, concluding: "The most penetrating definitions of culture emphasize the deepest level of human nature or at least refer to shared ideologies, beliefs, and values". (1987,254)

The possible influence of individual and subgroup beliefs are acknowledged in the study interviews. Organizations may have *'subcultures'* of internal groups of members with cultural formation arising from varied functions and perceptions (Van Maanen and Barley, 1985; in Sackmann, 1992,155). Structures of purposeful temporary groupings, boundary spanning groups, and professional roles and responsibilities may determine subculture formation (Sackmann, 1992,155).

Characteristics, or cultural traits are identified as potentially homogeneous to Hillcrest when participants indicate that they are universally accepted and acted upon throughout the school. These traits are considered to be heterogeneous when identified as individual or subcultural groups (Gregory, 1983; Martin, Sitkin, and Boehm, 1983; in Sackmann, 1992,155). Within a workplace, cultural traits can form symbolic meanings and relationships created, maintained, or changed through the interaction of individuals and groups in a school.

Formal and informal processes can influence the *enculteration* of new members or *cultural transmission* of traits. *Cultural maintenance* of identified values and beliefs results from processes of cultural transmission (Cohen, March, and Olsen, 1972 and 1991 in Harrison and Carroll, 1991,552). The definition of a "*strong culture*" has been identified as the strength and persistence of enculteration processes in an organization (Harrison and Carroll, 1991,553).

A strong culture may be characterized by the development of a system of beliefs reinforcing member commitment to organizational objectives (Scott, 1987, 291-292). Conversely, it can become resistant to change processes required to adapt or improve (cf. Cole, 1990; in Harrison and Carroll, 1991,578). At Hillcrest, continued cultural characteristics identified by all members would require examination over a period of years to determine the "strength" of the culture.

The cultural perspective provides a framework for the examination of shared beliefs and perceptions of experiences and assumes the importance of underlying meanings. Beliefs are held and practices are acted upon by individuals in dynamic relationships within the social and organizational environment of the school, district, and society.

Cultural traits form an integral part of the environment while simultaneously acting upon it. Linda Smircich's review of the functions of culture demonstrates the importance of shared beliefs and values in an organization (Smircich, 1983;345-346).

> First, it conveys a sense of identity for organization members (Deal and Kennedy, 1982; Peter and Waterman, 1982). Second, it facilitates the generation of commitment to something larger than the self (Schall, 1981; Siehl and Martin, 1981; Peters and Waterman, 1982). Third, culture enhances social system stability (Louis, 1990; Kreps, 1981). And fourth, culture serves as a sense-making device that can guide and shape behaviour (Louis, 1990; Meyer, 1981; Pfeffer, 1981; Seihl and Martin, 1981).

Various approaches to restructuring schools through cultural change have been distinguished in recent literature on school improvement. Proposals for change from Fullan, 1990 a, b; Lezotte and Levine, 1990; Slavin, 1983, 1990 a, b; Johnson and Johnson, 1990; Schnuck and Runkel, 1985; Barth, 1980; Goodlad, 1984; and Clickman, 1990 have been found, by Bruce Joyce, to have 5 major themes in common. The are: (1) collegiality, (2) research, (3) site specific information, (4) curriculum initiatives, and (5) instructional initiatives. (Joyce, 1991:59) While Fullan and Steigelbauer do not select collegiality as a "key" factor in change processes as identified in Joyce's themes, it is emphasized throughout discussions of their six identified areas.

C. *MULTIPLE WORKING HYPOTHESES*

The following hypotheses are proposed as possible findings in this case study:

1) Specific beliefs and norms of behaviour benefiting inclusion may be:

   a) that shared academic and social goals are clearly communicated and maintained.

   b) that academic expectations are high for all students within the school on an individual basis.

   c) that the principal and teachers consult collaboratively on school goals and problem-solving.

   d) that an ethic of "caring" exists between the members of the school.

2) Beliefs and attitudes are formed by past experience and behaviours and resist externally imposed change.

3) New beliefs can arise from new behaviours as a result of positive student outcomes.

CHAPTER 3 - METHODOLOGY

PART I RESEARCHER BACKGROUND AND ASSUMPTIONS

In this section of the chapter, I describe my own professional experiences to acknowledge the perspectives I brought to the process of description and analysis. I feel that researchers and the readers of this paper share the human attributes of being guided by their beliefs. I believe that education can make valuable contributions to people's lives and I have a strong commitment to educational processes as an educator, parent, and researcher.

I have taught in elementary schools for eighteen years; 6 years in multi-graded classrooms and 12 years as an elementary Learning Assistant Teacher. My experience involves teaching children from kindergarten to grade seven in 5 schools and three school districts on a full-time basis. I have also taught in many schools in Vancouver and Burnaby as a substitute teacher. This experience has taken me to a 2-room school house in a remote rural setting, to mixed economy communities in the interior of B.C., and to several urban schools.

My professional philosophy has consistently been one of reflective teaching practices and on-going professional development. I have taught within a dynamic school culture oriented to improved practice and professional development and recognize the impact of school culture from this experiential perspective. Experience in a variety of schools has also provided me with opportunities for interactions in school cultures changing over time.

My role as Learning Assistant Teacher has involved collaborative planning, problem-solving, instruction, and evaluation regarding special education students. I have worked collaboratively with classroom teachers, school-based team members, and district special services personnel. I recognize the importance of collaboration and have experienced the challenges and benefits of effective communication between the many involved parties. I am aware of the difficulties inherent in the integration of individual programs within classroom programs.

Until recently, special education students referred to Learning Assistance have been engaged in "pull-out" programs outside their classrooms, generally at the Learning Assistance Center. Research on the importance of classroom membership and the educational requirements of "least restrictive environments" have led to district policies encouraging the integration and mainstreaming of these students. My experiences with this process have demonstrated to me that varied teaching styles and teaching strategies are not the determining factors for change processes. Beliefs underpinning instructional decisions appear to determine the incidence and nature of changed practice. New teaching strategies and materials interact with teacher beliefs in the application of policy resulting in a wide variety of outcomes. I have observed substantial changes in education beliefs and practices among teachers following successful experiences with new practices. I feel that children taught within the classroom are entitled to educational benefit through varied learning experiences using multi-modal teaching strategies appropriate to their abilities and developmental needs. Consideration for the academic and social needs of all students is a

considerable challenge in a classroom with mixed abilities. It involves teaching and learning in the context of classroom membership and social acceptance. I believe it is important to develop special programs across the curriculum in an integrated manner addressing evaluated levels of skill development in all subject areas.

Working closely with teachers, I have gained considerable respect for the dedication to effective teaching and learning strategies demonstrated by classroom teachers in their efforts to address inclusion. My interest in beliefs, school culture and mainstreaming practices thus springs from areas of professional interest. I believe that a school culture can enhance mainstreaming efforts. On the other hand, I do not feel that a teacher, principal or school can or should follow a blueprint of culture-building in order to become effective. It is my belief that individuals and schools have their unique characteristics, strengths and constraints and must work within their specific context towards improved outcomes in on-going processes. The collaboration and reflective practice needed for change processes requires frequent communication, risk-taking, and supportive environments of mutual respect and trust.

The experience I bring to this study has been intentionally questioned throughout the research process to permit perceptions outside of my experiences to be carefully examined. Although biases are difficult to avoid, attention is given to faithful descriptions of observations and participant contributions. My central intention is to provide information regarding experiences with inclusion as perceived by the school members involved.

PART II METHOD

A. *ASSUMPTIONS OF THE CASE STUDY*

The case study method as practised in this study involves underlying philosophical assumptions regarding research objectives and processes. The researcher concurs with Merriam that "multiple realities" are created by "personal interaction and perception" within the context of the case. (1988:17). The researcher and reader also contribute to these "multiple realities", resulting in perceptions filtered by their own beliefs. Research is thus a determination of beliefs, as opposed to the determination of facts (Merriam, 1988:17) in this subjective analysis. The case study is therefore not seeking "correct" answers, but suggesting "the most compelling interpretation" (Bromley, 1986:38 in Merriam, 1988:30).

Case study analysis involves the assumption that "reality is ever changing, that knowledge consists of understanding, and that research goals should examine processes." (Reichardt & Cook (1979) in Goetz & LeCompte, 1984:50) In this study, the "meaning" of experiences are explored through the perceptions of the participants. Interviews and observations are faithfully recorded and provide the basis for analysis and subsequent development of working hypotheses.

Data collection and analysis leads to inductively determined hypothesis and "builds theoretical categories and propositions from relationships discovered among the data". (Becker, 1958; Kaplan, 1964 in Goetz & LeCompte, 1984:4) The use of "multiple working

hypotheses" advocated by Chamberlin in 1890 facilitates this process. Each hypothesis is equally questioned against the evidence in the data in an effort to prevent the researcher's biases from pressing analysis towards premature conclusions. Chamberlin emphasized the "thoroughness" of multiple hypotheses and wrote:

> The value of a working hypothesis lies largely in its suggestiveness of lines of inquiry that might otherwise be overlooked. Facts that are trivial in themselves are brought into significance by their bearings upon the hypotheses, and by their casual indications. (Chamberlin, 1890: in Science, 1965:756)

A "grounded theory" described by Glaser & Strauss similarly emerges from data analysis. (Goetz & LeCompte, 1984:20) "it, (grounded theory), is discovered, developed, and provisionally verified through systematic data collection and analysis pertaining to that phenomenon" (Strauss & Corbin, 1990:23). The emergence of hypotheses and the development of theory is an outgrowth of the "flexible interactions between phenomenon and theory" (Glaser & Strauss in Merriam, 1988:60).

The heuristic characteristic of an "emergent design" (Lincoln & Guba, 1985, in Merriam, 1988:55) facilitates the discovery of variables and relationships suggestive of significant directions for inquiry. "Discovering shared beliefs, practices, artifacts, shared knowledge, and behaviours highlights the social mechanisms that facilitate these theoretical processes". i.e. "cultural transmission, socialization, acculturation and change, and culture and personality". (Goetz and LeCompte, 1984:51) The purpose of the examination of every day values and experiences is to determine how the people within the context define their beliefs

and to explore shared perceptions. Such analysis can explore how taken-for-granted or or unwritten rules may underlie interactions within a school.

This research utilizes the qualitative design of a descriptive case study for the purposes of identifying and describing the perceptions of a mainstreaming program. Data from interviews, observations and documentation from the naturalistic setting of the school are inductively examined with the researcher as the primary research instrument. Descriptions of beliefs and assumptions involve personal perceptions of situational variables.

Although the data are viewed from the perspective of the school as a holistic unit, they are not a documentation of the whole. This study seeks insights into the complex realm of beliefs through the understanding of individuals practising inclusion. Although factors influencing these beliefs cannot be comprehensively examined in a study of this scope, the data collected provides questions and postulations for consideration in the implementation of inclusion.

An effort is made to retain a faithful representation of the meanings intended by participants. Patterns are identified for inductive analysis and researcher assumptions questioned in the evolutionary process of data analysis. The following discussion of the method discusses the rationale for the choice of method, its inherent philosophical assumptions, and an overview of its characteristics.

The purpose of this study is to describe the perceptions of individuals and regarding mainstreaming in their school. The school context requires attention to formal and informal processes within the school. Data is collected from fieldwork involving interviews, conversations, observations of interactions and documents to approximate a holistic description of beliefs regarding mainstreaming. The objective in data collection and analysis is "to arrive at a comprehensive understanding of the groups under study" (Becker, 1968:233 in Merriam, 1988:11) The orientation of the researcher in the personal contacts with participants was empathic towards their experiences, rather than judgemental. The development of trust and confidence in the ethical conduct of the researcher was a goal during this study.

The method of data analysis involves 4 stages identified by Glaser & Strauss. It relies on a method of "constant comparative analysis":

(1) beginning with comparing incidents and the creation of initial categories.

(2) comparisons between incidents and between incidents and the characteristics of the categories.

(3) grouping of categories into "highly conceptual categories", hypothesis proposed and data checked for fit.

(4) writing of theory or propositions from the coded data.

Goetz & LeCompte, 1967 in Merriam, 1988:60; Goetz & LeCompte, 1984; Strauss & Corbin, 1990)

This method of analysis occurs within the process of data collection to guide the investigation as well as following data collection, multiple working hypotheses are proposed

and checked from the early stages of data collection and are rejected or reformulated with reference to the evidence.

In settings as complex and varied as schools, situational variables are abundant and susceptible to constant change. The case study method can address many of the contextual variables in a specific setting. Merriam identifies the case study as an "ideal design for understanding and interpreting observations of educational phenomena." (p.2) and writes:

> I chose this paradigm because I believe that research focused on discovery, insight, and understanding from the perspective of those being studied offers the greatest promise of making significant contributions to the knowledge base and practice of education. (Merriam, 1988:3)

The school site was selected for its extended experience with students with special needs. Since Hillcrest Elementary enrolled special classes for approximately 20 years prior to full inclusion, the experiences of school members in this school was of interest. The innovations of inclusion at this site is also an example of an externally imposed program, "politically charged" with social and legal implications. The term "case", similar to Huberman & Miles' term, "site", is a "bounded context in which one is studying events, processes and outcomes" (Huberman & Miles, 1984:28).

Members are observed within this context and discuss their perceptions of their experiences with the mainstreaming program. "By concentrating on a single phenomenon or entity, this approach aims to uncover the interaction of significant factors characteristic of the phenomenon. This case seeks holistic description and explanation." (Cronbach, 1975:123

in Merriam, 1988:10) The case study is rooted in its circumstances and as such, provides a picture or snap-shot of the school at a given time.

Indeed, holistic description is necessitated by the complexity of interactive processes. Causal relationships and the effects of individual factors are products of contextual dynamics. A case study is deemed appropriate where it is impossible to distinguish variables from their contexts. (Yin, 1984 in Merriam, 1988:10). This study explores the phenomenological expression of cultural beliefs in a school regarding a specific educational change. It includes historical and sociological information to describe the specific contextual background. Thus, the experiences of individuals, and significant events and processes of the recent past within the school form an integral part of this description. Yin identifies the advantages of the case study in an examination of educational change and writes: "... the case study's unique strength is its ability to deal with a full variety of evidence - documents, artifacts, interviews and observations". (Yin, 1984:19-20 in Merriam, p.9)

The specific school in this study experienced the initial stages of implementation. Kenny & Groteluesohen assert that a case study is suited "to develop a better understanding of the dynamics of a program", and that it has "historical significance" (1980:5 in Merriam, 1988:30-31). This case study describes the beliefs of individuals and interactions related to a specific program within a "bounded system" (Smith, 1978, in Merriam, p.9). Sanders emphasizes the importance of process in the description and analysis of a case study:

> Case studies help us to understand the processes of events, projects and programs and to maintain context characteristics that will shed light on an issue or object. (Sanders, 1981:44 in Merriam, 1988:32)

Coding techniques from Strauss & Corbin (1990), Huberman & Miles (198), and Goetz & LeCompte (1984), are used where relevant to code field notes for analysis. Themes are identified from the theoretical framework related to cultural characteristics of school, educational change and mainstreaming beliefs. Categories are drawn from these for more specific phenomena, such as: "teacher efficacy" or "unanticipated consequences". Relationships are determined with the use of the conceptual strategies of: counting how often it occurs, noting patterns, "plausibility", clustering, "factoring" or categorizing, and identifying relationships and variables. (Huberman & Miles, 1984, in Merriam, 1988:148-152)

Observations focus on the following aspects: the setting, the identified participants, activities and interactions (frequency and duration), informal and symbolic factors (Merriam, 1988:90-91). The absence of an action is also noted when significant, "especially if it ought to have happened" (Patton, 1980:155 in Merriam, 1988:91). The data is described using a method of "thick description" involving literal description" and interpretation. Guba and Lincoln (1981) identify that the interpretive quality of case study description means:

> ... interpreting the meaning of ... demographic and descriptive data in terms of cultural norms and mores, community values, deep-seated attitudes and notions, and the like (p.119 in Merriam, 1988:11).

The modification and development of hypotheses, is discussed in a description "building a logical chain of evidence" (Merriam, 1988:153). The concluding analysis and interpretation of the study summarizes the findings identifying "overarching, across-more-than-one-study propositions that can account for the "how" and "why" of the phenomena under study" (Huberman & Miles, 1984:228 in Merriam, 1988:152).

Implications for other settings are suggested with an acknowledgement of the study's limitations. Questions are raised and suggestions are made for further research. The description of the limitations of this study demonstrates the difficulties of considering broadly based theory in schools with varied settings and members. The value of this study lies in its description of the perceptions and beliefs of the participants and their activities in the naturalistic setting of their workplace. Meanings are communicated, relating as faithfully as possible the intended meanings of participants in an effort to reproduce the setting for the reader.

This case study strives to make the experience of inclusion in this school context observable to the reader through these descriptions. It is a snap-shot. Factors may be beyond its frame or hidden from view. Those characteristics within the picture, are described with care and respect for the participants who have shared their experiences. Guba & Lincoln caution researchers to be aware of the limitations of a case study - "That is, they tend to masquerade as a whole when in fact they are a part - a slice of life". (Guba & Lincoln, 1981:377 in Merriam, p.33)

B. *DATA COLLECTION*

The data for this study were collected from three main sources: interviews, observations, and documents. The primary sources of data were taped interviews with five educators involved with the inclusion of Special Needs children at Hillcrest Elementary School in the Shuswap School District. Information from nine additional interviews and informal discussions contributed to the description and understanding of the school context. Further data were provided by researcher observations and interactions in the classrooms, school, and district. Background documents, in the form of policy statements and handbooks, provided information regarding formal processes.

Hillcrest Elementary School has a student population of 325, employing 18 teachers, and three Special Assistants. Each of the teachers in this study enrols a student with special needs and has a full-time equivalent Special Assistant involving five or six hours daily, assigned to the class.

The District of Salmon Arm is relatively small in population but is geographically spread across a wide rural area. Three thousand students are enrolled within 19 elementary schools and five secondary schools. This district employs 345 teachers. Nineteen of these teachers are Learning Resource Teachers who help to facilitate inclusion within schools. There are also 81 Special Assistants and three Special Education teachers employed within the district. Forty-five of the Special Assistants are assigned as full-time equivalents for students with special needs who are designated as Low Incidence Students.

1. ***INTERVIEWS***

Fourteen interviews were conducted in this investigation. These interviews varied in form, in length, and in purpose. Five key interviews were taped and transcribed verbatim to identify and examine the contributions of the participants in depth. The four interviewed teachers enrolled inclusive classes at the time of this study, in the 1991-92 school year. Two of these interviewees were primary classroom teachers, while the others taught intermediate classes. An effort was made to provide these teachers with a measure of anonymity within this limited context by refraining from naming or otherwise identifying them.

Each class had one identified special needs student and one full time equivelant Special Assistant assigned to the class. References to these individuals involve pseudonyms to ensure their anonymity. The fifth key participant, who is identified by name in the findings, was Dave Aitken, the administrator at Hillcrest Elementary School. Respondents were initially given interview transcripts to confirm their intended meanings or remove statements given if they desired. A draft of the completed chapter on the findings was also made available to participants for a further opportunity to check interpretations of their statements.

Seven additional interviews were taped and examined to provide background information and further perspectives to those identified in the findings. The interviews and observations of the four Special Education Assistants working with the interviewed teachers were instrumental in providing a more complete picture of the classroom and school environment.

There were three taped interviews, providing a district perspective, conducted with the present District Integration Facilitator, the previous District Integration Facilitator, who is currently Hillcrest's vice-principal, and the Director of Instruction and Student Support Services. Notes taken from a telephone interview with the school's previous administrator and an informal interview with the Learning Resource Teacher also contributed to this background knowledge.

2. *OBSERVATIONS*

Informal observations conducted throughout the school provide direct experiences of interactions between members in this school as perceived by the researcher. Settings and instructional organization are considered for their correspondence to interviewee comments. Interactions between students, teachers, Special Education Workers, school administrators, district personnel, and parents provided background information for the taped interviews. Observations in the school included the classrooms, staffroom, office, hallways, and playgrounds. Interactions out of school involved the district office and a parent picnic where Hillcrest students were concluding a camping field trip. Three examples of classroom observations are provided in Appendix II.

3. *DOCUMENTS*

The following section describes policy statements and outlines roles and processes regarding inclusionary schooling in the Shuswap district. There are two categories of documents originating from the district and the school. Collaboration between these sources is evident

in these descriptions. This review first notes district documents used across the district to facilitate inclusion. School-based documents are then addressed, identifying practices in other district schools as well as for this site.

The investigation of the experiences and beliefs of classroom teachers with specials needs children requires an understanding of the contextual environment in which they practice. Policy statements, definitions of roles and responsibilities, and the identification of processes are essential components of this context. Since the involvement and intent of district and school leadership create the framework for inclusionary practise, the following documents were examined:

(a) **District Documents:**

(i) ***Student Support Services Handbook (November, 1990)***

-This document states the philosophy and objectives of the Shuswap District's student services. It outlines the structure and delivery of student support services and describes the roles and responsibilities of student support personnel.

(ii) ***Regular Classroom Integration of Students With Severe Handicaps "Principals and Principles of Integration"-A Handbook for the Administrator(September, 1989)***

- This extensive handbook was developed by the Director of Student Support Services in the Shuswap School District, Dr. R.S.Zigler. It is used as a reference for administrators, trustees, and other involved personnel, to guide them in all aspects of the process of facilitating inclusionary schools. Information and strategies for the implementation of inclusion are presented to promote effective practice.

(iii) ***Handbook: Special Assistants (1992)***

- The Special Assistant's handbook was prepared for the Shuswap District by a committee comprised of four Special Assistants and a district counsellor, with the direction of Mark Stainer, the District Integration Facilitator. It identifies and describes the roles and responsibilities of Special Assistants and provides strategies for classroom use.

(iv) ***M.A.P.(Modified Action Plan) -Workshop (January, 1990)***

- This material describes the MAP process implemented in the Shuswap District to identify the needs of individual children and to develop a plan of action based on these goals. All significant individuals in the child's life are encouraged to take active part in this process, led by a trained facilitator.

(b) School-Based Documents:

(i) ***Hillcrest School Growth Plan - 1991/1992.***

- This document identifies specific school goals for students and teachers to be addressed in this year. It focuses on the areas of 'Intellectual','Social and Human', and 'Careers" development. Actions to be taken, such as in-service in targeted areas and strategies to be utilized, are included.

(ii) ***Learning Resource Survey - 1992***

- This survey was developed to evaluate the strengths and needs in the Learning Resource program.
Teachers were asked to comment on the role and delivery of this program within Hillcrest.

(iii) ***Individual Educational Plan (IEP)***

- The format of the IEP for individual students has been recorded. This plan of action results from the MAP meetings and is completed by the Integration Facilitator for use by teachers and support personnel.

(iv) *Staff Meeting Agenda - May 1992*

- Observations from this staff meeting provide information regarding staff processes and interactions. Events of this meeting also contribute to the discussion of the leadership role of the principal.

C. *DATA ANALYSIS*

Procedures and techniques of *grounded theory* developed and described by Anselm Strauss and Juliet Corbin (1990) focused on the method of *constant comparative analysis* provided the central orientation to data analysis as formulated by Anselm Strauss and Barney Glaser (1968). Grounded theory is "discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon."(Strauss and Corbin,1990,p.23). Techniques such as extensive *questioning strategies* and *systematic comparison* of phenomena are emphasized by Strauss and Corbin as critical to develop " the ability to see with analytic depth" (1990,p.76) during coding. Three major types of coding were employed: *open coding, axial coding, and selective coding.* Codes used in this study are provided in Appendix III.

1. *OPEN CODING*

The first process of analyzing data was *open coding.* This process involved the identification of conceptual labels to identify, make comparisons, and categorize the phenomena. Concepts were named through a close line-by-line examination of the words provided in the key interviews. These conceptual labels were then categorized in terms of their *properties*, or characteristics, and their *dimensions*. The dimension of a property is described by Strauss

and Corbin as its location along a continuum indicating varying degrees of frequency, extent, intensity, or duration (72). Examples of open coding categories used in this study are: SUP to label indications of support, and AC for academic development. The identification of the dimensions of frequency, extent, intensity and duration influenced the categorization of information in the findings. For example, the central categories were referred to a minimum of twenty times by each interviewer.

2. *AXIAL CODING*

The second procedure for data analysis is *axial coding.* In axial coding, a coding paradigm is used to identify relationships between categories and subcategories. In this model, *causal conditions* are linked by a central idea, event, or incident, identified as a *phenomenon*. The specific set of properties related to the phenomenon represent the *context* within which interactions take place. Examples of this coding from the study are: EC, identifying the external or district context and IC for the internal, or school context.

In this paradigm, the structural context was also influenced by *action/interactional strategies* through circumstances identified as *intervening conditions*. The *consequences* of action/interaction were examined as outcomes as well as contributing parts of other conditions affecting different sets of action/interactions. Negative aspects or difficulties with a condition were identified with a ^ above the code, as in STU/$\widehat{\text{SOC}}$, indicating difficulties with student socialization. This method of analysis also creates structural frameworks and 'miniframeworks', to examine categories, their properties and dimensions. Codes such as

CL represented causal links, and T/CH indicated circumstances of changed teacher beliefs. Categories such as AXKN (Axiomatic knowledge) were eliminated in favour of more specific categories or joined, such as the merging of SOC (socialization) and SOAC (social acceptance).

3. *SELECTIVE CODING*

Relationships and emerging patterns emerged from inductive and deductive processes through continuous questioning, hypothesizing, and ongoing comparisons. In selective coding, the central 'story' or integrated conceptualization of the core category was defined and related to all major categories. This final stage of the coding process drew relationships together, identifying linkages. In the process of selective coding, coded data from the earlier procedures contributed to the identification and description of the central phenomena of the study.

Conceptualized stages were identified as having intervening conditions evolving over time. The relationship between this conceptualization, or resulting *story line* (116) and further categories was examined. Patterns and associations related to categories also contributed to the grouping of categories within the conceptualization of the central phenomena. The repeated emergence of a code identified central themes such as EC/AP/SUP, indicating support for adoption processes from the district level. (i.e. EC/External Context, AP/Adoption Processes, SUP/Support)

D. *DURING DATA COLLECTION*

The following introduction describes research and coding processes influencing the presentation of the findings in this study. The collected data reflects experiences and beliefs within the complex innovation of inclusion, resulting in a considerable range of information in the data. Research questions focused interview responses on experiences and beliefs related to inclusive schooling. The open-ended nature of the interviews encouraged respondents to elaborate upon individual concerns, generating additional information. Subsequently, the coding and analysis of interview texts identified predominant categories and themes creating a framework for the discussions of the findings. The following description of the interview process demonstrates the generation of additional questions in open-ended interviews.

1. *THE INTERVIEW PROCESS*

During open-ended interviews, the wording of prepared questions, as well as some of the questions themselves, were altered. Questions merged when respondents answered more than one of the questions in one response. They were also rephrased to focus more succinctly on the intent of the question, or extended where important aspects of a question were not addressed in a given response. This flexible structure, encouraged a naturalistic divergence from original questions by the respondents and interviewer. The use of open-ended interviews issued valuable additional information regarding the experiences and beliefs of importance to the participants. In this process, a focus upon specific questions

and responses was not as high a priority as the generation of responses identifying respondent concerns and priorities.

The absence of identical questions and a prescribed sequence of questions given to each participant resulted in the emergence of recurrent and unique themes throughout the texts. The interview process, however, generated information reaching beyond 'expected' responses possibly achieved through a written or verbal survey. Given the external source of the innovation, responses might potentially have been drawn from relatively recent workshop experiences or policies rather than from personal reflections. The open-ended interviews in this study resulted in the generation of considerably more exploration into the similarities and differences of beliefs and experiences in this school setting.

I had experienced initial apprehension while conducting the open-ended interviews since responses could move in a wide variety of directions. I had also been concerned that questions required rephrasing and follow-up questions needed to be formulated during the interviews themselves. The maintenance of the broader framework to examine experiences with inclusion, however, determined the study's parameters.

When the interviews began, I was encouraged and delighted by the forthright and frequently candid observations of the participants and appreciated their thoughtful digressions and elaborations on original questions. They contributed to the process by citing valuable examples and anecdotes, indulging me graciously when I requested we return to interview

questions. All of the individuals interviewed in Salmon Arm demonstrated a willingness to address areas of concern and uncertainty as well as clearly felt beliefs. My experience was that they shared their perceptions and feelings with unguarded spontaneity which, in itself, may be an indication of the school ethos to be discussed in the concluding chapter.

My earlier apprehensions regarding the method of open-ended questioning subsided as the interviews progressed. I realized that they contained a substantial amount of information regarding individual and group experiences and beliefs. Statements involved many important aspects of the inclusion innovation, the school context, the district context, and the stakeholders involved. Concerns about the process of data collection also lifted during the coding of the interviews. New categories or themes clearly emerged from the interviews while some concepts considered important by the researcher prior to coding, were not emphasized by participants due to their circumstances and experiences.

CHAPTER 4 - THE FINDINGS

The discussion of the findings is divided into overarching areas identified as important to inclusive schools by interview participants, documentation, and observations. The diverse topics identified in the interviews are categorized within three main areas of discussion arising from the data. The sections framing the presentation of the themes identified in the findings for this chapter are: *PART I - Perceptions of Inclusion, PART II - Internal Context, and PART III - External Context.*

Part I identifies *individual and group perceptions of inclusion* at Hillcrest Elementary School. Unique and shared beliefs addressing the philosophy, practice, and values related to inclusion are discussed. The second section examines perspectives of processes in the *internal context* of the school. Formal processes, the school administrator, and interactions within the school are identified in these discussions. Prior circumstances at Hillcrest and background experiences of the educators also are described. Educator views regarding the *external context* of the school are thus examined in the third section. Part III identifies factors involving district processes and schools, parents, the community and the broader social environment.

Central themes, referred to by all participants in a minimum of ten separate instances, are identified within these three categories. These categories identify further themes based on the prevalence of a belief amongst four or five of the interviewees. Within all of these

discussions, less frequent and individual perceptions are also identified if relevant to the theme discussed. These observations provided by one or two participants are identified in this paper as *unique*. Beliefs held by four or five of the study participants and considered by them to be widely accepted in the school are also categorized as "shared" perceptions.

PART I PERCEPTIONS OF INCLUSION

What is the purpose of inclusive schooling? What do educators believe to be the desired outcomes of education for all students? Interview responses reveal a close relationship between instructional philosophy and beliefs about the purposes of inclusion. In the interviews with educators in this inclusive setting, educational philosophy was extensively addressed regarding a number of aspects of inclusion. Central themes containing references to instructional philosophies and identified goals of inclusion emerge from the discussions and are explored in the following section. These themes involve: *(A) beliefs about the educational philosophy, (B) beliefs regarding a desirable framework for instruction, and (C) shared values.*

A. *EDUCATIONAL PHILOSOPHY*

Individual beliefs regarding the purposes of inclusion reflect similar views towards the education of all students. All respondents emphasized that educational goals of inclusion parallel the goals of public education. The distinguishing feature of the philosophy of inclusion is the goal to involve students with special needs within the same educational context as peers of their age. Major categories found within this theme focus on the

concepts of *equal opportunities to reach educational goals related to academic achievement and socialization*. Expressions of beliefs addressing these categories arose in all interviews and were evident in documents on inclusion and in researcher observations within Hillcrest.

1. Equal Opportunity

The concept of a neighbourhood school, as stated by Mr. Aitken, is essential to his philosophy of inclusive education.

> I believe that every school should be a totally inclusive school. I guess my philosophy is that the school should be all inclusive and that a school should reflect society and the neighbourhood as well.

Underlying the philosophy of inclusion is a belief in the value of all individuals. An identified goal for teachers, students and parents, in the principal's view, is the awareness: "that every human being can make a contribution to the school environment; that it's not just a receptive thing, these students do have the ability to enrich our lives". Teachers' comments also refer to the individual contributions of students with special needs: "They're people and they have lots to offer. We can learn a lot from them." In hiring, the principal considers a teacher's philosophy to be extremely important. He emphasizes the need for "a genuine caring for children", and "an openness that includes that they would accept all the children".

It is important to add, that not all participants are entirely supportive of full inclusion in its present form. Two teachers expressed concern that full inclusion should, in their views, be

carefully reviewed on an individual basis. Although they are extremely positive regarding full inclusion for most students with special needs, they state: "From my point of view, the philosophy of it all, I think there should be, what I would call individualized integration" and, "I don't see it working for everyone right away - like blanket integration. It's too soon". Describing the "mixed feelings" regarding the success of inclusion for all students, a teacher says, "I do think some kids, not the students in this class, but some kids, I think their needs aren't being met by integration". These teachers emphatically support the concept of inclusion, but have reservations about the identification and placement of students with special needs in specific instances.

2. Academic Goals

With respect to educational programs, participants felt strongly that all aspects of educational programs be available to students with special needs where appropriate to their abilities. As one teacher pointed out, procedures are successfully employed to determine appropriate academic goals. "But with academics, we've taken care of a lot of that with the strides we've made in mapping and planning."

Concerning academic goals, the principal suggests, "That they be given every opportunity to take part in the academic program, just like any other student." In a unique statement, Dave Aitken also perceives that student involvement within the school is important. "I want them to have a flavour of being involved and making decisions at the school level too."

Concern for the safety of children is noted by one teacher and the principal. It is a serious consideration in placement decisions and is a factor requiring on-going monitoring by teachers and support teams. Expressing views regarding the purpose of schooling, a teacher says:

> I feel it's a case of providing the students with the skills that they will need to go out into a working world, such as being able to read, being able to write, and able to do mathematics.

Suggesting that educational opportunities for students with special needs can effectively span the curriculum, another teacher observes: "... for me, (the student) has grown because she has had the opportunity to listen, to speak, read, write, play, dance, swim, run, do drama, and problem solving with kids her age".

In Dave Aitken's view, it is important that teachers set high expectations. He asserts: "For that child, no matter what the special need is, there is always room for growth. Pointing out the effectiveness of the Special Assistant assigned to the class, a teacher observes that it is important that, "her expectations are high".

A further indication of similar beliefs, regarding the expectations for a child's development, is another teacher's concern regarding insincere, inappropriate praise, given to students with special needs. If someone offers, "I like your printing", where obviously it's been "slap dashed", in this teacher's view it is detrimental to valuing the actual achievement expected. Academic goals are recognized as important by all participants, however, the emphasis placed upon academic gains is varied.

3. Social/Emotional Goals

Socialization is identified as an essential goal of inclusion in all interviews. The following statement communicates the importance of this goal to teachers.

> And I would say again, the social skills, being able to interact, communicate with other people. Part of this work, right now, is one of the most important things we can ever do: it's working together with other people.

A teacher emphatically states: "I don't feel that we've achieved total success until the children, (when I'm not there) treat her perfectly as if she were one of them. I don't think we've achieved that". Another teacher explains:

> I feel (of primary importance to) the purpose of school is your interaction with the child. I feel it's necessary for the children to manage to get along well or they will find it very difficult to start to pick up the academic subjects.

In the principal's view, positive peer relationships are indicators of the success of inclusion. His observations of these relationships assist in the determination of the "happiness", and the degree of inclusion achieved by students with special needs. Mr. Aitken notes: "I'd look at their relationships with their peers. For example, do they have friends at lunch hour?" Indicating that academic achievement had been the most important educational goal prior to inclusion, one teacher perceives an increased emphasis upon social development. "I mean it's important, but the social skills and being able to relate with other children is a higher priority." Concern was also expressed regarding a perceived tendency to place more emphasis on socialization than on academic learning in the class as a whole. "I don't

like to use the word less emphasis on the academic skills, but there's more emphasis on the social skills, interactions, and to learn the acceptance of other people".

Referring to other students in the inclusive class, a teacher says, "I think that academically, it may slow them down". This concern raises questions regarding the nature of interventions or support required for a student with special needs. It is also a frequently expressed concern regarding the increasingly diverse 'regular' or 'heterogeneous' classrooms and groupings.

Interviews with the District Integration Facilitator and Director of Special Services indicate that an initial emphasis on social integration is critical to the implementation of inclusion. Dr. Zigler and Mark Stainer indicate that it is the first necessary step towards including students with special needs. Dr. Zigler states that the goals of inclusion currently include the development of teachers' "awareness and involvement with the development of that child's (student with special needs) program". In the coming year, an emphasis will be placed on developing further strategies for the inclusion of students with special needs within the classroom. Stressing the importance of meaningful educational goals, Dr. Zigler states:

> In other districts, I have observed there's a lot of lip service given to inclusion and in reality you have special classes within classes. They're (students with special needs) isolated and they're sitting in the back of the class and they could be on the moon.

For the educators interviewed, the philosophy of inclusion additionally comprises goals extending beyond the school itself. All of the individuals interviewed emphasized the importance of school goals in preparing both students with special needs and students without special needs for life in an integrated society. Identifying such a goal for students, a teacher says, "I think, of course, it is important to fit in to the classroom and so forth and I think, the big picture is for them to fit into society some way". Another teacher states: "As a society, I think we can't keep them locked in closets." A third teacher suggests:

> (The purpose of schooling) is to encourage a child to heighten their awareness of their physical environment, their academic environment, their family environment, their cultural heritage, the world environment", and "to help the children to hone their abilities to give to society, to give to others, to appreciate others, to celebrate them, to appreciate themselves, to celebrate themselves, to heighten their awareness of the complexity and the inter-relatedness of life. I think that's it.

The purpose of education for this teacher also includes the development of "life-long learners", by "encouraging them to be risk takers who find learning "intrinsically rewarding". Asserting that schooling should encourage children "to realize that learning is exciting, and it's really one of the most selfish, delightful, wondrous things one can do", the teacher points to the importance of the learning process in current educational philosophy.

These comprehensive views of the purposes of education demonstrate the need for an appropriate philosophy of instruction involving the development of learning processes, of skills, and the acquisition of knowledge. Inclusion requires the clarification and understanding of its philosophy and its instructional implications. Recognizing that inclusion

does not occur immediately, or through placement alone, Mr. Aitken asserts that: "...it's a process that has to evolve within the staff and within the school". The following section addresses a critical aspect of this "process" examining the impact of these philosophical perspectives on instruction.

B. *INSTRUCTION*

The instructional philosophy expressed by educators in this case study consistently focuses upon a recognition of the individual needs of students. This emphasis addresses the demand to meet multiple needs in heterogeneous classrooms currently prevalent in public schools. Within inclusive schools, considerations required for students with special needs are an integral part of school and classroom contexts. The support services described earlier facilitate broader participation in the identification of individual goals for the students with special needs. This discussion of instruction in inclusion, is organized in terms of: *(1) Individualized Instruction, (2) Classroom Participation, and (3) Educational Outcomes.*

1. Individualized Instruction

For a student with special needs, specific educational objectives may at times vary from those of the majority of the class. It is the child-centred philosophy of instruction, in the view of case participants, that makes inclusion possible. Teachers and parents both recognize that individual development needs to be a high priority in the design and delivery of instruction. As one teacher points out: "I think that we have a very strong primary staff.

We have a very strong intermediate staff. We have people in intermediate who are committed to a child-based philosophy".

A sense of commitment to this philosophy within the school is also expressed by a teacher who asserts: "I feel that most of the classes in Hillcrest are 'Primary Programs' (Year 2000 Primary Program), they don't just pay lip service, so I really feel they do that". Making this point at a more personal level, another teacher states: "This district has heavily bought into the Year 2000 and Whole Language and I'm a strong adherent to those ideas, but also a strong believer that there are skills that need to be taught". Key components of this program are evident in Mr. Aitken's hiring criteria:

> (A new teacher should be) someone who has had experience in differentiated curriculum in their practice in teaching prior to applying to this school, and has indicated that they are very adaptable and use a variety of instructional techniques.

The central issue of providing appropriate, differentiated curricula to all students is vigorously supported by the teachers. Describing his/her classroom program as, "Very, very child-centred", one teacher noted:

> With the primary program, it's so conducive because it celebrates the emergence and early stages, so that every increment, every gradation is highlighted, and even though it's not obvious, we can see (the student) grow.

Classroom observations and interview anecdotes confirm the practise of incrementally extending learning objectives. Activities are based at the child's ability level and encourage

successful experiences. They are gradually extended dependent upon the child's progress. In the words of another teacher: "You need to find where they need to go and what they need to do." Teachers considered instructional processes for students with special needs to be the same as those employed for other children. A teacher observes: "Each time you get a different child that's been integrated, it's a learning process. You have to learn the child, just like you have to learn every other child in the class." It is important to recognize that the principal shares this view, stating,

> It requires that a lot of adaptation of the curriculum, for that child, be made. That they still feel part of the classroom because they're working on the same theme, or the same project, scaled to their abilities.

In a uniquely stated perspective, a teacher expresses a belief in the impact of the processes of instruction, asserting: "I really feel very, very strongly, mind you this is an absolutely integral part of my philosophy about children, that the system is crucial to the children". Explaining the use of the term "system", the teacher targets the critical distinction between a child-centred philosophy and a teacher-centred philosophy:

> ...they (teachers with a teacher, or curriculum-driven philosophy) think the definition of school is for the child to meet the expectations of the program which is very different from perceiving that the child comes as is and the program is, by definition, what the child's needs are. You know, the whole thing's a paradigm shift there.

Indeed, some teachers indicated their support for inclusion was dependent upon the "system" or "philosophy". One educator related the feasibility and success of inclusion to classroom organization, stating: "Generally, I think, (inclusion can be successful) if it is an activity based class". With the understanding that program flexibility is desirable and

necessary, inclusion at Hillcrest School does not singularly imply a student's physical presence in the class. It involves engagement with meaningful academic and social activities, with as much proximity to peer activities as possible. Implementing aspects of individual curriculum objectives by providing one to one assistance in a variety of settings is also considered an important aspect of program flexibility. The principal acknowledges that students also work outside of the classroom, and states, "When appropriate, we certainly encourage the aide to work on basic functional skills". The following discussion of instruction examines how students work towards their individualized goals within and outside of the inclusive classroom.

2. Classroom Participation

There are two additional distinguishing features of instruction in an inclusive setting. These concerns are related to the length of time outside the classroom and the form of participation within the class. Fundamentally, the intent of inclusion is to maximize instruction and student participation with same age peers in the regular classroom environment. On the one hand, all of the study participants perceived it to be beneficial and desirable for students with special needs to participate within the classroom rather than outside it. In the words of one teacher, "The child is removed from the classroom as little as possible, and while he is in the classroom, participating as much as he can with other students and interacting with them". On the other hand, it is evident that students have specific needs, which are at times addressed more appropriately outside the classroom. Mr. Aitken's explanation summarizes this process:

> It was also stressed that in situations where it was apparent that the child could not function in the classroom, the child would be removed from the room and some other suitable place in the school would be found for the child until that child was ready to be brought back into the classroom. There was an indication that certainly all children's education was looked at and any child who misbehaved in the classroom, whether a child with special needs or not, would be dealt with in basically the same manner.

Participation within classes varies flexibly from 60% of each day to virtually no separation with daily adjustments made depending upon activities and student needs. Most of the students participate in classrooms for the majority of the school day with the objective of extending the degree of integration whenever possible. A teacher expressed delight with a student's improved behaviours which allowed for gradually decreased time spent outside the class. The teacher asserts: "Now, we've got that (time outside the class) down way lower than it was before so that she will spend virtually all afternoon in the classroom."

Outside the classroom setting, students may work with the Special Assistant on individual objectives such as life-skills' programs. The students may also work with other specialists such as a speech pathologist, or a Learning Resource Teacher. Additionally, if a student has several behaviour difficulties and requires close supervision, working outside the classroom may be necessary for social/emotional reasons.

The extent of varied instruction within the class is influenced by unique and diverse individualized needs. It also requires flexibility and judgement on the part of the teacher and Special Assistant to maximize participation in activities. Some activities may call for

independent tasks, such as the use of specialized equipment, in order to work towards identified objectives. Others may involve integrated participation with a group of students, requiring no specific adaptations in materials.

A wide range of options and flexible arrangements exist within the four classes observed. To the extent that they are able to engage meaningfully within integrated groupings, students with special needs appear to be encouraged to participate. Spontaneous evaluations and modifications of objectives and tasks are an integral part of this process. On-going problem-solving and monitoring is required in this process involving the individual program, the classroom, and the school.

3. Educational Outcomes For Students

Two fundamental aspects emerged from the interviews related to educational outcomes in the inclusive classroom. Interviews, observations, and documentation consistently emphasized the academic and social goals of inclusion. In this section, beliefs and experiences identified by interview participants address: *a) academic gains for students with special needs, and b) social benefits for all students.*

(a) *Academic Benefits*

With respect to the academic gains of students with special needs, four of the participants expressed surprise and pleasure regarding demonstrated achievements. One teacher did not refer to academic gains stressing instead the importance of socialization. The following

observations are from the principal and three teachers who identified specific experiences with the academic achievement of students with special needs. Unique observations of the teacher who did not stress academic achievement are also provided.

Referring to a specific student with special needs, the first teacher asserts: "For (this child) it's ideal. Absolutely ideal. I mean, she's just growing, and growing, and growing and growing". With reference to an anecdote describing an unexpected accomplishment by another student in the school, the teacher states, "That's like (odds of) a million and ten. There's a change in him. I mean he is supposed to be severely mentally handicapped".

Another teacher described the unexpected learning demonstrated by a student with special needs saying, "Gradually she retains more and more and more. She's had a lot of work and study habits, and tasks to develop attention. All of that has been sorted out". This teacher emphasizes the significance of these achievements for the student, stating: "I feel that she's made tremendous progress. But it's been very important. It's a very different little girl (now) you know. It's been a very important growth process". The third teacher spoke of academic gains from a previous experience with a student with special needs. Explaining the positive impact of music in the child's program. This teacher says:

> So we'd learn our songs, our math with songs, we'd learn our story reading with a sing-song lilt, and our poetry reading. But, it worked. I just got so excited because, when I saw that it worked, what a wonderful gift for me, for this child to show me that this was working. It was a wonderful gift for me that they were giving me in return. So it made me just want to do more.

The principal comments on the "success of inclusion" in academic and social areas throughout the school.

> I guess I've been very impressed with the level of success. I must admit that I was a bit doubting at first and I thought it was a major undertaking, and I reluctantly went along with it at first. I've seen myself certainly become a person who promotes it and would support the neighbourhood school concept.

The fourth teacher did not describe or note academic gains, emphasizing a belief in the importance of social, rather than academic benefits, the teacher states:

> And so there is some trade-off. But I do feel that it's probably dependent on the special needs child. I feel that it may probably slow down the academic part a little, but the social part of the interaction, acceptance of other people, is very beneficial to them all (students).

This teacher's concern that the academic progress of students without special needs may be hindered by inclusion was not raised by other teachers. Increases in the teachers' workloads, due to meetings, planning and classroom processes, are mentioned by three teachers. Although only one teacher identified the possibility of strains on classroom programs, it is evident that the inclusion of students with special needs requires extra time and resources. When inclusion was first introduced, concern regarding possible constraints placed on classroom programs were also raised by parents of students without special needs. Mr. Aitken reported that parents were then informed of the placement and role of Special Assistants in each inclusive classroom. In a unique statement on the effect of frequent classroom interruptions by some students with special needs, one teacher points out, "I think you tend to forget how draining and tiring it can also be for the (regular) kids, too". This

is the only mention of the effects of disruptive student behaviours on students without special needs, but points to important concerns regarding inclusion.

(b) *Social Benefits to Students*

The principal and all of the teachers stress the importance of the social acceptance and the socialization of students with special needs as significant aspects of the philosophy of inclusion. This focus is considered essential to the success of inclusion benefiting the social development of all students.

The principal emphasizes "strong benefits" for the students with special needs who have the opportunity to "develop friendships" and decision-making skills while working towards specific academic goals. "It's (inclusion) good for other children because the other children get to interface with a variety of humanity. That's really going to be wonderful for them." Another teacher also comments on the importance of inclusion for children without special needs:

> It's a learning experience, but it's also a learning experience for the students in the classroom. For them to know that these people exist, and how to relate to them as well.

One teacher expressed strong reservations about full inclusion if a student is not interacting with peers and has difficulty attending to classroom tasks. The teacher states: "I don't know the extent to which he's really relating with his peers". Emphasizing that it depends

on the individual, this teacher expressed disapproval for dogmatic adherence to the concept of inclusion without careful monitoring of appropriate placements.

C. *INDIVIDUAL PERCEPTIONS OF INCLUSION*

Participant responses throughout the interviews include information regarding changing perceptions of inclusion. This theme thus documents stated beliefs over time. Statements throughout the interviews contain frequent references to changing beliefs. Indications of these altered beliefs are provided in this section of the findings. This discussion explores stated reasons provided for the changes as perceived by the informants. In the continuing effort to provide a measure of anonymity for the teachers, this theme is also organized in sub-themes rather than by discussions of a specific individual's beliefs. The views of each participant are therefore provided in the context of the following categories: *1) perceptions of inclusion prior to implementation, and 2) beliefs following inclusive experiences.*

1. Before Inclusion

Each participant in this study had serious reservations about inclusion prior to becoming involved. One teacher recalls having had a negative perspective earlier, stating: "I thought it (inclusion) was detrimental". Inexperience may have affected initial views of inclusion. Teachers had no prior experience with full inclusion, and some teachers had no prior experience with special needs students. Statements of teacher concerns include: "We didn't know what to expect", "How are they going to do that? That's going to be an impossibility",

and "I was at sea without knowing what I was dealing with". Initially unaware of the goals of the program or of the services of Special Assistants, a teacher remarks:

> I didn't realize that a commitment to including kids in the classrooms, included a commitment to make that adjustment a valuable and possible one. I just didn't realize how they were going to do that.

Some responses indicated feelings of resistance expressed by teachers. "Stating that, "I used to be very leery", one teacher admits: "Actually, I went kicking and screaming against the whole system". Regarding early experiences with integration or partial inclusion which was felt to be, "just tokenism", a teacher states, "I wasn't at all pleased with that (integration), I really felt like it was a kind of band-aid". The principal responded with similar candor to questions on early views, identifying many aspects which may concern an educator new to inclusion.

> Well, I guess I hadn't personally had a lot of contact with children with special needs. Just my own personal contact with them. How do I communicate with these kids that may not be able to. At what level can I communicate with them? Have they some sort of comprehension, some sort of dialogue? That really worried me. How do I (communicate), when they are misbehaving? What are some of the consequences? What will have meaning for these kids? I had no idea.

The questions posed by Mr. Aitken appeared to be addressed during the practice of inclusion, changing perceptions of inclusion in four of the study participants. These early concerns underscore the importance of implimentation experiences with inclusion.

2. After Inclusion

Changed beliefs were clearly evident in the perceptions of all but one respondent. In this instance, reservations regarding full inclusion held prior to inclusion are unchanged. In a response to a question asking if the teacher's view of inclusion had changed, the teacher states: "I think it's pretty well stayed the same". This teacher expressed concern about the pressures of on-going program modifications and notes that: "It isn't quite the concept I had in mind", adding, "Although people are helpful, you're sort of left to come up with other solutions and try to solve the problem on your own". Identifying a preferred solution, the teacher states: "I think there should be, what I would call individualized integration", referring to the teacher's perceived need for further review of placement criteria. At a later point in the interview, this teacher referred to a degree of change in perceptions of inclusion, asserting: "You try to meet the needs of the kids and I certainly know more now. Experience is wonderful. You don't feel quite so vulnerable, you know".

A second teacher also expressed concerns regarding full inclusion for students with extensive special needs. This educator emphasizes the safety and comfort level of children stating: "It (inclusion) depends on the individual... Given that the children are safe, that there isn't an abusive situation." The following unique perspective on the duration of classroom participation explains this teacher's personal view:

> You see this is my bias too, ...I think that to put children in a classroom situation for 10 months a year is obscene. I wouldn't want any child to. I think, if you look at lambs, or baby goats, or colts. Look at them (pointing to the class), they have them in 4 walls and then you get somebody, you get a child who basically has few intellectual faculties and is a sensory being, and they're expected to sit and listen and interact on an abstract level.

In contrast to the first teacher with unchanged views, the teacher quoted above expresses considerable change in outlook regarding inclusion, and states:

> What made my belief system change, was a structural shift. That's clearly, absolutely, simplistically it. It's a structural change. This works when the program is child-based, child-centred, and if it's progressive. But if it's content based, if it's just the agenda for Grade 1, right? It doesn't work.

Currently emphasizing, "I'm for inclusion", this teacher attributes changes in perspective to changes in the delivery of instruction, stating:

> My teaching style has really, really changed and not only mine, I'm really lucky in that the class, the school that I'm in, a lot of the classrooms are very activity based: not only that the whole class is activity based, but (there are) pods of activities.

Support services for the teacher and student are identified as instrumental in alleviating the sometimes overwhelming sense of responsibility felt by teachers in inclusive classes. A teacher responds to a question regarding the effectiveness of inclusion by asserting:

> As soon as I didn't feel like it was my job description to meet all those needs, do you know what I mean? When I realized that it was my job description to facilitate them, to facilitate their education. Yes, very much so (that integration is possible).

Another teacher attributes an increase in job satisfaction to reduced workloads in current inclusive experiences. Teacher and student support networks and teacher experience are identified as influential in this teacher's changed perception of inclusion.

> I think it (inclusion) has been developed through the learning assistants (LRTs) with a better program set up and I don't think there's nearly the

> strain or the work as when I first started here. Maybe I'm more accustomed to it, too.

Support services were important to the following teacher's attitudes towards inclusion: "As soon as I found out how the Special Assistants, or special worker system worked, I was okay". Presently affirming, "I'd say it's (inclusion) wonderful", this teacher also demonstrates a change from a cautious and doubtful perception to advocacy for inclusion.

All of the four teachers attribute a changed outlook regarding inclusion, in part, due to the "personal and professional growth" generated. This teacher responded that "the most important (personal) learning experience from inclusion" was:

> To learn that every child, it doesn't matter how handicapped or how gifted, has special wonderful things about them. I think probably what I knew when I went in is that every single child was unique. What I didn't realize was that every child who is handicapped had the same gifts and strengths that every other child does: that they are as unique as people, as every other single child and that we have to treat them that way. We have to.

Another teacher also comments on professional growth gained from experiences with inclusion, stating:

> And so it's (inclusion) been a growth experience. It's wonderful for learning about all sorts of things about early childhood education and early development of children. So that's been a tremendous improvement from my (own) standpoint.

The third teacher points to increased knowledge and confidence gained through experiences with inclusion, saying:

> I hadn't expected to feel quite so, so uneducated. I don't feel that way now. I know exactly what (my student with special needs) is doing. I know why (she/he's) doing it.

The fourth teacher attributes changed perceptions to the impact of social learning for school members without special needs. Indicating that an academic focus had earlier been a primary goal, this teacher says:

> At this point, I think I've changed. I feel that with interaction with them (students with special needs), they (regular students) learn how to relate with these people. It's a very important aspect, which we all need.

Respected peer models are identified by two teachers as important to changes in perceptions. One teacher referred to "teachers that I learn from", as influential to personal views on inclusion. A role model from society was also cited as, a "spectacular, brilliant mentor". This teacher was profoundly moved by a speech delivered by Norman Kunc, an advocate for inclusion with cerebral palsy. The teacher explains,

> His speech is severely impaired and he gave a scintillating public speech to all these other teachers. This was just unbelievably fabulous and he talked about how you have to be able to make mistakes. He really changed me.

Comparing past practices to those currently used, this teacher addresses the issue of continuous progress whereby students remain with same-aged peers. Perceived drawbacks of "failing" students contributed to these changed views. While social acceptance and interactions are seen as priorities of inclusion by this educator, the academic benefits of inclusion are additionally noted:

> At one point, I felt that the academic standards were really important. But I think after seeing, as years have gone on with my teaching, I've repeated children and I've found that instead of becoming more proficient they've become probably lower over the years.

The school principal contrasted current and past practices in his response to a question regarding changes in his view of inclusion. He reflects:

> Well, I guess seeing how well the children adapt to a regular classroom (resulting in change). It surprised me. There were some children that did so well that first year. I kept on saying to myself - "Those children were in separate classes. We had 2 boys that went right into a Grade 7 classroom where there was age-appropriate grouping and they should never have been anywhere else but a regular classroom. To think that we had segregated these children all those years. It really showed me that (inclusion) was the right move.

Referring to earlier concerns regarding communication with students with special needs, the principal asserts: "I've become more confident in knowing how to communicate with them". Mr. Aitken points out differences between the first year of full inclusion at Hillcrest and current practices. He identifies the limit of one student with special needs per class and the involvement of Special Assistants as contributing to improved experiences with inclusion within the school.

The principal expresses an appreciation of the "caring relationships" his daughter has experienced with inclusion in another school within the district. He describes personal and social implications of inclusion, explaining:

> As an adult, if I saw someone on the street, there's always been that sort of, bit of distance, whereas now I feel much more comfortable. I recently went

> to the Shelter Workshop, and I felt just that much more comfortable with the people there. They were talking and I could communicate back.

Do beliefs change? The information provided by the educators in this study tend to support the possibility that in some circumstances they do. In other situations, central beliefs remain in spite of involvement with similar professional development opportunities and school services. Numerous variables are involved. Individual and group perspectives regarding inclusion such as those cited in this section, can shape the outcomes of inclusion in classes and within the school. The following section presents an examination of shared beliefs considered to be essential to inclusive schooling.

D. *SHARED PERCEPTIONS*

The final theme to be discussed, involving perceptions of inclusion, addresses the beliefs felt by participants to be acknowledged and commonly held by a majority of school members at Hillcrest. Interview questions were frequently related to core beliefs about inclusion, resulting in responses involving valued individual and group beliefs. In the Hillcrest interviews, a number of individually expressed beliefs are commonly held, representing shared perceptions regarding requirements for an inclusive environment. Observations and informal discussions with staff members, Special Assistants and district personnel similarly indicate the prevalence of the beliefs identified by interview participants.

Three central themes emerged as important to all participants related to shared beliefs. These themes and their subcategories are referred to by four or five of the five participants.

Representative statements are cited in an effort to maintain the essential intent of shared meanings. Some perspectives from fewer than four individuals are noted when considered particularly relevant to the discussion, and termed "unique". The 3 main categories, in the theme identified as Shared Perceptions, are: *(1) Student Interactions, (2) The School Community, and (3) An Ethic of Caring.*

(1) Student Interactions

There is little doubt, due to the emphasis placed on student interactions by study participants, that this topic is perceived as critical to the success of inclusion. The two salient features of this theme involve *modelled student behaviours and peer support.*

(a) *Modelling Inclusion*

It is through the process of modelling appropriate behaviours that the participants in this study feel many of the objectives of inclusion can be met. Notably, the principal and teachers communicated a belief in the impact of teachers as role models for students. They emphasizing the importance of social acceptance and the acceptance of academic differences. These educators expressed concerns regarding past practices resulting in the isolation of students with special needs. Mr. Aitken notes:

> It's important they (students with special needs) have appropriate role models for themselves. One of the disadvantages of having an isolated group, that I'm sure you're aware of, is that they model inappropriate behaviour. Both socially and academically they're working with their peers when they have a chance to go to school with their peers.

Teachers concur with this perception of the importance of peer role models. Expressing this belief, a teacher states:

> I feel that they behave much more normally (in a regular class). The type of behaviour they will deal with when they are out of school, out working or in society, is a much more normal situation for them.

Referring to changed behaviours in a mainstreamed student who had previously attended a special class, another teacher offers, "But I think that (earlier) misbehaviour was a function of her peers at that time, who feed off each other". In response to a question probing how the philosophy of inclusion is communicated in the school, a teacher asserts: "By modelling, it is simply including them".

For one teacher, the outlooks of respected teaching peers who exude a love of learning and engage in creative challenges are valuable models for students. This teacher refers to the effect of peer models, and states: "Their philosophy,... how that just emanates to other people, to children, I think it's optimal". Another teacher acknowledges the impact of modelled teacher behaviours in the class and asserts:-

> They (all students) watch how I respond very much. They watch like a hawk. You wouldn't think that they do. But your attitude, I think, and the way you model in the room, I think it's vital, I really do.

The concept of modelling, as "non-verbal communication", is identified in a unique comment by one teacher who notes:

> The non-verbal communication by the (adult) leaders of Hillcrest, the non-verbal communication is, 'You are valuable'. You know, to the individual

> child. 'You're valuable. I love you unconditionally. What you do, it's valuable', and it's not ever really even said. It's acted upon.

Modelling attitudes and behaviours are important aspects of the learning experienced in Hillcrest's inclusive classrooms. Participant statements demonstrate an awareness of both student and teacher models. The second discussion of student interactions looks beyond the benefits of peer models to areas of peer support.

(b) ***Peer Support***

The understanding and acceptance of differences is essential to the development of peer support in student interactions. Teachers generally referred to student interactions as positive and supportive at Hillcrest. They provide a number of comments similar to the following teacher's statement: "The kids on the playground look out for each other". Of regular students, another teacher observes: "They are very good. And they communicate. They're very understanding".

Involvement with students at different age levels, beyond the inclusive classes is also indicative of peer support. A teacher describes the atmosphere of support within Hillcrest in this way:

> So the big kids know the names of the little kids and kind of look out for each other. There is a kind of unwritten law. Nobody really says it in specific terms, but it's understood that there's a respect for one another. It's considered very important.

Frequently, support is spontaneous, as demonstrated in the following comment:

> There are some children in the grade 6 class (who) are very protective, very friendly, and very caring of students with special needs, having grown up together with them.

At other times, social isolation may necessitate intervention, such as the "Circle of Friends" strategy. Referring to this strategy, a teacher explains:

> We set up a buddy system, and got about 12 people who were willing to spend recess hour with my child to ensure he/she gets outside. To see them (students) caring about this person, trying to get him/her to be part of the class. It is very rewarding.

The interview participants comment on a school-wide emphasis on developing greater awareness of the social needs of the student with special needs. As one teacher observes: "There is a real effort to try to get these students to work with other students". Another explains that students are not always responsive to this strategy, adding that appropriate social interactions can also be initiated independently:

> We have gone, for the first time, through a socially isolated time at lunch hour and recess and you cannot legislate friends. You cannot legislate people to play with somebody. It was really interesting today because I noticed that the isolating behaviour is stopping. That, all on its own, it's stopping.

Mr. Aitken emphasizes the importance of teachers' strategies conducive to facilitating peer support. He feels it is optimal if teachers are "well versed in cooperative learning" as part of a "variety of instructional techniques". When interviewing prospective teachers for Hillcrest, he states: "I'd be looking for areas where there's lots of peer support, where they

promote peer support in their classroom". The principal identifies that "peer relationship and peer support" are important aspects of an inclusive class. When hiring new teachers, he notes: "I look for someone who has developed well-articulated conflict resolution skills within the classroom".

Teachers similarly identify cooperative groups as beneficial instructional practice, pointing out that all students gain from activities involving peer support. One teacher provides an example of the application of peer support, within an inclusive class, explaining: "We do have cooperative learning strategies. The student with special needs in my class is included in 95% of things".

In a unique anecdote, a teacher describes a class discussion resulting from student misunderstandings. In the teacher's view, the regular students did not adequately understand the academic and social limitations of a student with special needs. A discussion was held in the absence of the student in question in order to clarify class expectations. The teacher relates:

> Their (the students without special needs) perception was that he/she just needed help with school work, and I think at this point they needed to know there was a social lag and it wasn't just Math. I found this a little difficult.

An example of the benefits of peer support for the entire student body, is described by the principal in an anecdote from his personal experience. Mr. Aitken says,

> But from my perspective, from listening to my daughter, inclusion was one of the best things for the students in her classroom to deal with. They always

wanted to volunteer to push the students with special needs in her wheelchair at recess and take her outside. The same thing happened here at this school.

Peer support is viewed by the educators of this inclusive school as a critical aspect of the support network for the student with special needs. It is additionally seen as an opportunity for the development of understanding and friendships for students without special needs. Essential to supportive peer interactions is the understanding and acceptance of similarities and differences between individuals. The learning environment can facilitate cooperative peer interactions as students work towards their individual learning objectives. At Hillcrest, the participants in this study recognize the impact of the learning environment on students, frequently linking it with the working environment of the school. In the following category, beliefs and interactions within the school are identified in the statements of study participants.

2. The School Community

The second category to be discussed in the theme involving shared perceptions of inclusion addresses a view of the school as a community. Several features are recognized by the educators in this study as prevalent beliefs within the school "community". The identified features within this social grouping noted by study participants, involve: *a) the fundamental motivation for inclusion, b) relationships of mutual respect, c) a collaborative environment, and d) humour.*

(a) *The Motivation To Include*

The primary belief supporting inclusion, in the view of the interviewed educators, is the conviction that it is a "morally" or "ethically" correct way for a society to provide education. This belief is a cornerstone in the philosophy of inclusive schools without which it is difficult to envision a commitment to implementation. Although some concerns are expressed regarding the extent of inclusion in individual cases, the fundamental concept of inclusion is supported as "correct" and beneficial to all students. There is an absence of references to legal obligations in the five key interviews. Instead, there is a predominant concern for equal educational opportunities.

(b) *Relationships of Trust and Respect*

Working groups frequently adhere to basic assumptions regarding the organization. In a brief verbal survey describing cultural assumptions, Dave Aitken supported the belief that: "Members of an organization are a family; they accept, respect and take care of each other in this school". A number of statements from the principal and teachers at Hillcrest reflect this perspective. In the words of one educator, there exists "a sense of community that seems to run throughout the school, you know. I think that all the teachers are friends, personal friends".

It is necessary to point out that the external context of the relatively small community setting and frequent contact between school and district members can affect relationships within a school. At Hillcrest, some teachers appear to be "close friends" while others are

"friendly". The following teacher's statement demonstrates how collaborative professional relationships exist along with the evident friendships at Hillcrest.

> I'm more closely attached to certain people, that's true. Yet if I have a problem in whatever area, I can go to Bill, I can go to Ed. There are people you can go to, and yet I don't socialize with them, but if I need to brain-storm about something, there's a real willingness to do this. It's just there.

Study participants indicate that, at Hillcrest, the foundation for interaction between group members is built upon *trust* and *mutual respect*. Discussing "the collective attitude or view of relationships within the school", a teacher asserted: "It's trust of your colleagues. Do you trust your colleagues? Do you trust the children? So it's trust. The teacher then added, "It has to be informal and risk-free. The number one component is risk-free. Risk-free, risk-free, risk-free, risk-free, risk-free, risk-free". Another teacher describes the relationships of trust at Hillcrest in this way:

> There is a sense of trust. If you don't know something you can go and ask. There will be people on staff with the expertise who would be quite willing to tell you, and they in turn, everybody has their area of strengths, so nobody goes around thinking that they know it all. It's that risk-free environment.

Explaining the importance of a supportive staff, another teacher describes the implications of a risk-free environment for teachers and students:

> You know you need to be able to feel risk-free in the staff room. I think that's very important. Nobody is going to go there and say they don't know how to handle a certain child if they're going to be made to feel incompetent. That's very true for the child, too. A lot of things you do for kids, they're the same for adults but just obviously on a more sophisticated level, but you know, we learn to hide very well. We learn to put up our little layers and it's for protection, so I think on this staff I feel very risk-free.

Evidence of the belief in the need for trust within classrooms is also provided in many other references to classroom interactions. Referring to trust between students and teachers, a teacher explains:

> So what I'm trying to build is the sense of community. The students with special needs is part of the group. We're in this together for 10 months here. We'll work together and everybody grows, including myself.

Underscoring the role of trust in the classroom context, this teacher described the importance of modelling respect towards individuals in the classroom, saying: "They (the students) can trust it. They can trust it because you're showing you're going to do this, right?". This teacher stressed the importance of collaboration in learning processes, explaining:

> They have to be collaborative. Then they have partnership or ownership of what they're doing. The agenda has to be set by them. That doesn't mean just skills and knowledge aren't relayed through the content areas. It's all (the philosophy of the) primary program. I mean, all of this, it's classic primary program, and so the kids have a vested interest in it working. My student (with special needs) can sense that she/he has a vested interest.

Mutual respect for colleagues is evident in many participant statements. One teacher noted that some of her peers are, "like mentors to me who I keep learning from". The teaching accomplishments of one peer is regarded as, "amazingly masterful" in an extensive description of a variety of the teacher's achievements. These statements demonstrate considerable personal and professional respect between these teaching colleagues. In this teacher's view, peers communicated "respect for individuals and their strengths".

(c) *A Collaborative Environment*

The foundation of trust and respect that these individuals feel exists in Hillcrest results in frequent collaboration between school members. Formal opportunities for collaboration are identified in earlier discussions of Mapping sessions, School-Based Team meetings, and staff meetings. My observations of interactions at a staff meeting supports teacher perceptions regarding frank and extensive communications between Hillcrest staff members. Staff meetings are flexibly chaired by any staff members who chooses to do so. The staff meeting I attended was chaired by the principal, although the option to chair was presented to the staff. Discussion was encouraged and most teachers participated actively.

In one interview, a teacher related that discussion at Hillcrest is open and extensive. This teacher comments on the importance of airing problems and views:

> If it's an attitude that's running through the school, we'll talk about it, you know. It's not always the positives, but because you talk, it's quite open. Usually you come to some conclusion. We try to solve it somehow, or at least you know about it.

Expressing that, "it's not as if negative things don't happen. They do take place", this teacher identifies hypothetical sentiments, indicating staff acceptance of individual views and frailties. Statements such as, "I'm disgusted with this kind of thing. It's really frustrating to me." or " I've had enough of it. I'm just about ready to loose it here.", this teacher feels, elicits support from colleagues rather than judgement. The teacher explains, "People feel quite free to do that. It's encouraged that we talk. I think that's important". Although lengthy discussions create inconveniences, this teacher also remarks:

> Our staff meetings can be long because we really talk. We talk very openly and sometimes too much. You know you'd like it to be a little more dictatorial, cause you want to get home and it's 6 o'clock!.

Respect for the capabilities of individual teachers is evident in Mr. Aitken's agreement that teachers are: "responsible, motivated, and capable of governing themselves". The principal also asserts that teachers' input regarding inclusive programs is valued, stating: "I think they feel, and sure hope that they feel they have as much input as anyone else at that table as to decisions of where we should go". Commenting on the principal's response to innovative or "off beat" ideas, a teacher responds:

> I wouldn't feel reluctant at all. (Suggesting an unconventional idea or problem) I would feel quite comfortable. I feel we've been successful (in the past). I'm quite prepared to go to the principal with problems and share it with him.

When the importance placed on communication by the school principal described earlier, listening, interacting and modelling were identified as requirements of effective communication. Mr. Aitken's emphasis on the value of listening to and speaking with all school members to be a "sounding board" for his staff, is also evident in teacher interactions. Teachers additionally express that they value the principal's willingness to listen to their concerns.

Communications between the District Integration Facilitator, Learning Resource Teacher, district specialists, and staff members appears similarly "open". Flexible groupings of involved individuals meet, when necessary, to plan and review goals and strategies. These

collaborating professionals form a "support network" identified by the principal as essential to inclusive services. One teacher describes it as, "a whole group of adults who know what's doing on" with the student.

The following references to school and district personnel as a "team" demonstrate the perceived value of peer support and collaboration. One teacher refers to a colleague who transferred to Hillcrest, "because she wanted to be part of this team". In another example, the school administrator states:

> No way was it always smooth. That first year was not a smooth year by any means. But we've worked through it as a team, especially the group that were integrating - the teachers. We did have some time. We did meet once in a while and we talked about where we were going. I think we felt good about ourselves as a group in that team, when we got through that year and said, 'Hey, we did it!'.

Commenting on mapping meetings and consultations with parents, a teacher observes: "And so that was a lot of work, but it worked". This teacher points to the importance of on-going collaboration with the parents of students with special needs regarding goals and processes. The ability to communicate informally with adults and children is also viewed, by the principal, as essential. Mr. Aitken states that teachers need, "very good skills to meet the needs of the children as well as collaborating with the parents as educators". Acknowledging the emphasis on collaboration in the school, a teacher remarks: "I try to be collaborative". Another interviewed teacher provides a description underlying reasons perceived for collaboration, stating:

> If you and I are colleagues, and you lecture to me, then I know that ultimately you're going to take responsibility for that so I don't have to sweat

> it because you're going to worry about it. If you don't lecture to me, then ultimately it's my responsibility. I'm accountable. I'm going to have that voice in my head. Right? So in order for that kind of subtle thing, for these intrinsic dynamics to work in our staff, it has to be where the leader is not autocratic and isn't very imposing, because that (autocratic leadership) kills intrinsic motivation.

Although group values can create opportunities for group evaluations of individual behaviour, it is important to note that a teacher at Hillcrest points out an absence of group censure or judgement, asserting:

> If I don't live up to that unconditional love, and lots of days I don't, you know, I don't feel chastised or in any way structurally condemned. I just feel disappointed in myself.

In another unique observation, a teacher highlights the importance of peer collaboration in a teaching community and notes:

> And there's a willingness to share. If you find some strategy that works, people are willing to share with other teachers, instead of, hogging the glory for yourself.

Examples of collaborative activities between classes are also evident. For inclusive schools, interactions between classes with students with special needs and classes without them are essential to encourage and maintain the philosophical understanding of inclusion within the school. One teacher describes school-wide activities at Hillcrest, stating:

> There's a willingness to have classes work together. We just did a huge school activity where all the kids were integrated into a writing process activity. And it was clear across the board. We're developing a field trip, but from Grade 1 up to 7, all integrated. I think a lot of that helps (students to realize) that they need and help each other.

If a teacher is experienced with a new strategy involving other teachers, it has been found that peers tend to support these efforts. Describing this, a teacher comments that "the teachers were supportive" of a suggested activity, in spite of the possibility that, " it could be disruptive to some other classrooms".

(d) *Humour*

An additional aspect of communication involved the impact of humour in group interactions noted by two individuals and observed by the researcher. Regarding interactions in the school, one teacher advocates the importance of humour.

> And you should be able to laugh, I think if you take everything so darn seriously (pause). You should be able to laugh at your rotten days. Sometimes you can't. Sometimes it's the next day, but if you can joke about it, it's not that you're being frivolous and off-the-cuff. It's just that you got to let off steam so you don't burn out. So I think there's a lot of laughter on the staff.

Asked how this comes about within the staff, the teacher indicated that a number of staff members have a well developed sense of humour, appreciated by the rest of the staff.

> There are characters. Roughly a good quarter (of the staff) who are real pranksters. Some people may be very quiet, but they're the ones who get things going. Everybody at Hillcrest has good personalities.

Observations within the school provided several demonstrations of this humour. The staff meeting I attended was punctuated by humorous quips and laughter, without reducing serious consideration of any of the items raised on the agenda. Similarly, although

discussion occurs in the staff room regarding students, school programs, and plans, an accepting and jovial group atmosphere is maintained through humorous moments.

A graphic example of the fun loving nature of this staff is evident in the staff picture hanging in front of the principal's desk. All of the staff members, including the principal, are sporting items such as hard hats, shovels and rakes. This portrait commemorates the year they accommodated work crews while the school addition was being built. In the previous year's photograph they each wore a large, brightly painted mask created by students. The masks were borrowed from an art project resulting from an instructional theme in the school. These amusing moments are quite unlike the usually staid and forgettable staff pictures taken in schools. Other forms of humour were evident in hallways and on the doors to offices and rooms where cartoons and jokes were placed. The contents of these clippings were related to education and could be found humorous by all school members.

Friendly joking and 'hamming it up' frequently occurred in one-to-one and group interactions in the school. Humour was also evident at the picnic held with parents at the end of a class camping trip. It is important to note, that these interactions, although humorous, do not appear to weaken, or make light of educational goals. A further unique observation on the subject of humour, is expressed by one teacher's appreciation for the sense of humour evident in the "little bit sassy" behaviours of a student with special needs. Explaining that, "She's got a sense of humour", this teacher observes that: "People, kids

aren't with her to be nice. They aren't with her to please (the Special Assistant) and to please me. She's fun to be with. She's a hoot".

The above anecdote demonstrates that this child is not the object of humour, but is creating it for the enjoyment of others. The teacher considers her "joking" to be "indicative of a certain level of fun". The evident pleasure gained by the teacher from the student's sense of humour indicates that, in this teacher's view, humour is also valued between students, and is appreciated between students and teachers.

In these findings regarding the school community, formal and informal collaborations are viewed as essential. Both verbal and non-verbal communications are seen to support collaborative interactions. Succinctly, they indicate that mutual trust and respect facilitates a network of collaborative interactions throughout the school. All school members appear to communicate extensively through frequent opportunities for dialogue and joint projects. They also appear to consciously model strategies for communication and cooperation between students. Overarching factors facilitating these interactions involve inter-personal relationships of trust and respect in a collaborative, fun-loving environment.

3. An Ethic of Caring

This section addresses references to the emphasis placed by participants upon the importance of caring relationships within the school. Two of the areas identified by all of

the educators interviewed regarding caring are: *(a) the communication of the value of all individuals through caring interactions, and (b) a sense of commitment to inclusion.*

(a) ***Valuing Caring***

Firstly, some individuals regard the "*happiness*" of students to be a priority in the educational process. Responding to a question regarding commonly held beliefs, one teacher states:

> I think that there are fairly common collective ideas of what is expected of the students. I think the primary aspect, felt by students, is that students have to be happy and therefore there is real effort to try to work on the social aspect of it.

A criterion for the success of the program, in the principal's view, is identified as the child's sense of well being in the educational environment. He states that he would observe and speak with students to gain a sense of his/her feelings. Much of the effectiveness of inclusion, he feels, can be monitored, "... just in my communication with the child as I go to the classroom and visit and talk with the child and see if the child's happy in the situation". Mr. Aitken also refers to parental concern to monitor a child's happiness, saying: "If I get the response from the parents concerned and if the child's not happy, that's also an indicator". Secondly, each teacher made reference to the value of communicating a *caring* attitude towards other members of the school. The principal cites 'caring' as the first of his "highest priority" goals in an inclusive school. He states: "Certainly one of the important goals is to develop an attitude of acceptance and caring. And that includes teachers, students, and parents."

Earlier discussions addressing peer support between students and between teachers similarly illustrate the prevalence of caring interactions in the school environment. Beliefs regarding high academic expectations and the social acceptance of students with special needs are also indicative of a concern for the welfare of all students.

A teacher's anecdote, regarding misunderstandings between students with special needs and students without special needs, includes a reference to perceived student interactions. The teacher expresses her dismay about the situation, saying: "It was the first time I had seen anyone here treated with anything less than love and respect". Given that the incident occurred in the second year of the teacher's involvement in the inclusive school, the implication is made that students otherwise treated students with special needs with "love and respect". Indicating that this exists at Hillcrest, this teacher says of other teachers: "They are considerate " and points out, "There's a sense of community". In a unique observation, another teacher provides a further example of a caring outlook between teachers.

> I mean if I come in the staff room and think 'Gee, I've had a great day!' Wonderful, or 'Man, I really feel down', people are going to listen. They care, so there is a caring. You have to have a caring.

Another teacher's unique statement demonstrates a caring attitude stemming from a personal philosophy of caring involving "unconditional love" and the value of "giving" to others. This teacher cites the biblical phrase, "Ye shall know them by their fruits", stressing the following aspects as important to a the purpose of schooling:

> What you can give, you know, to help the children to hone their abilities to give to society, to give to others, to appreciate others, to celebrate them, to appreciate themselves, to celebrate themselves, to heighten their awareness of the complexity and the inter-relatedness of life. I think that's it.

(b) *Commitment to Inclusion*

The sense of commitment to students expressed in the interviews additionally indicates a sense of caring in the school. The principal and teachers recognize that inclusion entails a significantly greater workload for teachers and principals, yet they are committed to the implementation of inclusion. Mr. Aitken concludes:

> It certainly adds a lot more, potentially a lot more work for an administrator, school, and the staff. But I see that it's one of the most important things that we can do for people who are challenged. And they (students with special needs) do, they need to be in regular school.

A teacher comments on a personal decision to become involved with full inclusion following an extremely difficult earlier experience integrating without Special Assistants.

> I was ready to give up, not that I felt that it was bad, just that the time element with the amount of work and effort we put into it was very time-consuming but I think it is positive, particularly in the school where you have very useful, very helpful people in the learning resources happening with Ed. (LRT) Last year, the last couple of years, when we started in the school with full force with Janet and Mark Stainer (Integration Facilitators), I found it very, very helpful.

Speaking of this situation at a later time, the teacher notes, "Well, I survived. I could see the benefits for the children. I also realized that there was a lot of work there, too".

Teacher commitment is identified as a priority in inclusive schools, by another teacher who asserts:

> I think, we have to commit ourselves. We can't just, you know it would be very nice, just like committing yourself to only the intelligent - 'I'm only going to teach International Baccalaureate'. I mean you cannot do that. It's like society saying we're only going to consider those people who make more than $50,000.00 per year. You cannot do that. If you're going to have a society that is run on democratic principles, we have to make a commitment, and I think teachers have to be in the vanguard of that commitment to these people because we sure haven't done very well so far.

Asked if teachers at Hillcrest are committed to inclusion, a teacher responds:

> I know it's here. Every single one of us here, and I can say that with great pride, every single one of us here is committed. It's easy to be committed here. It's easy to be committed to these kids here.

Emphasizing, "This inclusion is not a flash in the pan" and, "It's (inclusion) got to be permanent", this teacher expresses a strong commitment to inclusion". The fourth teacher points to the relationship between commitment and the success of inclusion within the school, observing: "I think it's an attitude, a willingness, and an openness to want to make it work". Referring to the significant financial commitment made by the School Board, the principal explains the financial implications of inclusion in terms of this commitment, saying: "It's much easier and also financially a tremendous saving if all the children are in one facility". Study participants and district personnel acknowledge the challenges posed by inclusion.

In the face of increasing workloads and rising costs, it would seem that commitment and caring could suffer. The findings in this study suggest that the opposite may hold true. The attitude of caring and sense of commitment to inclusion expressed by the educators at Hillcrest appears, on the surface, to be a natural process. They make it look easy. Further examination reveals considerable preparation, and continued monitoring. Commitment can be enthusiastically generated in innovations but requires sufficient support and ownership by school members to be built and sustained.

The beliefs and experiences of the educators in this case study suggest that the philosophy of inclusion and implementation processes are critical to educational experiences that will benefit all students. Implications of the findings discussed in this chapter are examined in the concluding chapter, with references to research and literature on school improvement and inclusion.

PART II THE INTERNAL CONTEXT

The internal context for inclusion, discussed in this section, is the school environment. There are three key categories referred to by the principal and teachers at Hillcrest related to the internal context. Several factors considered to be important to inclusion in the school context are discussed within these categories. They are identified here as:

A. Background Experiences, B. Formal Processes, and C. The Educational Administrator.

A. *BACKGROUND EXPERIENCES*

In order to discuss individual perceptions of inclusion, it is necessary to consider past events and experiences shaping circumstances at Hillcrest Elementary School. Fundamental to informal processes are prior experiences and individual beliefs in the following two areas: the first is the *school history* and its relationship to inclusion. The second concerns the *earlier experiences of the principal and teachers*, and the circumstances of their initial involvement with integration or inclusion.

1. *A Chronology - Hillcrest Elementary School*

Hillcrest Elementary School was constructed in the 1970s, in the south-eastern sector of the community of Salmon Arm. The neighbourhood reflects a middle to upper-middle socio-economic background. The well-groomed homes, its choice location on a hill overlooking Shuswap Lake, and its proximity to downtown Salmon Arm attract and maintain a stable population. At the time of this study, Hillcrest enrolled 325 students in classes from Primary Year One to Grade Seven, and employed eighteen teachers.

Hillcrest's contemporary single-level design is pleasantly surrounded by large park-like grounds with a mixture of landscaped and natural growth. Within the initial stage of construction, specialized features such as a kitchen and woodworking area were included for special classes. At this time, students from within and from outside the neighbourhood could attend Hillcrest.

Prior to registration at Hillcrest, special needs students attended another special class in the Salmon Arm District. In the construction of Hillcrest, the facilities were designed with an emphasis on lifeskills. The special needs program was distinct and separate from the regular program, including activities such as swimming and bowling in the community. Children from the special class had specific classroom locations and their own playground delineated by a secure fence. They did not interact with the other students in the school. In 1987, a change occurred when the special class enrolment leapt from five to fifteen children. Two new teachers and four Special Needs Assistants were hired. The number of children and adults in the limited space created difficulties and the individual attention previously available to the students was reduced.

Partial integration was then initiated in the 1988-1989 school year. Two members of the staff, Janet Stainer and Peter Purves developed a format whereby teachers could be introduced to a special needs child and provided with information to allow them to include that child in a regular class on a voluntary basis. Specific goals were identified in the special needs child's program and support would be provided when needed. Teachers used this highly flexible arrangement, engaging in "reverse integration" in which regular students attended the special class, and found appropriate opportunities for special needs students to attend their classes. This gradual process contributed to familiarizing students and teachers with special needs students and demonstrated the potential of inclusion into the mainstream. At the end of that year, the staff, with the school principal, Jack Lucas, and Janet Stainer as part-time facilitator of special needs integration, identified future goals for

integration at Hillcrest. They drafted a proposal supporting full integration for the coming year.

In the 1989/90 school year, teachers volunteered to enrol students with special needs. The special class was closed and the majority of the children attending it were absorbed into Hillcrest. A few of the children registered at their neighbourhood schools and district policy required new students to live in the neighbourhood. Hillcrest continued to have a disproportionate number of students due to the families who had located close to the special class. Each teacher who volunteered to integrate students received two special needs children in their class. The two teachers and four Special Assistants from the special class were available to assist the teachers and students involved. Teachers could choose to have one or two Special Assistants in their class. It is generally acknowledged that this was not a satisfactory inclusive situation and that one special needs student in a class is preferred. Teachers were informed that inclusive schooling was a goal in the school and that they could transfer, "with dignity", if they did not wish to become involved. This option has not been exercised by teachers at Hillcrest.

In the following year, of 1990/91, the concept of "Neighbourhood Schools" was fully supported throughout the district. Students were required to attend the school nearest their residence and the disproportionate number of special needs students at Hillcrest decreased. Teachers with special needs students at Hillcrest continued to volunteer to include those who remained in their classrooms. Each child identified as having "special needs" worked

with a Special Needs Assistant who consulted with the teacher, the Learning Resource Teacher, and the District Integration Facilitator.

In the beginning of that year, Dave Aitken became principal of Hillcrest and Dr. Zigler became the Director of Student Support Services. Both individuals demonstrated a strong commitment to inclusive schooling. During the time of the interviews in this study, at the end of the 1991/92 school year, the circumstances had stabilized and were similar to those of the previous year. Teachers volunteered or accepted a proposal to include a special needs child, receiving support from services provided within the school and district. The administration, teachers, and support personnel express general satisfaction with the processes developed and the results achieved in the school and district.

The historical development of Hillcrest as an inclusive school has a significant effect on its development. The presence of special needs students and their gradual introduction into regular classes can be seen as contributing to greater familiarity and acceptance on the part of students and teachers. It can also be argued, however, that the very "separateness" of the initial special class facilities and curriculum had the potential to increase barriers towards acceptance.

Other characteristics may also have provided additional challenges for the Hillcrest staff. The sudden inclusion of a number of children, resulting in two special needs children for each mainstreaming class could have been a daunting experience, affecting classroom

processes and teacher efficacy. Similarly, the disproportionate number of special needs students throughout the school could have dampened enthusiasm and commitment to inclusion due to the exaggerated accommodations sometimes required. Hillcrest's current inclusive environment cannot be assumed as a logical progression of its historical background. The staff and its administration were not static and circumstances were frequently more challenging than schools currently implementing inclusion may experience. Many of the teachers experiencing the changes from 1987, however, remain.

This description of the changes in organization and programming at Hillcrest characterizes the contextual framework of individuals in this study. An examination of the interviews identifies experiences and beliefs of these teachers, of new members, and of the school principal. This case study presents the views of these individuals in their own words and analyses the implications of their observations for inclusive schooling. Early experiences at Hillcrest are an integral part of how participants view their experiences. The following discussions of individual educators describes additional potential influences arising from prior experiences.

2. *EDUCATOR EXPERIENCES*

The diverse experiences of the five educators in this study are discussed in two parts. Individual experiences in the field of education are reviewed first. This discussion identifies the *extent of experience working in schools*, length of experience at Hillcrest, and experiences

with students with special needs. The second category is related to personal educator perceptions regarding *initial experiences with integration or inclusion.*

(a) **Teaching Experience**

The length and nature of teaching experiences can have a significant impact on perceptions of inclusion. The educators in this study have varied backgrounds. Two of the interview participants were involved during the implementation of full inclusion. The two remaining teachers taught in inclusive classrooms in the following year. Of the teachers who initiated full inclusion, one has approximately 15 years of teaching experience, and has taught at Hillcrest for three years. This involved ten years of experience with students with special needs both in special classes, integrated settings, and inclusive classrooms. The second teacher, who also participated in the first year of full inclusion at Hillcrest, has taught for 23 years, with 16 years at Hillcrest.

Teachers including a student with special needs in the second year of full inclusion did so for different reasons. One of these teachers was returning to Hillcrest from a teacher exchange experience. With a total of 30 years of teaching experience, this teacher taught integrated classes for eight years and is currently in the first year of teaching an inclusive class. The fourth teacher is a relatively new staff member, with three years of experience at Hillcrest. This teacher also received a student with special needs in the second year of full inclusion. With twenty-three years of teaching experience in this district in secondary schools, this is the first year of experience in an inclusive classroom.

The principal of Hillcrest, D. Aitken, was a classroom teacher for 7 years and has had 7 years of administrative experience. He has been the principal of Hillcrest for 2 years. Mr. Aitken had no prior experiences with inclusion beyond information gained from district personnel and professional development opportunities. Referring to his first experiences with students with special needs, Mr. Aitken reflects: "I hadn't personally had a lot of contact with children with special needs."

The teaching experiences of the interview participants vary widely. Considerable experience within the teaching profession is evident, although age groups and the extent of experience with students with special needs differ. The possible relationship between background experiences and individual perceptions of inclusion is discussed in the concluding chapter.

(b) Initial Experiences with Full Inclusion

Teachers at Hillcrest express divergent views regarding the degree to which they are able to choose to teach inclusive classrooms. The principal states: "I have found most of the time, that it's on a volunteer basis. ...I haven't had to say to anyone, 'You must take this child'. At Hillcrest, teachers have had an unexercised option to transfer to another school in the district if they did not wish to become involved with inclusion". The movement, throughout the district, towards Neighbourhood Schools weakens this option as the likelihood of teaching inclusive classrooms increases.

Some teachers clearly elected to teach in classrooms with students with special needs. One teacher asserts: "I was asked if I wanted to and I said, 'Yes, no problem. I would be delighted to' ". Another teacher chose to transfer to Hillcrest with the knowledge that teaching in an inclusive classroom was part of that choice. A third perspective, demonstrating mixed feelings regarding teacher choice, is expressed by the teacher who states:

> "Well, I was asked. I don't think I was really given the choice, so much as, you know, 'Would it be O.K.? The student is coming.'- kind of thing, and that was fine with me, but it was difficult."

Comments from the fourth teacher reflect serious reservations about involvement. The teacher asserts, "Actually, I went kicking and screaming against the whole system". A perceived absence of teacher input in the planning and implementation stages raised concerns for this teacher, who suggests, " My sense was, there was an agenda that was 'fait accompli', that it was going to happen." Whereas the first two teachers clearly chose inclusive classrooms, the remaining teachers did not feel they had 'volunteered'. Personal reasons for teacher involvement with inclusion were similarly varied. One teacher recalls:

> I was starting to feel very positive about it because I could see what was happening around here, and it all seemed to be working well. That was the year before inclusion became full-force.

Providing further reasons for volunteering, this teacher asserts:

> I wanted to learn about and find out about what was happening with these kinds of children, and I thought this was a good place to start on it.

Another teacher's reason for involvement with inclusion was related to its impact on students. Asked why inclusion was chosen as an option, this teacher states, "I could see the benefits for the children". A further salient factor, regarding the importance of support services, is identified by each teacher. In a statement demonstrating the consideration given to these services in decisions to 'Include', a teacher explains: "As soon as I found out how the special assistants system worked, I was O.K."

A final example of teacher perspectives on voluntary involvement with inclusion is notable. In a unique comment, one teacher considers the question of choice to be a self-motivated decision to act for the benefit of the group, rather that to act in one's own interest. This teacher states:

> We've always had a choice (to include). It does get to the point, even though you may not be as happy with these feelings, but you have a time when you know it's your turn. So it's (pause) I feel that it's very cooperative in that they (teachers) share. They're not willing to let someone else have the special needs children all of the time.

The principal and teachers of Hillcrest recognize the importance of the expertise and experiences evident within this school. They refer to the twenty years of experiences with students with special needs in the school and to levels of expertise in the teaching staff. Demonstrating this awareness, a teacher makes the following comment: "so people (at Hillcrest) have a far better handle, through familiarity with what's going on (regarding inclusion)."

Teaching experiences and experiences with students with special needs are factors contributing to the internal context of inclusion. The prior experiences of these educators varies widely. Interview participants did not identify the duration of prior experiences as influential in preparing them for inclusion. Instead, they frequently refer to beliefs regarding the importance of support networks and an appropriate instructional philosophy guiding classroom practices. Each teacher also acknowledges that students with special needs have unique characteristics requiring new knowledge, specific to individual student and class needs.

B. *FORMAL PROCESSES*

Formal procedures within Hillcrest are determined by district and school policies. They serve to support and facilitate inclusion at the school level. Individuals responsible for facilitating these processes are the principal, District Integration Facilitator, and Learning Resource Teacher. All stakeholders, students, parents, teachers, Special Assistants, and other support personnel form flexible working teams with the facilitators of formal processes to identify and review the needs of students with special needs. Hillcrest houses the offices of district personnel such as the District Integration Facilitator, a district counsellor and psychologist. The advantages of this proximity for school members are obvious, however, staff members indicate that formal processes provide sufficient opportunities for interaction with these specialists. This office space was made available in the rooms where special needs classes were previously taught.

The following *five categories* form the framework for this discussion of formal processes in the internal context. Firstly, the involvement of the *District Integration Facilitator* is described, followed by perceptions regarding the *Learning Resource Teacher*. The third category identifies participant statements regarding the role of the *School-Based Team*. In the fourth category, the discussion focuses on descriptions of processes for *Special Assistants*. The involvement of these and other school members in a *collaborative network of support* is identified in the final category.

The *District Integration Facilitator* is a key member of district and school integration teams. Like the principal, he is a boundary spanner, communicating district goals through formal and informal contacts with school personnel. The school principal identifies the District Integration Facilitator as "key", pointing out that during the previous year, the two District Integration Facilitators were called upon on a "daily needs basis". He explains,

> So we would bring that integration facilitator in and she would sit down, or he would sit down, and they would observe the classroom, observe the behaviour and make some recommendations.

The role of the District Integration Facilitator involves participation with the identification of goals for students with special needs. He is responsible for writing Individual Educational Programs (IEPs) based on objectives and strategies determined through a group process termed MAPS, based on the Modified Action Plan.

The *Learning Resource Teacher* in each school organizes and coordinates mapping meetings. Release time is available for the Learning Resource Teacher and classroom teachers when

attendance is required. Mapping meetings can be held approximately three times annually and have been used to assist in the identification, the implementation, and the evaluation of specific goals for students with special needs. All individuals with close relationships with the student attend and contribute to these meetings. Goals are generated and priorized from the diverse perspectives of the student themselves, their parents, teachers, friends and special education professionals.

A further service provided by the Learning Resource Teacher is direct, on-going consultations with teachers regarding special education concerns. Teachers referring to assistance from the Learning Resource Teacher at Hillcrest state that assistance is, "very helpful" and "very useful". Concerning orientation of new staff members, one teacher emphatically advises, "I would certainly talk to the Learning Resource Teacher". This role has become increasingly important to the process of including students with special needs in regular classrooms. When new Learning Resource Teachers are placed, the District Integration Facilitator introduces them to inclusion processes.

School Based Teams are formal school processes common to other schools in the province. The members contribute further to assessment and consultations regarding students. It is composed of the school principal, district counsellor, school nurse, physiotherapist, speech and language pathologist, and psychologist. Teachers working with the child discussed at School-Based Team are also present at team meetings. This group meets to discuss a wide

range of specific individual needs addressing academic, social/emotional and/or medical concerns.

Students are referred to the School-Based Team by the Learning Resource Teacher or by other teachers involved. Regarding the benefits of this multi-disciplinary team, one teacher states, "tremendous progress" was made by students with special needs using its assistance. Individual team members also contribute to meetings with parents and provide individual consultations in addition to participating in team discussions and recommendations.

The fourth category to be discussed, related to formal processes within the internal context, concerns *Special Assistants.* Frequently noted as the crux or essential element of inclusion, the importance of Special Assistants is frequently mentioned by all participants. The interviewed teachers indicate that Special Assistants, working directly with each identified student with special needs and with the class, are considered essential. The services of Special Assistants is a highly valued aspect of inclusion for these educators and, as noted earlier, for Hillcrest parents.

During the past few years, the district's commitment to provide Special Assistants led to a significant increase in the number of Special Assistants hired. Dave Aitken confirms that when a Special Assistant is needed at Hillcrest, he is confident that one will be provided. He provides an indication of the importance placed on Special Assistants in the district,

saying: "I believe initially the number of instructional workers in the District were 11 or 12, before we started integration, and now we're up to 60s-70s".

The effect of the district policy regarding Special Assistants on parents was demonstrated during a meeting with parents during the initiation of full inclusion. Mr. Aitken explains: "When they (the parents) heard that there was going to be some assistance to the teacher, they felt that that was important". The question of the Special Assistant's role involving children in the classroom was addressed further by the principal who states: "Now the goal is, and it's been repeated many times, the goal is that the worker is essentially assigned to the classroom". Teachers also made emphatic statements referring to Special Assistants as essential to inclusion. The following statement exemplifies the importance placed on the provision of Special Assistants:

> There's that understanding that this all works if you have the aide in place. I would say that they (teachers) must have this kind of support. As soon as I found out how the special assistants, special worker system worked, I was okay.

Expressions of appreciation, in interviews with both teachers and Special Assistants, portray relationships of mutual respect.

> But what we find is that, particularly in theme work, socials, science, all that sort of stuff, that with the mediation of the worker, she's (the student with special needs) getting a great deal from it. Now Sue (pseudonym), who's a brilliant aide by the way, just brilliant, the best I've ever, ever, had. The programming is done as a group, joint effort, but it's Sue who mediates between what I'm doing and what the child is doing.
>
> What I found easier was the adaptation to the other adult in my classroom. I loved that. That was great. Probably because I got such a wonderful other

> adult, and of all special workers that I've seen, they all seem to come into that category. They all seem to be just absolutely wonderful people that just go along and do great things with kids.

Conversely, in a unique statement, one teacher notes that additional pressure can be experienced with Special Assistants in the classroom. "And then it's hard sometimes for some teachers to have someone in the room all the time. You know, another person. And you have to get used to that, too."

Three critical concerns are identified by the principal and teachers in the delivery of Special Assistant services. In brief, these are: 1) Professional Development of Special Assistants, 2) Special Assistants "fit" or appropriate placement, and 3) the procedure for Special Assistant's placement and transfer. Regarding the first concern, addressing Special Assistant training, the principal and other district personnel indicate that Special Assistants are required to complete a specialized ten month course. This course is sponsored by the District and instructed by Mark Stainer, the District Integration Facilitator. It is perceived by Special Assistants and district personnel to be a valuable preparatory experience. There was general agreement that Special Assistants training is essential in the majority of interviews. Expressing regret that Special Assistants do not have a set professional development fund, Dave Aitken suggests:

> I'd like to see, at least once a year, a get-together training for special workers -- that that be made available to them to keep up their training to communicate with each other, and so forth.

In a unique comment, one teacher suggests that Special Assistants could be provided more opportunity to observe inclusive settings as in-service. The central concern, that on-going professional development is not a part of the Special Assistant's position, identifies an important drawback in the program due to the extensive information base required when working with students with special needs. Concerns of Special Assistants "fit" provided by the principal and teachers were related to individual attitudes towards inclusion. They are expressed by Mr. Aitken, who notes:

> Sometimes a special worker may not have been the best person. We've had some difficulty. The special worker makes a tremendous difference for the teacher, but if the special worker's positive about integration, it will flow. She'll make every effort to make it work.

The "fit" is not appropriate and the Special Assistants "did not believe in the philosophy", however, the principal feels that difficulties can be experienced and movements towards full inclusion can be hindered. Considerable satisfaction was expressed by teachers regarding Special Assistants "fit" in their classes at the time of this study. In response to a question on the success of inclusion, one teacher states:

> I'd say it's wonderful. It depends to an incredible degree on your special workers and how well they are trained, and how they know what they're doing, and how they're able to adapt. So really it depends on the type of person that fits in.

Another teacher comments on the importance of "fit" between the Special Assistants and the students with special needs:

> I think it probably depends on the individual. The one that I have working now, she's very good. Works very well. Some have different personalities.

> I also felt that, it (the previous assistant's personality) didn't really match with the child.

Critical to the Special Assistant's role is his or her understanding of individual and classroom objectives. Frequent modification and adaptation is required throughout the school day and is often initiated by the Special Assistant. When the Special Assistants collaborate effectively with teachers, yet engage independently in classroom activities with an awareness of needs and processes, instruction in the classroom is supported. One teacher observes:

> (The SA's) pretty good in that she's pretty clear on inviting her, but yet being firm". "She can use her discretion, you know, just, okay what one would be most conducive to (the student's) strengths.

The third and most frequently stated concern regarding Special Assistant placement is described as a dilemma because it does not appear to have an immediate solution. Mr. Aitken summarized the difficulty, explaining:

> A major fault of the program is that you cannot guarantee that from year to year the child will have the same worker. Now sometimes it's great to have a change. It's like a teacher change, but, a lot of times there's a lot of background knowledge that is really important for the child and consistency is important for that child as they progress through the various levels of school. So, that has been a definite drawback.

Teachers also emphasized this problem, pointing to the need for consistency and continuity in Special Assistant involvement with students. In one "unique" comment, a teacher

suggests: "One of the things that I would feel is that once a special worker is assigned to a student, even if it lasts for a full year". Another teacher states:

> You may find a worker who works really well with the student. Through the process with the collective agreements we don't always get the choice of whom we want. The student I have had three workers since about the end of October.

Collaborative support networks are viewed as fundamental to the implementation of inclusion in this district. Mr. Aitken emphasizes the importance of "a strong network of support for the child", when referring to strategies needed to assist students with special needs. Collaboration is evident throughout the school in a variety of formal and informal processes. Communicating the importance of specialized support personnel, a teacher stresses:

> You have to have knowledge. I mean there has to be people here who are, you know, educated in the sense that they know their field. There's no substitute for knowing your field. So there's expertise, too. I think that's important.

Where formal processes may be optional, however, teachers vary in their use of these services. Expressing confidence in respected teaching colleagues, one teacher states: "If I had a problem, and this isn't to negate (other services), I would go to the teachers that I learn from". Consultation with peers is also identified as important to two other teachers.

Integral to the collaborative mapping process, or MAPS, are specific integration strategies such as the creation of a "Circle of Friends". This process is initiated by the teachers and support personnel where socialization is not occurring naturally. Both teachers and the

principal agree that the development of friendships and socialization skills are enhanced by this strategy. It involves the selection of a group of responsible students who develop friendships with students with special needs during recess and lunch periods. Strategies such as this require the collaboration and cooperation of all school members. Teachers without students with special needs enrolled in their classes also participate to encourage social interactions throughout this inclusive school.

C. *THE EDUCATIONAL ADMINISTRATOR*

Beliefs related to the principal are discussed separately for two reasons. Firstly, the principal is required to participate actively in both the internal and external contexts. Secondly, the role of the principal referred to with high frequency in the interviews, warranting a distinct section to discuss specific categories emerging within the topic. This discussion emphasizes the perception of the principal and his role as indicated by study participants and district guidelines.

The principal is identified in the "District Handbook for School Administrators" as a member of both the 'Outer' and 'Inner Teams'. Boundary spanning, or linking the school and district offices, suggested by this involvement, is a central role of the school principal. He is responsible for the administration of district and school policies in the school. The principals' handbook states:

> In relation to the administrative functions of the school and the role of system level accountability, the principal acts as a member of the outer team. As the instructional leader and facilitator of the integration process within

their respective school, the principal acts as a member of the inner team.(p.4,Zigler)

Mr. Aitken's frequent communications with individuals at school and district levels is evident in the following discussions of the interviews. While formal procedures comprise a significant part of the principal's role, informal processes are simultaneously critical. Individual perspectives from the principal and teachers focus on two topics: *(1) supportive communications , and (2) hiring for school "fit"*.

1. Supportive Communications

This category of the findings initially describes several aspects of the principal's role regarding the students, teachers, and parents in the internal context. Discussions focus upon the perceptions of the principal in school-based interactions, and in communications with district personnel. Frequent communication is emphasized as essential for inclusion in Mr. Aitken's references to students, parents, and teachers. Observations of interactions between these groups and the principal demonstrate his understanding of the philosophy and instructional practices recommended for inclusion. Due to the importance of the principal's role in the communication of information within and beyond the school, an understanding and knowledge of inclusion becomes a key factor in the success of inclusion.

Regarding his interactions with students with special needs, the principal indicates that he communicates directly with the students, inquiring about their perceptions of their situations and observing them with their peers. He states:

> I wouldn't pull the child out of the classroom, but (monitor effective inclusion) mainly just in my communication with the child, as I go to the classroom and visit and talk with the child and see if the child's happy in the classroom situation.

When students are brought to his attention for extra discipline measures, the principal notes, additional opportunities are provided for him to consult with and support teachers and Special Assistants. Misbehaving students with special needs are required to follow school rules and have similar guidelines and consequences to other students when appropriate to the student's capabilities.

Formally, Mr. Aitken attends or monitors Mapping Meetings and School-Based Team meetings to participate in planning and discussions regarding students with special needs. In addition, he reviews their progress through reports and meetings, discussing their progress, "mainly with the teacher and special worker". He concludes, "I feel I'm pretty involved with how each child is doing." The principal also identifies these formal discussions as important communications, noting,"I get feedback in review meetings."

The principal also encourages teachers to communicate with parents. He identifies, "the ability to collaborate with the parents" as an important criterion for hiring new teachers, emphasizing the need for teachers with "good communication skills". As mentioned in the discussion of parent involvement, the principal similarly stresses the need for his own communications with parents.

Mr. Aitken is emphatic about his commitment to provide support for the teachers at Hillcrest. He asserts, "I see my role mainly, in this process, as being a very strong support for the teachers." Several avenues of support are evident in his interviews. Listening, discussing, providing options for program flexibility, and giving encouragement are some of the informal aspects of this support. Accessing funding and communicating district policies are formal manifestations of the school administrator's support.

Referring to the first year of inclusion at Hillcrest, the principal identifies his interest in communicating with teachers, and states: "If they wanted to discuss something or discuss an approach they were going to try...I'd be a sounding board for them." Mr. Aitken considers it important to communicate with all personnel involved with the school in order to determine the success of inclusive efforts, stating: "I would listen. I would get feedback from my staff, special workers, and teachers." He values "comments in the staffroom" and other "incidental" comments and interactions. Acknowledging the responsibilities of teachers with respect to individual instructional programs, Mr. Aitken states:

> I really strongly believe this; that the teacher is responsible for the child, and that teacher, whoever she/he is, has the same sense of responsibility as to any other child. They're the ones who make the decisions as to what is best for that child. And the rest of us, the other supports, are actually "supports", I think the teachers realize that it's their decision. They're the ones that make the decisions regarding the needs of this child and how they can be met within their classrooms.

Events of the first day of Mr. Aitken's principalship at Hillcrest attest to his commitment to access appropriate district services for the school. Describing the difficult circumstances on the first day of full inclusion, Mr. Aitken explains:

> I saw my role, mainly, in this process, as being a very strong support for the teachers. In fact, the very first day of this program, the very first day the school opened, children arrived, but the support workers weren't here. So we had twelve students who would be in the regular classroom but there was no class to go to and there was no support.

Mr. Aitken's commitment to support teachers is evident in his actions on this first day of principalship at Hillcrest. He states:

> I felt I had to make a real strong stand for my staff, and I ended up at the Board office and I wouldn't leave until I had a promise that I'd have six workers in place the next day. That took me all afternoon, but I would not leave until I had that guarantee.

Teachers' comments substantiate the observation of the teacher who identifies their principal as "quite supportive" of their programs. They feel that he is prepared to continue to work towards providing required services for the school. Indicative of the 'legendary' events of the first day of inclusion, one teacher states:

> Well, if we find that we have a student that is identified special needs, he would make whatever effort is necessary to try to get a worker for them. He will go to Special Programs, to the Superintendent, and make a real case for getting a worker for that student.

The principal's support appears to be appreciated by another teacher who emphasizes: "The sense of backing is very important. It's a safety net." This teacher points out, "the principal

can set the tone for the school very much." A third teacher asserts: "I feel that he is very supportive. I feel that the principal that we have is quite supportive of it (inclusion)".

Responding to questions regarding his communication of district and school policies on inclusion, the principal points out that goals and procedures outlined in the "Handbook for the Administrator" are maintained. Supporting information is additionally provided through on-going communications in Mapping meetings, professional development experiences, and informal discussions. Descriptions of district goals are also available in the staff room. Mr. Aitken notes that he reviews specific goals and processes for inclusion in a variety of contexts when it is required. Although there is not a specific school policy regarding inclusion, The Hillcrest School Growth Plan demonstrates support for the inclusion of students with special needs in all school goals. Item 2, Part II, states:" Our objective is to foster tolerance and respect for differing points of view, intellectual capacity, and cultural values."(1991/1992)

Funding for workshops and necessary release time are further examples of the principal's support for teachers. Mr. Aitken explained that he was very willing to assist teachers by accessing funding for professional development. A professional development experience, involving the entire staff and principal, is noted by each participant as instrumental in launching inclusion within the school. These workshops and information sessions were attended by most of the current staff members at Hillcrest and by all teachers presently teaching students with special needs.

In addition to monitoring funding for Special Assistants, professional development, and school materials, Mr. Aitken also attends to matters involving the school buildings and grounds. A year ago, construction at Hillcrest involved building improvements designed to facilitate instruction for students with special needs and for other students. The addition of small conference rooms provides spaces for group, or individual instruction for all school members and allows for extra meeting areas for collaborative consultations between school members.

2. Hiring for School Fit

A school principal's involvement in the hiring of new members is another important aspect of the principal's role. This category is largely discussed by Mr. Aitken and is mentioned with low frequency by teachers. He identifies the need for an understanding of the philosophy of inclusion as a central concern when interviewing prospective staff members. When hiring new school members, Mr. Aitken feels that the willingness and ability of teachers to work with students with special needs is an important qualification. He explains:

> I ask prospective teachers what they see their role is in the integration of special needs, what experience they've had, and if they would be willing to accept a child with special needs in their classrooms.

The principal expresses a preference for teachers with prior experience with inclusion or integration but did not indicate experience to be a deciding factor in hiring. Emphasizing the importance of philosophical perspectives, he states:

> Their (teachers') philosophy is very important - that they have a very open classroom. (They should have) an openness that includes that they would accept all the children.

Mr. Aitken emphasizes the need for teachers to have, "a genuine caring for children", and to maintain "high expectations" for the individual development of all children. Identifying the characteristics he seeks when hiring new teachers, Mr. Aitken cites the knowledge and use of a "differentiated curriculum", and the ability to be "very adaptable" with "a variety of instructional techniques" such as ,"cooperative learning" and "peer support". A further discussion of these views is provided in the theme addressing individual perceptions of instructional philosophy.

Teacher comments regarding hiring reflect an awareness of the importance of the acceptance of students with special needs in their classes. One teacher indicates that teachers applying to work in Neighbourhood Schools are prepared to accept a student with special needs into their classroom. The teacher reflects:

> When I moved in here (Hillcrest), one of the things that you had to be prepared to do is work with special needs children, but I don't think that's (experience) a prerequisite for hiring or placement in schools.

Mr. Aitken's concerns regarding teachers' instructional practices and their caring attitude for the welfare of all children underscore his emphasis on an understanding of the philosophy of inclusion. His criteria for hiring addresses both the needs of students with special needs and students without special needs since currently advocated instructional

practices emphasized in individualization and continuous progress. In their statements, the principal and teachers demonstrate an awareness of the significance of criteria for hiring new school members. Factors considered important by these educators are recognized as having a significant impact on the success of inclusion in the school.

The role of the school administrator, as described by Mr. Aitken, involves knowledge of the philosophy and processes of inclusion. It also requires considerable attention to the communication of the meaning of inclusion envisioned in the district to a broad spectrum of individuals and groups. The following section of the findings, titled Perceptions of Inclusion, reports and discusses individual views of the philosophy and instructional needs of inclusion.

PART III THE EXTERNAL CONTEXT

References made regarding the *external context* of the school by the school principal and teachers interviewed are numerous and emphatically expressed. These statements, concerning factors outside the school, are coded and categorized from throughout the texts of the interviews. They occur in responses to questions directly addressing the topics as well as in references to the topics related to other questions. Interviews with the special education support staff and Special Assistants demonstrate a similar emphasis on these areas of concern. The impact of the external context on the school is underscored in the following descriptions of experiences from these school members. Participant observations

related to the external context of the school are divided into five themes: *(A) Formal Processes, (B) Informal Processes, (C) Parents, (D) Community and Society, and (E) Other Schools in the District.* These themes contain further categories identified by study participants.

The absence of references to legal mandates in the external context, such as federal or provincial regulation beyond the district was unexpected. Following the coding of all of the interviews, however, I found that the acceptance of inclusion for humanitarian reasons rather than legal necessity predominated the discussions. Interviews with the Director of Student Support Services, and all of the district support staff similarly reflect an emphasis on the benefits of inclusion to individuals and to society.

A. *DISTRICT PROCESSES*

1. *FORMAL PROCESSES*

Formal processes within the school district are considered critically important by each respondent, indicating a strong relationship between the district and school. The central characteristics identified in the interviews concerning the external context involve commitment and support from the *offices of district administration*. The principal, Dave Aitken, emphasizes that a commitment to the philosophy of inclusion requires informed support from the district level and states:

> It's very important that the School Board supports the whole integration process, not only verbally, but also financially. It's a major financial commitment.

Mr. Aitken emphasizes that, "there's been strong support", from the district. He expresses confidence in what he has experienced as, "guaranteed support by the district", in the assignment of Special Assistants to every child formally classified as a Low Incidence Special Needs Student. The principal recognizes the extent of involvement from the School Board, stating: "Our School Board took the plunge and supported the program and realized that in order for it to work, we'd have to hire a number of staff to support the program".

The *District Superintendent*, Dr.Bill McKerlich and the *Director of Instruction and Student Support Services*, Dr. Richard Zigler, were instrumental in the development of support for inclusion within the district. With support from *School District #89's Board of Trustees* and Dr. McKerlich, Dr. Zigler facilitated the implementation of inclusion in the district. He advocated its benefits and clarified its implications in an extensive guide for administrators entitled, "Regular Classroom Integration of Students With Severe Handicaps: 'Principals and Principles of Integration' - A Handbook for the Administrator"(1989). This handbook is designed to assist school administrators and outlines the philosophy and procedures for inclusion from a district-wide perspective. It is an informative description of the requirements and procedures recommended for the implementation of inclusion. Dr. Zigler also engages in consultations at the district and school levels. Support provided by the district office does not appear to be affected by the fact that there is no existing school board policy on inclusion. Although a formal district policy regarding inclusion is currently being developed, informal statements of support are evident in the Administrator's

Handbook, the Philosophy and Objectives from the Student Support Services Handbook (Appendix VI), and the support network provided to facilitate inclusion in this district.

Direct support is available from district offices for student placement and program support through members identified as the *"Outer Team"*,in the "Handbook for Administrators". The Outer Team consists of, "the central office administrator, the Trans-disciplinary Team of student assessment specialists, the board of school trustees, district office consultant, and other service providers" (Zigler, 1989:4). They are infrequently required, Mr. Aitken notes, after initial placement is determined, due to the effectiveness of processes and personnel within the school.

The principal explains that financial support from the district was required to ensure the services of a District Facilitator for Students with Special Needs, of Special Assistants, and other support personnel. He emphasizes the importance of all support personnel. Dave Aitken asserts that the *District Integration Facilitator*, Mark Stainer, holds a pivotal role in the implementation and success of the program of inclusion throughout the district. He describes the significance of the role in assisting principals and schools in his statement:

> I need to be able to go and phone somebody up who's had a sound background in educating children who are low-incidence children, who would be able to make some recommendations on a certain approach...someone who has been involved and has the overall district perspective, who's right there, who knows every child in the district, and is tracking the progress of that program.

The importance of the role of the District Facilitator as a boundary spanner between the school and district office is also evident. Mr. Aitken explains: "To maintain the district objectives, I think he (the facilitator) would be the one to give feedback to the Director of Special Programs and also feedback to the principal." The principal also notes that the District Facilitator can order and distribute materials within the district and provide direct support to teachers and support personnel.

Four of the teachers also comment on the importance of the District Facilitator. One teacher states: "...when we started in the school with full force with Janet and Mark Stainer (the two district facilitators during the adoption process), I found it very, very helpful." Another teacher expressed disappointment that there was not an expected school resource room but affirms that: "people are helpful...they give me all kinds of games and when they need to be changed, they're willing to change the games, and bring new things, and they'll order new things."

All of the individuals interviewed stress the need for funding to provide *Special Assistants* within the classrooms of children identified as Low Incidence Students with Special Needs. Dave Aitken specifies that the Special Assistant is assigned to the classroom of the special needs student, stating:

> In fact, that's what we tell the worker, that they're assigned to the classroom, and the goal is always to draw back and to allow the child to evolve as much as possible on their own and you're (the special assistant) to be the 'guide on the side'.

A teacher points out the importance of Special Assistants, paraphrasing sentiments felt when implementing inclusion, by saying: "Look, I'm willing. I certainly hope an aide's in place. It won't work without an aide." In response to a question regarding the need for support, another teacher asserts:

> Yes, I would say that they (teachers) must have this kind of support. If they don't, I think they are going to feel defeated in the sense that they don't have the time or the energy to devote to the success of that child plus the other students.

Three teachers express confidence that a newly enrolled child, identified as a low incidence special needs student, would be eligible to acquire the support of a Special Assistant within regular classrooms in the district.

Professional Development funds and teacher release time are cited as other essential areas of support provided by the district. During the adoption process, teachers were provided with substitute teachers in order to meet with parents and other educators. Current practice provides funding for substitutes for the Learning Resource Teacher in each school to facilitate these meetings and for teachers when required. *The Learning Resource Teacher* meets regularly with the classroom teachers to maintain a liaison between all concerned parties. Regarding professional development opportunities, Dave Aitken notes: "I'm pretty positive that there would be money available for them (teachers) to take that course if they saw they had a need for it and they wanted to go".

All of the interviewed teachers feel that on-going professional development related to the teaching of the specific special needs of students in their classrooms is needed. The following comments are examples of such statements:

> I think that in-servicing would be helpful before and during (the arrival of a special needs student).
> I think the in-service is probably more important as the need arises... until you have a student in your classroom, it is very hard to know just what's needed. The special needs child - each one is so different.

Mr. Aitken also acknowledges the importance of available space in *the design of school buildings* to provide additional meeting rooms, "...to take the child to alternate quiet places to do a direct teaching program". Three teachers also refer (to) the use of these areas for individual and group work as well as for conferencing with colleagues and parents.

Frequent assertions are made that inclusion would not be possible without both *the understanding of the philosophy and the financial support* of the district administration. Teachers characterize the district context largely in terms of its support of the instructional philosophy in the, provincial, Year 2000 initiative. Four of the interviewed teachers have a number of years of experience with the child-centred philosophy suggested by guidelines for the Year 2000. All of the five teachers support its emphasis on individualized objectives and the need for flexibility in instructional programs. A teacher with twenty years of teaching experience within the district describes district support for this philosophy by stating: "We are very flexible in this district to allow that kind of thing (child-centred instruction) to happen."

A final category of district level support, mentioned in three of the central interviews, involves the specialists in the *School-Based Team*. Although meetings of this group are held in the school, members such as the Psychologist, Speech and Language Pathologist, Physiotherapist, and Nurse provide services to the district. Their participation is also evident in teacher anecdotes regarding support services for Students with Special Needs.

There is consistent agreement throughout the interviews that the principal and teachers feel supported both philosophically and financially by the district administration in the implementation of inclusion. The formal processes employed in the district demonstrates a strong commitment to facilitate inclusion through clearly articulated avenues of support. Dave Aitken expresses the sense of commitment felt at the district and school level in his statement: "We were determined to try to make this work...so the kids could go to their home school."

2. *INFORMAL PROCESSES*

Informal processes in the environment outside the school are not discussed in the central interviews of this study. Formal processes are frequently facilitated, however, by informal interactions in this district. Communications between the Director of Instruction, the principal, District Integration Facilitators, and other personnel indicate the existence of close social and professional relationships. Frequent social and professional association between school personnel is not uncommon in smaller districts and can facilitate on-going communication.

The proximity of key members, in the view of the principal and interviewed district personnel, assists planning, decision-making, and monitoring of district initiatives. Informal interactions have the potential to influence individual and group commitment and formal processes. Although informal interactions are not frequently identified regarding the external context, decisions and outcomes in this district may be the product of both formal and informal processes.

B. *PARENTS*

The concerns and support of district parents are considered by all of the five study participants to be important to the implementation of inclusion. Hillcrest's principal, Dave Aitken, identifies parents as a "key group" necessary for the success of inclusion. He states that:

> Parents have to be informed as to what the rationale is, regarding putting special needs into the regular classroom. Not only the parents of the child with special needs, but also parents of children of just regular kids.

Formal and informal communication is encouraged in a number of ways. Several *informational meetings* were held with parents to explain the program during the spring prior to the year of implementation. Some parents were initially concerned about increased behaviour difficulties and the curriculum demands of a wide range of ability levels in the classroom. Parents of students with special needs wondered if it was the best environment for their children.

The availability of Special Assistants is an important factor, the principal feels, in addressing parental concerns. He states: "We guaranteed the parents that there would be help, in the form of special worker in the classroom." Mr. Aitken explains that parents were "quite supportive" at the time of initial *review meetings*, midway through the first year. He indicates there had been no specifically positive or negative communications regarding inclusion from parents, stating: "But my general feeling is that parents have accepted them." He adds that he feels parents are "on-side". At another point during the interview, Mr. Aitken offers, "as far as parents are concerned, I've not once had someone come to me saying, 'This is not right'." The principal also states there have never been "complaints that it (inclusion) was inappropriate".

Two interview participants felt the *parents of the students with special needs* demonstrated the greatest reluctance during the adoption phase. These parents had expressed concern about the development of their children's functional skills and the quality of their experiences in a regular classroom. In Mr. Aitken's experience, these parents subsequently "have been very positive", in spite of their initial reluctance. Having experienced inclusion and seeing the process and results, he adds: "In fact, a number of parents have indicated they wished we had done this a long, long time, you know, a few years ago". The principal and one teacher now describe some of these parents as advocates of inclusive schooling for their children.

Some *parents with children without exceptionalities*, however, have expressed concerns as indicated by this statement:

> Some of the feedback has been that they sometimes feel that a special needs child in the classroom may be disruptive. They feel that it's taking away from general education per se talking about the skills. They feel that it may be taking away from their children moving as far as they could. I have had some parents with some concerns in this area.

This teacher also suggests many parents perceive the advantages outweighing the possible disadvantages, saying:

> They may have these concerns but they see the importance of the child being in a normal situation. A large number of them also feel that it is beneficial in the sense that it's good for their child to view these children.

The following parental concern found in the interviews, is indicative of the awareness and involvement of parents at Hillcrest. Disapproval was strongly expressed about the transfer of Special Assistants from their positions due to their union's job selection procedures. The parents mention that the "bumping" of a student with special needs' Special Assistant, during the school year, caused parents to issue letters of complaint; they were, however, unable to influence this process.

The *identification of students with special needs* appears to be a possible obstacle for parents who feel their child should receive special services such as the assignment of a Special Assistant. Students must be assessed and identified by specialists using established criteria. A teacher indicated that some parents have been instrumental in successfully pursuing assessments and classification, accessing the full support available in the district.

The four interviewed teachers consider parents of students with special needs to be valuable *members in the planning team* for the educational program. Three teachers feel strongly supported by the parents of students with special needs in their classes and mention them frequently in comments regarding goal setting and program implementation. One of these teachers recommends to newly including teachers: " I would talk with the parents to see what their feelings are."

"*Mapping Meetings*", or the Modified Action Plan, using the input of students with special needs, their parents, and all of the people involved with the child are held "at least three times a year", to review goals and progress within their programs. Parental involvement with the identification and review of program goals is mentioned as important by three of the teachers and the school administrator. The principal emphasizes that, "parent feedback is very important" and maintains a journal to record specific contacts he has with parents.

Reflecting upon a review meeting regarding tentative program plans, one teacher comments: "I was delighted to have (the student with special needs) and (the Special Assistant), and her mother was delighted, so, we just carried on". When specific goals were not clear to this parent, she/he consulted with the teacher and, in the teacher's words, the parent asserted : "I need to know where we're going and I need to know what we're doing". Involvement in the MAPS process of group goal setting assists both the parents and teachers in clarifying and focusing effectively on specific goals.

The support of parents within the school is pointed out by a teacher who expressed admiration and appreciation for a *parent volunteer*. A positive rapport was observed between parents, teachers and students when the researcher participated in both a field trip and a picnic involving parents. The interactions observed demonstrate that the regular volunteers are highly regarded by the teachers for their contributions. This direct parental involvement can result in the development of a greater understanding of the processes involved in inclusive schools.

Interview comments additionally provide indications of *parental appreciation* of its services. Two teachers note the tendency of parents of students with special needs to select this neighbourhood as the location for their homes to facilitate registration at Hillcrest. There has also been a reluctance to leave Hillcrest when the "neighbourhood" school concept was implemented.

A primary reason for parental acceptance and support, in the principal's view, was the *advocacy of the program by the children of the school.* He emphasizes: "I think our promoters are children in the school. It's been the children, regular children in the classroom and children who are special needs that have really promoted this". Observations from the four teachers concur with Mr. Aitken's statement that "the majority (of parents) are supportive".

C. *THE SOCIAL CONTEXT*

The third category identified in the external context is the community of Salmon Arm and its broader social context. References to the community are made by each participant with varying degrees of emphasis. Although the individuals interviewed do not indicate that the community provides direct support for inclusive schooling, significant factors were mentioned demonstrating active *support for the philosophy of inclusion* in the community. Adults and students with special needs participate in the community as well as in the schools.

Dave Aitken observes that older children with special needs were *employed in a variety of positions* within the community. The District of Salmon Arm has also hired students with special needs. Mr. Aitken relays a sense of community involvement and an understanding of the philosophy of inclusion in the community, stating:

> I think in this community there is a sense that we don't send our young adults off to some other resource, that we try to deal with them in our own community, and I think, there's a sheltered workshop that provides work for adults with special needs.

A pre-school program was also developed in Salmon Arm, providing resources for parents of students with special needs. An objective of this program was to include children without special needs and develop an integrated setting for preschoolers. This program involves individuals with experience with the school district's integration program. The District Integration Facilitator, Mark Stainer, is the president of the preschool program and Dave Aitken's wife, is its Treasurer. These inclusive activities within the community, coupled with

the generally accepted perspective that, "there has been no opposition", indicate a measure of acceptance and support for inclusion in the community of Salmon Arm.

Three of the teachers and the principal identify possible contributions of individuals with special needs *within society*. Emphasizing, "As a society, we can't keep them locked in closets", one teacher identifies a central learning experience from inclusion: "To learn that every child, no matter how handicapped or how gifted, has special wonderful things about them." Another teacher considers the importance of academic and social learning to prepare students with special needs for experiences "out of school, out working or in society". Concerns are expressed regarding our "democratic principles", benefits to individuals without exceptionalities who learn to accept and appreciate diversity, and hopes that children with special needs will "be much more a part of the community" when they become adults.

The fourth teacher identifies a concern for future experiences of students with special needs in a uniquely stated perspective. Uncertain of the social implications of inclusion, this teacher questions:

> Will there be funding so that these people can be integrated into the community at some level, whatever level that they're capable of, or what exactly will happen?

The need for an understanding of the philosophy of inclusion in the social context of the school underlies the concerns of all these educators. They recognize the importance of

continued inclusion throughout the adult lives of their students and feel a part of the preparation of future citizens for an inclusive society.

D. *DISTRICT SCHOOLS*

The fourth and final category from the external context, identified in shared observations and unique comments, concern other schools and school members within the district. Experiences and perceptions vary between individuals, providing a sense of diversity in views on inclusion throughout the district. The implementation of inclusion is at different stages of adoption in various schools. While Hillcrest has enrolled students with special needs and has experience with partial and full integration, other schools are just beginning.

Many teachers, in Hillcrest and in other schools, have not yet experienced involvement with students with special needs in their classes. In a unique comment, one teacher indicates that Hillcrest has a reputation as the "best" inclusive school and expressed reservations, stating: "I don't know whether we deserve that reputation. A lot of new(ly inclusive) schools have been quite successful". Another teacher expresses concerns regarding attitudes in other schools, relating a personal exchange in which a teacher complained:

> "Why should I have a kid in my class that's a vegetable?"
> "And I say, "You look in her eyes," because I knew the child," she's still there, she's still a human being, and she's still there."

This exchange underscores the importance of sharing perceptions between teachers with greater experience with inclusion with other teachers. It also demonstrates the diversity of teacher's attitudes towards inclusion in the district. Such diverse views emphasize a need

to broaden the base of understanding across the district regarding the philosophy of inclusion.

The principal's observations about other schools involved his peers - other principals in the district. Pressures experienced during the adoption stage of full inclusion at Hillcrest may have been magnified by the knowledge that all of his peers were not supportive. Some principals expressed concerns that he was initiating something that would raise expectations regarding inclusion throughout the district. An imperative for inclusive educational opportunities currently exists due to provincial commitments yet, this reluctance to begin the process may not be uncommon.

Mr. Aitken initiated changes leading to a substantial increase in responsibilities for principals and their schools. Although he observes, "there was that sense that my colleagues were judging", Mr. Aitken remained committed to establishing inclusion at Hillcrest. His strong personal belief in the moral value and advantages of inclusion strengthened his commitment to change. Mr. Aitken was aware of the potential to demonstrate the benefits of inclusion to the district. He explains: "We wanted to show the rest of the district that this could happen, this could work".

As more schools implement inclusion, peer support between principals has become more evident. District principals provided input into the decision to reduce district support from two District Integration Facilitators required a year prior to this study, to one position. This

change was due to the effectiveness of earlier placement procedures and a decrease in new placements required for students with special needs, resulting in reduced intervention needs. The reduction in district involvement additionally reflects the growing confidence, felt by principals, to maintain educational programs for students placed in their schools. This also suggests greater collaboration between principals within the district regarding inclusion.

CHAPTER 5 - CONCLUSION

INTRODUCTION

At Hillcrest Elementary, inclusion has simultaneously provided educational opportunities for students with special needs while maintaining high expectations for the education of all students. Financial and philosophical support from the district has been essential to this process. Equally critical to inclusion has been the interpretation of the meaning of inclusion within the school. The quality of formal and informal interactions based on shared meanings has strengthened important support networks in the school and district. In this conclusion, processes and shared meanings are examined within a framework for school change identified by Michael Fullan and Suzanne Stiegelbauer. Implications of specific beliefs and processes for other educators and schools are discussed and initial research questions and emergent themes are addressed. The importance of the emphasis placed by participants on ethical considerations is examined for its significance to schools.

A summary at the closing of this chapter provides a brief developmental outline of this paper. Further directions for research suggested by this case study are identified in the final section. Early experiences with inclusion throughout North America are largely experimental and call for substantial research. Due to these extensive research imperatives, the discussion in this concluding section focuses on areas of research in the field of inclusive schooling specifically identified by the participants and by the circumstances of this study.

PART I AN ETHICAL SCHOOL CULTURE

In this study, the ethical perspectives of individuals and their contributions to the school culture have been identified as central to processes for the implementation of inclusion. In the findings, vision building and staff development are based upon the understanding and acceptance of ethical ideals related to equal educational opportunities for all students. Caring relationships, involving trust and respect, are enhanced by initiative-taking and collaboration. Correspondingly, the acceptance and practice of evolutionary planning and problem-solving led to the restructuring necessary for inclusion.

At Hillcrest, an ethical perspective is prominent in discussions of philosophy, instruction and collaborative problem-solving. Part I of the conclusion examines ethical concerns expressed by educators at Hillcrest in the context of identified ethical theories in the field of education. Findings regarding the role of ethics in inclusive schools are examined in relation to the proposal for an ethical school determined by Robert Starratt (1991).

In Part II, implications of an ethical inclusive school are provided within a framework of Michael Fullan and Suzanne Steigelbauer's Six Keys to the Implementation Process. The beliefs and experiences described by the teachers and principal in this study are considered in this discussion. This section focuses on district, community and social implications of these findings.

WHY AN ETHICAL SCHOOL?

The following section discusses the need for ethical deliberations in schools as identified in the literature. The formulation of the "Ethical School", proposed by Robert Starratt is examined for its utility in addressing the ethical concerns raised in the findings.

> All education practice implies a theoretical stance on the educator's part. This stance in turn implies - sometimes more, sometimes less explicitly - an interpretation of man and the world. It could not be otherwise. (Paolo Freire 1972:205-206 in Hopkins and Wideen 1984:113)

It is important to define the use of the term, "Ethical School", by identifying what it is and what it is not considered to be in this paper. Ethical theories and issues have varied orientations in the literature on education and scholars have conceptualized ethical deliberation in fundamentally different ways. A synthesis of these perspectives has been advocated (Howe, Miramontes, 1991) in an effort to ameliorate contradictions and dilemmas caused by divergent systems. Other educators have rejected the concept of theoretical formulations for a greater emphasis on human responses, such as an "ethic of caring" (Noddings, 1988) (Starratt, 1991). Based on Robert Starratt's proposals, the meaning of an Ethical School in this paper includes the *ethic of caring*, joining it with the *ethic of justice*, and the *ethic of critique*. The following discussion briefly describes some of the research and conceptualizations regarding ethical thinking in the field of education. The meaning of an ethical school as perceived by Starratt is also described. Howe and Miramontes identify two distinct groups of previously established ethical theories summarizing their distinguishing characteristics:

> Principle-based theories (1) identify ethical principles, (2) evaluate ethical choices in terms of how well they fit with these principles, and (3) are abstract. Virtue-based theories (1) identify the ethically virtuous person, (2) evaluate ethical choices in terms of how well they exemplify the deliberations of the ethically virtuous person, and (3) are particularistic. (1991:19)

These scholars analyze a number of criticisms of these theories. As an example, principle-based theories, they assert, may be subject to "distributive justice" (13) in their utilitarian outlook and do not consider situational factors. It is pointed out that although virtue-based theories do address individual situations, they may be regarded as "unscientific" (13) or open to "situation ethics" (Noddings, 1988:28). Useful characteristics of both theoretical perspectives are identified by Howe and Miramontes who advocate the development of a field of ethical inquiry and teacher education involving "facts" and "value commitments".

> Numerous important educational concepts, then, derive their meaning within a complex, socially constructed web of meanings that is permeated with value commitments. Accordingly, some notion of what is good to accomplish will underlie *any* deliberation about what goals--achievement, social adjustment, or whatever--education should promote, and therefore will have ethical dimensions. (1991:12)

This outlook approximates Starratt's emphasis on values and informed analysis. Emphasizing the imperative for an "ethics of special education" in the context of inclusion, they further state:

> Education is rife with ethical problems - problems concerning how to treat individual students, how to ensure equal educational opportunity for all, how to respect the views of parents, how to deal with colleagues, and how to do all of these things while maintaining one's personal integrity and allegiance to the practice of education - (1991:7)

The inclusion of students with special needs, with its requirements for appropriate knowledge, resources, and professional skills, is recognized as a particularly essential area for ethical considerations. "Mainstreaming is perhaps the most widespread and familiar example of the ethical challenges that special education presents." (1991:7)

Howe and Miramontes advocate the need for ethical deliberation while pointing out a lack of preparation for this focus in education. They state: "It is probably safe to say that the ethics of special education has so far received scant attention, either as a field of ethical inquiry or as a topic in teacher education." (1991:7)

For the analysis of the findings at Hillcrest, the formulation of the Ethical School proposed by Robert J. Starratt has considerable relevance. The framework Starratt suggests is designed to assist educational administrators in the leadership and governance of schools. He advocates consideration of the *ethic of caring* identified by Noddings in conjunction with an *ethic of critique* and an *ethic of justice*, stating:

> What is suggested, in brief, is the joining of three ethics: the ethic of critique, the ethic of justice, and the ethic of caring. None of these ethics by itself offers an educational administrator a fully adequate framework for making ethical judgments; together, however, each ethic complements the others in a developmental context of practice. (Starratt 1991:188)

In "An Ethic of Caring", Nel Noddings describes and advances the need for caring in schools. Separating her conceptualization of caring from utilitarian perspectives, agapism,

and theological ethics, Noddings states: "Human love, human caring, will be quite enough on which to found an ethic." (1988:28-29)

Noddings similarly chooses to use the term "ethical" rather than "moral" to avoid possible connotations of "objective" moral judgments, identifying the subjective nature of morality as "a longing for goodness" (1988:27). Regarding an ethic of caring, Noddings emphasizes:

> I shall claim that there is a caring, natural and accessible to all human beings. Certain feelings, attitudes, and memories will be claimed as universal. But the ethic itself will not embody a set of universalizable moral judgments. (1988:27,28)

The application of this ethic of caring requires engagement by "the one-caring" and knowledge of unique circumstances. Noddings describes this perception of caring as a focus upon the "one-cared for", explaining: "When my caring is directed to living things, I must consider their natures, ways of life, needs, and desires. And, although I can never accomplish it entirely, I try to apprehend the reality of the other." (1988:14)

Milton Mayeroff defines caring in terms of assisting the one-cared-for, stating: "To care for another person, in the most significant sense, is to help him grow and actualize himself." (1991:9) The role of teachers as care-givers, assisting students to extend their knowledge and skills is evident in Mayeroff's conceptualization. Noddings expands this perspective, to include the feelings, motivations and satisfactions of the one-caring.

> When we see the other's reality as a possibility for us, we must act to eliminate the intolerable, to reduce the pain, to fill the need, to actualize the

> dream. When I am in this sort of relationship with another, when the other's reality becomes a real possibility for me, I care.

Starratt similarly describes the ethic of caring as a relationship of regard for human life and dignity. He asserts:

> An ethic of caring requires fidelity to persons, a willingness to acknowledge their right to be who they are, an openness to encountering them in their authentic individuality, a loyalty to the relationship. (1991:188)

The theme of "an ethic of caring" emerged from participant statements, observations, and in the documentation examined for this study. Although caring was not mentioned in the research and interview questions, it was clearly emphasized as a critical component in this inclusive setting. This focus resulted in the identification of "caring" in the culture or in the subculture of including classrooms. Teachers and principals have been identified in the literature as "motivated as much, if not more, by altruism, commitment to ideals, and a desire to do good as by self-interest". (Marshall in Sergiovanni, 1992,310) Further research cites "the chance to make a difference in society" as a dominant motivational theme for teachers. (Johnson, 1990, in Sergiovanni, 1992:310)

The need for positive academic and social experiences in schools is related to social outcomes in research. Linney and Seidman cite correlations between school "performance and adjustment" and "juvenile delinquency, teenage pregnancy, substance abuse and conduct problems. (Hawkins, Lishner and Catalano, 1985) Additionally, "later psychological

disturbances and criminal behaviour" (Parker and Asher, 1987) have been linked to childhood experiences of peer rejection. (Linney and Seidman 1989:336)

The benefits of positive academic and social experiences are self-evident. Greater personal independence, self esteem, contributions to society and benefits to the social development of others are a few of the advantages to be gained from caring about the lives of students with special needs. Gartner and Lipsky highlight the need for an ethic of caring, justice and critique within their statement:

> In a society that places inordinate emphasis on beauty and attractiveness, unusual care must be taken to ensure that programs designed for such students do not reflect impressionistic bias on a failure to conform to prevalent standards of physical appearance or behaviour. (1989:235)

Schools are one of the few remaining environments where the "inordinate emphasis on beauty" is not prevalent. Educators modelling acceptance on the basis of human interaction provide valuable experiences for all students. In a study of organizational culture, Hoy and Miskel found that caring cultures, primarily concerned with the "well being and dignity" of people, had lower expectations of participant achievement. These researchers state: "The *caring culture* exhibits high concern for the well-being of its people, but it does not impose very high standards of performance on them." (1987:256)

Contrary to these findings, at Hillcrest, the caring culture has a simultaneously professional focus on initiative-taking, monitoring, and problem-solving, with an emphasis on "high standards" and "intrinsic motivation". Study participants attribute the climate of

collaboration and risk-taking, needed for this professional focus, to the presence of caring relationships in the school. This concept is discussed further in later discussions of educational implications. The *ethic of critique* stresses the need to examine conditions and press for change based on ethical concerns. Structural change required by inclusion is extensive and supported, in principle, by provincial legislation and school board policies. Although considerable adjustments have been made at Hillcrest, continuing monitoring and "critique" is encouraged at district and school levels. Starratt observes:

> From a critical perspective, no organizational arrangements in schools "have to be" that way; they are all open to rearrangement in the interest of greater fairness to their members. Where unjust arrangements reflect school board or state policy, they can be appealed and restructured. (1991:189)

The ethic of justice simultaneously addresses concerns for the rights of the individual and the rights of the "common good". (194) Starratt points out that an understanding of justice is rooted in traditional and newly forming perceptions of group and individual rights. In his description of an ethic of justice he states:

> Hence it can be argued that an ethic of justice, especially when focused on issues of governance in a school setting, can encompass *in practice* the two understandings of justice, namely, justice understood as individual choices to act justly and justice understood as the community's choice to direct or govern its actions justly. (1991:193)

Justice, like the concept of truth, may be perceived differently dependent upon how the world is viewed, therefore, the identification of confirmation of shared aspects considered to be just is essential. Recognizing that individual and community claims will continue to conflict as tradition responds to social change, Starratt emphasizes the importance of a

practice of ethical justice. He maintains that *ethically just* choices, "will always be made with sensitivity to the bonds that tie individuals to their communities". (1991,193) It has been found that teachers tend to support human rights issues (Gillis in Ghosh and Ray, 34) related to the ethic of justice. Similarly, the educators in this study expressed firm statements of support for inclusion as the "right" or "just" approach. Anthony Byrk defends the inclusion of human values in education, stating:

> This idea of a value-free public education is an oxymoron--it neither reflects a commitment to the public good, nor does it comprehend the distinction between an education of persons and technical training. (Byrk 1988:258)

The learning of values is currently present in public schools, in Byrk's view, through meanings expressed in daily normative experiences. He stresses the magnitude of the impact of schools on moral learning, and asserts:

> Schools nurture the voices of conscience that motivate human endeavour and provide the standpoint for evaluating its effect. These voices are heard across a range of activities from developing a commitment to excellence in one's work to developing a sense of responsibility for the welfare of those less fortunate. (1988:257)

An understanding of existing values in a society is also advocated. Freeman Butts proposes a "morality of citizenship" based on an understanding of legally agreed upon moral choices. Knowledge and analysis of these social tenants are additionally important for the participation of an informed citizen educated in an Ethical School. Butts describes his formulation of the "morality of citizenship", saying:

> This means explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order. The

> common core of study throughout school and college years should be the morality of citizenship. (1988:163)

The proclamation of the Charter of Rights and Freedoms and provincial status protecting human rights reflects directions chosen for Canadian society. Smith & Weisstub (1983) state:

> Cultures have critical moments in history when their values are constitutionally structured according to legal design... These constitutional statements embody the most fundamental values that a society commits itself to at that time. (Smith & Weisstub, 1983: vii-viii)

Nationally, the Charter of Rights and Freedoms affirms a commitment to fundamental rights and freedoms. Provincially, statutory protections guarantee the right of equal access to education. The transmission of social values is included in the key goals of "social development" and "social responsibility" identified in current curriculum guides issued by the B.C. Ministry of Education.

Educational objectives and the goals of social conduct beyond the school are thus linked by the legal determination of its citizens' fundamental rights. Egalitarian liberties including the right to equality of access to education without discrimination on the basis of "mental and physical handicaps" (Luskin, 1959) are among these rights. (Manley-Casimir & Sussel in Gosh & Ray, eds, 1987:170)

Starratt identifies educational theorists and researchers examining moral and ethical human concerns. He cites the work of MacIntyre (1984), Purpel (1989), Walzer (1985), and Wynne (1982) as examples of scholars moving away from a singularly scientific approach in the field of education. There is growing concern and attention directed towards ethical deliberations in the restructuring and delivery of public education. Starratt asserts:

> The literature in educational administration similarly reflects growing concerns about moral and ethical issues. (Foster 1986, Greenfield 1987, Kimborough 1985, Raywid 1986, Sergiovanni and Starratt 1988, Strike, Haller and Soltis 1988, Vandenberg 1990 in Starratt 1991:186)

In Ashbough Kasten's (1984) study of principal decision-making, personalistic and organizational values guided most decisions. It has been suggested by P. T. Begley that principals are guided by the "highest form of justification" for actions. He describes "highest" as, "most consistent with their professional responsibilities as public agents". (1990:8) In the context of an Ethical School, organizational values reflect and support social values. Discussions in this conclusion regarding internal and external processes, within an including school, will identify the need for increased attention to ethical issues in education.

PART II IMPLICATIONS FOR THE INCLUSIVE SCHOOL

In this section, implication of prior experiences of educators are discussed, followed by an examination of collegial relationships. Implications for the inclusive schools are then

suggested in the context of Fullan and Steigelbauer's six "Key Themes in the Implementation Process".

A. *PRIOR EXPERIENCES*

Although I had initially selected Hillcrest for its extensive experience of approximately 20 years with the integration of students with special needs, I found that its history did not affect views on inclusion as I had expected. Assuming that early experiences would lead more readily to full inclusion, I found, was misleading. In the interviews, it became evident that the early experiments with partial integration and experiences with full inclusion are viewed very differently by those who taught in both situations. During the years with special classes, integration experiences were innovative steps taken towards extending the experience of students with special needs and their peers. They were not, however, viewed as particularly effective or satisfying when compared with current inclusion programs.

In the past, students with special needs were segregated in their own sturdily fenced enclosure during periods of outdoor play, such as recess and noon hour. Few opportunities to develop mutual understanding or relationships between them and the rest of the school population were possible. Both students with special needs and other students experienced considerably more separation from each other than interaction. At that time, teachers felt the strain of increased workloads without the benefit of a support network. The limited social and academic gains experienced by students seemed insufficient to teachers during that early integration period.

More recently, the availability of substantial support for both the students with special needs and teachers, coupled with significant changes in instructional philosophy, has led to changes in the experience and perceptions of teachers regarding inclusion. The differences between these periods of time, emphasized by the teachers in this study, indicate that prior experiences with integration at Hillcrest did not facilitate the present degree of success with inclusion. Rather, the teachers, students and parents appear to have persevered beyond the disappointments and stresses of earlier efforts to make inclusion work. Additionally, two of the four teachers interviewed had no prior experience with students with special needs.

Having made these observations, it must be stated that the teachers who experience the transitional stages bring valuable insights gained from these experiences to planning meetings, to their classrooms and to the school. It is through these teachers that early experience may have influenced inclusion at Hillcrest. In this study, only one of the interviewed teachers had taught in both situations. It remains possible that the contact and experience with students with special needs has had an impact on the school through this teacher, and through other teachers at Hillcrest with similar experiences.

The importance placed on teacher experience with integration and inclusion by the principal is another indication of the value of prior experience with students with special needs. Evidence in this study, however, did not indicate that the extensive length of time with special needs classes contributed substantially to the implementation of inclusion at Hillcrest. Many schools are beginning to include, without the considerable background of

experiences evident at Hillcrest. Due to past practices, segregating children with special needs from public schools, most teachers do not have training or teaching experience with students with special needs.

The varied backgrounds, ranging from no experience to 20 years of experience with students with special needs within the same inclusive school, demonstrates that past experience per se is not a determining factor for successful implementation. A notable common characteristic among Hillcrest teachers, however, is their extensive experience as classroom teachers. Evidence cited earlier identified greater reluctance to include from principals with over 7 years experience and with those who had prior experience with special classes. Since all teachers in this study had over 7 years of experience and one taught special classes, further investigation into the quality of principal and teacher experiences, rather than years of experience, may be needed. Several factors can contribute to the way teachers engage in change. Michael Fullan states:

> Some teachers, dependent on their personality and influenced by their previous experiences and stage of career, are more self-actualized and have a greater sense of efficacy, which leads them to take action and persist in the effort required to bring about successful implementation (of change). (Fullan & Steigelbauer 1991:77)

In their words and actions, the teachers at Hillcrest demonstrate a strong sense of self awareness and efficacy. Later discussions will suggest that efficacy, supported and enhanced by resource assistance and staff development may have greater relevance to teacher effectiveness than prior experience for the implementation of inclusion.

B. *COLLEGIALITY*

Collegiality is discussed here as a result of its emphasis in the findings and due to its prominence in discussions of the six Keys to Implementation Processes by Fullan & Steigelbauer. Participants in this study stress the need for collegial relationships based on trust and mutual respect to facilitate collaboration in all aspects of inclusive processes. Indeed, the concept of internal and external support networks is founded on an assumption of collegiality. Fullan and Steigelbauer recognize the need for collegial relationships in implementation processes, and state:

> The quality of working relationships among teachers is strongly related to implementation. Collegiality, open communication, trust, support and help, learning on the job, getting results, and job satisfaction and morale are closely interrelated. (1991:77)

Alternatively, in many schools, an emphasis has been placed on problem-finding, implying the more threatening aspect of fault-finding. A conceptualization of change and problem-solving as a healthy, expected component of school processes can enhance collaboration. An emphasis upon ongoing collaborative problem-solving, rather than periodic crisis management implies school-based professional development and improvement. The sharing of ideas at the Hillcrest site was emphasized by participants and was observed within the school. Stainback and Stainback identify collaboration to be an essential requirement within including schools, stating: "Collaboration among team members is the key to successful inclusion of all students in a regular class". (1990:96)

Collaboration in problem-solving is considered beneficial to developing "group membership", gaining "individual contributions", evaluating solutions, and "the availability of greater information" (Kruger, 1988). Equal voice in problem solving teams is needed for active involvement and group membership (Mittler, Mittler and McConachie, 1987; Sileo, Rude and Luckner, 1988; Zins, Curlis, Graden and Ponti, 1988 in Stainback and Stainback, 1990:96).

Stainback and Stainback identify the tendency of teachers to access assistance from their peers before requesting help from administrators or specialists (1991:119). In this study, all of the teachers expressed their appreciation of peer support with two preferring to talk to peers before consulting others. The benefits of peer mentorship is evident in studies of peer coaching. (Joyce and Showers, in Wildeen and Andrews, 1984:77-88) While peer interaction is viewed as a norm by Hillcrest participants, problem-solving with the administration and specialists is also valued and regarded as non-threatening consultations. This ability to collaborate in a collegial environment fosters initiative-taking and problem-solving for these teachers. Carlene Murphy stresses the importance of collaboration at the district level as well as at the school. Although inclusion was not conceived and initiated with stakeholder participation, collaboration in monitoring and problem-solving is evident in the district. In this study, a specific example of this is the adjustments of the District Integration Facilitator's position agreed upon by the principals and the district offices.

Pointing to collaborative involvement beyond the school and district, Bruce Joyce advocates building "a synergistic community" linking research and practitioners, in "team compositions", to identify visions and engage in problem-solving for school improvement. (Joyce et al. 1983, Joyce and Showers 1987 in Joyce 1991:61) Continued collegiality in professional settings can provide links to the possible increase in a sense of efficacy, and ongoing professional development. An identified concern in the findings addressed the press for collaboration time. If working together is a priority in a school, it is necessary to provide time for consultations.

At Hillcrest, teacher release time for planning and review meetings facilitate collaboration between support personnel, teachers, parents and students involved. Teacher concerns regarding sufficient time for collaboration in the implementation of daily programs may be a consideration for future problem-solving. The lack of time for collaboration has been determined to be "one of the most problematic aspects of teaching" by Goodlad (1984) and Lortie (1975) in Marlene Pugach and Lawrence Johnson's review of professional peer collaboration. (Stainback and Stainback, eds, 1990:123) The importance of a collegial environment is similarly evident in discussions of vision-building, planning and restructuring in the following section.

C. *SIX KEYS TO IMPLEMENTATION PROCESSES*

The current innovation of inclusion in education has added another dimension to the increasingly complex work of school improvement. Visions and plans for inclusion are of

no avail if appropriate action does not ensue. Actions generate experience and outcomes for the validation or re-evaluation of goals necessary to implement change. In this discussion, formal processes and informal interactions at Hillcrest are examined for their relevance to the implementation of inclusion.

The relevance and implications of principal and teacher beliefs at Hillcrest are examined in a framework provided by Michael Fullan and Suzanne Steigelbauer's, "Key Themes in the Implementation Process" formulated in, "The New Meaning of Educational Change." (1991:80) **Key Themes in the Implementation Process**, stemming from five dimensions identified by Louis and Miles in 1990, provides a framework for the following analysis of interactions experienced by the principal and teachers during the implementation of inclusion at Hillcrest. In brief, the themes are: *1) vision-building, 2) evolutionary planning, 3) initiative-taking and empowerment, 4) staff development/resource assistance, 5) monitoring/problem coping, and 6) restructuring.*

1. *VISION-BUILDING*

An understanding of a distinct philosophy and set of processes envisioned for inclusion are evident in the statements and actions of study participants. Shared acknowledgement of goals and processes of inclusion, within the classroom and school, exist in the absence of a formal school-based policy. Policy guidelines from the district level are discussed when required from specific purposes as all including teachers have recently participated in professional development regarding goals and processes involving the district vision.

Because full inclusion was initiated by the district, vision-building, monitoring and restructuring involves considerable district involvement.

The educators at Hillcrest agree that all students benefit from inclusion. They disagree with segregated schooling for students with special needs. The educators in this study express that they are motivated by their belief in the principle of equal opportunity as morally correct. Teachers are identified as important models of behaviour in the findings at Hillcrest. The principal and teachers stress the importance of both social and academic learning. Citing individual and social goals, they emphasize "high expectations" in these areas in their vision of student outcomes. These views demonstrate an ethic of justice in the identification of the ideal of equal educational opportunities.

The participants in this study also believe that all students can experience gains based on their individual abilities. They endeavour to adapt curriculum to specific needs and value the acceptance of all students. This vision of inclusion found at Hillcrest, demonstrates a strong understanding of the philosophical background and instructional needs of inclusion identified in literature on inclusion. (Gilbert & Hart, 1990:13, Stainback & Stainback:1990; Lipsky & Gartner:1989) Murphy points to the importance of teacher and principal beliefs regarding student learning in the educational process, emphasizing: "School improvement requires that teachers and administrators believe they can make changes in students' ability to learn". (1991:66)

This vision of student outcomes, advocated as a valuable "pervasive belief", by Lieberman and Rosenholtz (in Goodlad 1987:83), involves an ethic of caring related to students and to the craft of teaching. Implications for practice clearly involve the active participation of teachers in the implementation of classroom instruction for inclusion.

In the findings at Hillcrest school, an ethic of justice address the "spirit" of inclusion as the principal and teachers work, not only to provide access to education, but to promote educational benefits for all students. Although it is important to emphasize the need for "school expenditures" related to the restructuring required for inclusion, important relationships between student achievement and teacher effects are evident in the philosophy of inclusion found at Hillcrest. The understanding and acceptance of inclusion contributes to vision-building in the school by promoting high expectations for all students within a caring environment.

(a) The School Administrator

Hillcrest's principal reinforces the goals of inclusion by communicating goals when necessary and by modelling the philosophy in his own actions. As school principal, Dave Aitken is aware of the scope of his responsibilities to school members, to district administration, to parents and community, and to federal and provincial regulations. He communicates school and district goals in personal interactions and supports his vision of inclusion through decisions made regarding organizational arrangements and support for teachers. He also recognizes that principals do not implement change alone, preferring to use the metaphors

of "team" and "community". Mr. Aitken's belief in a collaborative school culture is reflected in his willingness to foster extensive "open" communications. He emphasizes the importance of caring relationships and demonstrates strong leadership, communicating and facilitating the vision of inclusion at Hillcrest.

Starratt's view of the administrator's role concurs with this perspective, adding that the ethic of caring enhances the "cultural tone of the school" when administrator/teacher relationships are conducted with "regard, mutual respect, and honest contact between two persons. (1991:196) The significance of symbolic leadership has been advocated in the literature on organizational and school leadership. (Deal and Kennedy, 1982; Peters and Waterman, 1982; Reitzug and Reeves, 1992:217) Thomas Sergiovanni stresses the effects of "the inner life of principals" on decision-making. He states:

> Adopting a strategy of designing out from ideals, values, purpose, and commitments is more effective than designing down from objectives and work structures that emerge from bureaucratic rules, political mandates, or what research says. (1992:305)

Communication of the school vision of goals and adoption processes is central to the findings regarding the school principal at Hillcrest. He emphasizes the importance of his direct involvement with all stakeholders within and outside of the school. Indicating a need for an ethic of critique, a current study of effective principals draws the following conclusion:

> Teachers likely support principal leadership in which a school vision is adopted through a public and critical process and in which there is respect for

> their expertise and judgement in making the strategic decisions to accomplish the vision in their classrooms. (Greenfield, Licata, Teddlie, 1990:98)

It is evident that the principal at Hillcrest views teachers and himself, as learners. He places considerable emphasis on the support provided to facilitate creative, flexible program development by teachers. Collaboration with formal and informal support networks and professional development are encouraged and provided.

The vision held and expressed by the principal at Hillcrest is also identified by the interviewed teachers and appears to be shared by other staff members. Communications between the principal and teachers are made in a context of shared meanings and goals facilitating purposeful problem-solving. There is a reciprocal aspect to vision-building at Hillcrest. The teachers interviewed expressed clear visions of successful inclusion and provide valued feedback to the principal about their experiences. The imperative for a strong relationship between the principal and teachers is addressed by Miles who states:

> The need for a vision of what the school should look like is affected by two preconditions: the principal must exercise leadership in promoting a vision, but the staff must also be cohesive enough to be willing to buy some shared set of goals. (Fullan & Steigelbauer, 1991:81)

The cohesion referred to by Miles is evident in statements by the Hillcrest teachers. Their shared vision of an inclusive school also includes far-reaching concerns regarding the future lives of students and goals for the improvement of society. This willingness for teachers to

work together for a common end originates from a commitment to what members feel is "right" or morally and ethically correct, resulting in a supportive school culture for inclusion.

Regarding the form of communications, interactions at Hillcrest are identified as personalized, supportive, and frequently humorous. Starratt indicates the importance of these interactions, stating: "Formal abstract language is the language of bureaucracy, of distance; humour, familiar imagery and metaphor, and personalized messages are the language of caring." (1991:197)

Thus, it is not only the principal's communication of the philosophy of inclusion to new members, or professional development experiences which are identified as presenting the philosophy of inclusion to new members. The climate of support for inclusion and the normative behaviours of members modelling inclusion, now developed at Hillcrest, builds and maintains this vision.

2. *EVOLUTIONARY PLANNING*

The theme, evolutionary planning, addresses the concern for continued examination of objectives and processes. The concept of evolutionary planning involves short and long term planning in the classroom, school and district. At Hillcrest, program "flexibility" and adaptation is valued by all participants and encouraged in the district. Mr. Aitken promotes flexible program development and classroom strategies fostering evolutionary planning in the implementation of inclusion.

The conceptualization of the teacher as reflective practitioner is widely supported in the literature on teaching. (Olson and Eaton, 1987,180; Hopkins, 1987; Wideen and Andrews, 1987; Barrows, 1984) Within the school, evidence that practices are reviewed and changed are provided in the findings. Notably, the adaptation of the policy, placing two students with special needs in a class to one, demonstrates adjustments to improve conditions. This change was considered due to difficulties experienced in the year of implementation. The principal feels this change contributed significantly to later successes. Mr. Aitken's belief that change is an integral part of school processes demonstrates his willingness to alter circumstances. At the district level, adaptability was also evident in the change from two District Integration Facilitators to one, in response to changing needs. Additionally, new professional development initiatives are planned for the coming year, emphasizing classroom practice and academic achievement. Professional development in the first years of full inclusion stressed social concerns of inclusion as an initial focus. Thus, evolutionary planning is evident in district initiatives which will, subsequently, influence school planning.

Pointing to the multidimensional nature of an innovation, Fullan identifies areas of instructional materials, teaching approaches and beliefs as likely to undergo changes. (Fullan & Steigelbauer, 1991:37) This suggests the need for regular involvement from teachers and other school and district members. Integral to the collaborative school culture at Hillcrest is the communication required for continued planning and problem-solving. Fullan states:-

> Blending top-down initiative with bottom-up participation is often a characteristic of successful multilevel reforms that use what amounts to evolutionary planning approaches (Marsh, 1988).
> (Fullan & Steigelbauer,1991:83)

Changes in principal and teacher beliefs were evident in the findings. These changes largely occurred following implementation, resulting from the practice of inclusion. Experiences with support networks, with inclusive strategies, and with the responses and learning of all students were cited as aspects of increased support for inclusion. Those teachers with concerns regarding placement review, point to the need for ongoing evolutionary planning when including students with special needs.

3. *INITIATIVE-TAKING AND EMPOWERMENT*

The theme identified as Initiative-Taking and Empowerment includes two mutually sustaining factors. Initiative taking can be promoted by the empowerment of teachers while teacher empowerment encourages further initiative taking. The teachers and principal in this study identify these themes as critical to the implementation of inclusion. They refer to initiative taking as "risk-taking", and the concept of empowerment as the provision of a risk-taking environment.

As Fullan points out, "Implementation is very much a social process". (Fullan & Steigelbauer, 1991,84) The effectiveness of educational processes depends heavily on the efficacy and actions of teachers. At Hillcrest, the principal empowers teachers and students by encouraging and fostering risk-taking in a climate of trust and respect.

Fullan stresses the centrality of "collaborative work cultures "in this theme, advocating the involvement of students and parents. The MAPS strategy provided at Hillcrest empowers parents, students and all individuals involved with the students with special needs in collaborative goal setting and review meetings. Due to the many formal and informal flexible working groups at Hillcrest, the school appears to have an existing "collaborative work culture", as identified by Fullan. Ann Lieberman and Rosenholtz indicate that collaboration can "provide us with ways of building a more professional culture". Descriptions of this school involves modelling, planning and instruction identified by the Hillcrest educators as "collaborative".

> Modelling collegiality and legitimating working on curriculum and teaching together, rather than in isolation, changes a school from one where teachers and principals turn inward to one where teachers and principals reach outward. (Lieberman & Rosenholtz, 1987:89)

Both teachers and principals at Hillcrest value collaborative initiative-taking in their school. They emphasize the need for these interactions in their inclusion experiences to provide support and feedback to colleagues. Study participants refer to the centrality of a risk-taking environment founded on trust and professional respect. They demonstrate efficacy in their knowledge of goals and practices and reflect a sense of commitment in their optimism and continuing desire to learn from new experiences.

The principal at Hillcrest identified his encouragement of teachers as an important aspect of his role. Suggesting that teacher efficacy is at the core of empowerment, Carlene Murphy advocates encouragement and support for initiative-taking. She states:

> To build faith, the project director, system level administrators, respected peers, and observers from outside the school system must frequently tell teachers about their successes. (1991:67)

Factors identified in this study such as reflective practice, peer mentors, support networks of formal and informal teacher collaboration, and a principal as "sounding board" promote teacher efficacy at Hillcrest in an environment of mutual encouragement. Maron Shapon-Shevin identifies empowerment of all school members as a contributing factor in a caring school. (Stainback et al, 1990,247) Of additional importance to study participants is the flexibility encouraged in the development of instructional programs. This empowers teachers to diversify strategies addressing the varied needs of students.

Dave Aitken is a principal who encourages and empowers teachers, resulting in far-reaching implications for the school culture. His emphasis on open communication and collaboration, on support for teachers, and on risk-taking demonstrates his understanding of empowerment. Teachers similarly support their peers in mutually empowering interactions. Indicating teachers feel comfortable expressing frustration, asking for assistance, or offering suggestions, some of their anecdotes describe peer interaction and support as valued norms. At Hillcrest, inclusion involves daily risks and new experiences. It requires creative solutions and flexible implementation. Room for risks, for the expectation of short-lived errors and new beginnings, may be a similarly critical factor in other inclusive schools.

Teacher commitment is essential to professional initiative taking. Numerous diverse variables have been found to influence teacher commitment in studies of teachers. Personal and professional beliefs can influence the pedagogical and career orientations individuals bring to their schools. At Hillcrest, both personal and professional benefits are identified as important sources of satisfaction and commitment. Personal "growth" and learning and benefits to students are central motivators in this inclusive setting.

The advancement of learning has been identified as one of three central teacher concerns. (Gillis in Ghosh & Ray, 35) Including teachers at Hillcrest express considerable satisfaction with the achievements of all pupils. Indeed, the progress of students with special needs appears to be a source of surprise and delight to the principal and teachers in this study.

In many schools, teacher beliefs and experiences regarding students with special needs have been identified as ill prepared for inclusion. In this study, changes in perceptions followed well-supported and planned implementation. The implications for other schools regarding empowerment, initiative-taking and commitment are thus closely linked to effective resource assistance to initiate and assist implementation and appropriate staff development.

4. *STAFF DEVELOPMENT/RESOURCE ASSISTANCE*

The need for resource assistance is emphasized as essential throughout the findings. Concerns regarding both formal and informal factors in the formation of networks of support, teaching materials and funding allocations are raised by the principal and teachers

studied at Hillcrest. Teachers experiencing partial integration in the absence of these supports, expressed serious reservations, pointing out the difficulties of uncertainty, stressful workloads, and frustration. The following discussion first addresses the findings regarding instruction, resource assistance, and staff development during and following implementation.

Effective techniques for inclusive classrooms have been recommended in the literature on inclusion. The following strategies reviewing of inclusive methods were evident in the inclusive setting at Hillcrest:

> This article recommends the use of peer tutoring, direct instruction, cooperative learning, self-instructional training, curriculum-based measurement, instructional alignment including Bloom's mastery learning, and learning strategies. (Vergason & Anderegg, 1991:5)

With current instructional practices in inclusive classrooms, all students have access to adaptive instruction and to Special Assistants assigned to their classes. Student identification remains a concern, however, for the specialists involved in assessment and placement and for schools monitoring inclusion.

The teachers in this study placed a considerable emphasis on the importance of their own continuing learning. Although study participants value the professional development offered prior to implementation, it is of interest that the need for information and assistance *during* implementation was particularly stressed. Pointing to the existence of a limitless variety of unique student needs when including, teachers recommend professional development to

address these specific needs. Learning experiences, they feel, can be extremely fruitful when related directly to student needs and classroom practice.

Emphasis on the importance of teacher learning in this study demonstrates a willingness to actively engage in professional development for the implementation of inclusion. An intrinsic motivation to learn is evident and, in some circumstances, actively modeled to students.

The conceptualization of "teacher as artist" implies skill, performance and development of craft. The teacher in this study who described a peer as "masterful" as a teacher appeared to hold this perception of teaching. Continued learning from peers and from formal professional development opportunities is identified as evident and valued in all of the interviews conducted with the Salmon Arm district. These implementers of inclusion are aware that teachers must develop and practice their craft. Hopkins and Rudduck observe: "Note, however, that the process of developing the art of the artist is always associated with change in ideas and practise". (1985:97)

Teachers and Special Assistants at Hillcrest vary the instructional pace and requirements with support from the school principal and integration support networks. They assert that the ability to change plans and goals in response to student participation and classroom dynamics is critical to effective instruction. This responsiveness to student needs is considered essential by researchers of instruction for inclusion. (Robert Slavin, 1987; Villa

and Thousand, 1988; Stainback and Stainback, 1990,13) The flexibility in grouping and location of instruction within and outside of classes found at Hillcrest is similarly recommended in the literature. (Slavin, 1987); Stainback, Stainback and Forest, 1989; Stainback and Stainback, 1990,12) Instructional strategies involving cooperative learning encouraged and practised at Hillcrest have been identified by researchers as conducive to student achievement for all students. (Johnson and Johnson, 1975; Holubek and Roy, 1984; Dishon and O'Leary, 1984 in Stainback and Stainback, 1990:70)

Proximity and friendships foster increased understanding and respect for similarities and differences between all students and enhances the atmosphere of acceptance and caring in including classes and schools. (Stainback, et al, 1990,58) For the educators of Hillcrest, the development of understanding and the socialization of both students with special needs and students without special needs is highlighted as a priority for embarking upon effective inclusion in schools.

A further aspect of instruction identified as important by study participants is the need for appropriate models of inclusion in the class and school. Without the modelling of inclusion, behaviours from the teacher, the study participants emphasized that students and ultimately the tone of the classroom would not easily achieve a climate conducive to inclusion. Emphasizing that "teachers are important role models", Lipsky and Gardner state: "While modelling behaviour may be stressful for teachers, the educative power of such actions is clear". (1989:218)

The including teachers at Hillcrest model and encourage caring and interaction. They additionally demonstrate the need for thoughtful analysis of situations based on their circumstances, involving students in the ethics of justice and critique. Linney and Seidman determine teacher behaviours, expectations, management, and the "emotional climate of the classroom" to be positively associated with student achievement. They state:

> Research consistently shows that the teacher's expectations for student mastery, coupled with effective classroom management strategies, are causally related to achievement..... High achievement occurs in classrooms that are pleasant and friendly, although extreme levels of warmth and positive teacher-student affect are not associated with high achievement. (1989:337)

The ethic of caring in this study does not imply "extreme levels of warmth" or intimacy but refers to concern for the learning processes and outcomes of each student. Nel Noddings explains the role of caring in the context of high expectations of achievement. As a "caring" educator she states:

> I would not hesitate to teach that which I, as teacher, believe the student should know if he is to be credited with mastery of a particular set of topics. He must be aware always that for me he is more important, more valuable, than the subject.

Evaluations of the needs of all students thus involves an ethic of critique to determine and monitor program implementation. Regarding the effects of teachers as ethical models in classrooms, Noddings writes: "...the teacher models not only admirable patterns of intellectual activity but also desirable ways of interacting with people". (1988:123)

For teachers demonstrating caring, Nodding states: "Teachers model caring when they steadfastly encourage responsible self-affirmation in their students". (1988:222) Statements in the findings such as, "you are valuable," and "all students contribute" demonstrate a belief in caring of this nature. Additionally, statements and observations, regarding a vision of instructional strategies and outcomes, demonstrate an ethical perspective of critique, stressing intellectual, as well as social development. Bruce Joyce advocates the modelling of roles that facilitate change (p.119) through informal contacts between teachers and students (1991:116)

The educators in this study also point to the importance of student models of behaviour indicating the difficulties of students who want to "smother-love", or over-assist inappropriately and express concern regarding some of the older students who interact less with students with special needs. Strategies to encourage interactions identified in this study such as The Circle of Friends are recommended by researchers of inclusion. (Asher & Gottman, 1981; Villa & Thousand, 1987; Forest, 1987 in Stainback et al, 1990,53)

It is of considerable interest that instructional practices and strategies to enhance social relationships identified at Hillcrest are widely advocated by research on inclusion. I feel it is indicative of the acceptance of the philosophy of inclusion within the classroom. Not only has professional development been effective in communicating the needs of inclusion, teachers appear to have actively analyzed goals and processes, gaining ownership of inclusive practices in their classrooms. The importance of involvement with the implementation of

inclusion is identified in the findings by the principal who emphasizes that responsibility for student programs within the support network is primarily the teachers.

The administrator at Hillcrest expressed a willingness to facilitate teacher attendance at workshops, classroom observations, or any other helpful form of professional development. The principal's role in professional development initiatives, beyond the more obvious concerns regarding funding, relate to his knowledge of instruction and inclusion in the school. Mr. Aitken made frequent reference to his own learning regarding inclusion. He attended a three-day conference with his staff and consults regularly with district personnel for current information on instructional needs and inclusive practices.

For the principal and teachers of this study, professional learning is accomplished through both formal experiences and informal interactions. At Hillcrest, discussions of classroom practice and other educational concerns are common. Some teachers point to specific peer mentors and other speak of the general collaborative climate in the school. Teachers engage actively in initiative-taking experimentation with new strategies. Their comments indicate that these behaviours are prevalent within Hillcrest.

5. *MONITORING/PROBLEM-COPING*

Earlier discussions of the collaborative work culture, involve all individuals associated with students with special needs, indicating school based monitoring and problem-coping at Hillcrest. Interactions include formal and informal monitoring strategies. Study participants

emphasize the value of both forms as opportunities for review and development. Resources and release time are provided at Hillcrest, assisting teachers through materials, personnel, and time for continuous learning. With the implementation of inclusion, it becomes critical to meet the demands of "classroom press".

Concerns regarding student placement, identified in the findings by two teachers, point to an area for further monitoring/problem-coping. The coordination of Mapping meetings by the District Integration Facilitators and Learning Resource Teacher help to generate the special education Individual Educational Plans (IEPs). They bring together teachers, parents, students and specialized personnel to establish and review integration plans. This monitoring strategy involves two important additional aspects of planning for individualized programs. Stainback and Stainback (1990) advocate these changes due to a focus on a positive caring outlook, rather than negative orientation to inclusion. At Hillcrest, collaborative involvement with support networks is valued and practised, optimizing outcomes from MAPS, School Based Team Meetings and Staff meetings. Formal processes employed in the classroom, such as the Circle of Friends strategy are similarly assisted by joint planning and evaluation between school members.

Additional monitoring during implementation is evident in two surveys developed within the district. The first survey, conducted with assistance from district services, provided parent feedback on inclusion. Results of this survey communicated concerns and levels of support from Hillcrest parents. The second survey was developed at Hillcrest and elicited teachers'

views regarding Learning Resource Centre services. Both surveys contained positive feedback and provided specific information on inclusion processes at the school. Site specific monitoring techniques are useful opportunities for surveyed groups to express positive feedback as well as provide suggestions for improvement.

Monitoring and coping with problems requires an open, reflective outlook on the part of all members. An indication of a willingness to examine inclusion at the district, school, and classroom levels is exemplified in the existence of this study. I feel that the Salmon Arm School Board, District administration, the principal of Hillcrest, its teachers and Special Assistants demonstrated a commitment to monitoring the implementation of inclusion through their full participation with this study. Certainly, all schools would benefit from the recognition of areas of improvement and the provision of monitoring and problem-coping strategies in supportive environments. Fullan and Steigelbauer's final theme addresses possibilities for change suggested by the earlier themes.

6. *RESTRUCTURING*

In this case study, a number of examples of restructuring are evident. The following discussion addresses six areas of restructuring identified in the findings regarding the implementation of inclusion. First, *district restructuring* to facilitate inclusion is reviewed. *School-based* restructuring is discussed next, with reference to *facilitators, collaboration, and professional development*. A continuing concern or *dilemma*, identified by the educators in this study is then addressed.

The fourth section in this examination of the findings concerns accommodations in the school related to the *physical environment* of inclusion. In the fifth section, the role of *parents* in an inclusive school is analyzed. The final section considers the external context of the school in a discussion of the role of the *community and broader social implications* of inclusion. The six topics in this examination of restructuring for inclusion require serious consideration if inclusion is to be purposefully implemented. As emphasized earlier in this document, all members of society are stakeholders in this innovation.

(a) The District

Full inclusion was initiated at Hillcrest at the district level and has involved extensive district participation. Attention to the needs of inclusive schools and a commitment to the necessary financial support to restructure for inclusion is evident in the findings. It is important to emphasize that structural change requires informed support from the School Board and District Superintendent to address the philosophical and financial implications for the district.

In the District of Salmon Arm significant restructuring was undergone in the fundamental change from special classes to inclusive classes, involving finance, organizational arrangements and roles. Specific policies and procedures, outlined in the District Handbook for Administrators, describe these restructured arrangements. District support is provided through formal and informal networks with flexible lines of communication between the school and district offices. It is largely through the communications and actions of the

Director of Student Services, the principal, and the District Integration Facilitator Director that this coordination occurs.

The relationship between the members of Hillcrest and district offices can be described in part by using Peter's & Watermans' formulation of "loose-tight practices", advocated as the "co-existence of firm central direction with maximum individual autonomy". (1982) District support is structured to link purposefully with the internal support network through the principal and District Integration Facilitator. The Director of Special Services is accessible for direct teacher consultations in school-based planning meetings and through his office. It has been recognized that facilitators within the district are critical to school improvement or change. "Bauchner (et al.) found that 'local facilitators' - usually from the district's central office - contributed more to the success of school improvement efforts than any other role group." (Crandall et al, 1986:43) The position of District Integration Facilitator was created and later expanded to include two facilitators. This position was again re-evaluated, with input from district principals, and re-established as one facilitator due to changing district needs. This observation in the findings demonstrates collaborative restructuring at the district level.

The findings in this study demonstrate the importance placed on beliefs and norms guiding practice by educators at Hillcrest. Collaboration, caring, and critique, based on identified perceptions of justice are thus as essential in the district as they are in the school. District goals and processes, shared with schools and the communities they serve, must clearly

identify areas for restructuring needed to include. They must also incorporate mechanisms for ongoing problem-solving and restructuring.

An innovation such as inclusion demands considerable restructuring. All of the first 5 "Keys" to improvement require change. In the Hillcrest context, and for other inclusive schools, the meaning of inclusion implies extensive restructuring. It has been identified by researchers as the most challenging and essential part of inclusion. In their article, "Special Education and the Process of Change: Victim or Master of Educational Reform", Kauffman, Kameenui, Berman and Danielson assert: "In our view, to be a master of reform and change, special education researchers, policy makers and practitioners must continue to examine and improve their craft." (1990:110)

(b) **The School**

The following discussion of restructuring at the school involves further aspects initiated by and involving district personnel. These are school-based, but frequently constitute additional district participation. Restructuring requirements in the inclusive school have been identified extensively in earlier examinations of inclusive processes. This discussion briefly identifies restructuring related to school-based facilitators, other collaborative relationships, and professional development in the findings. An identified "dilemma" is also described as an area for continued problem-coping or restructuring.

School-based facilitators have important and necessary functions in the implementation of inclusion. The Learning Resource Teacher coordinates district and school processes, communicating with parents, students and teachers as well as district personnel. The role of the Learning Resource Teacher at Hillcrest was also adapted to include time for consultations and Mapping meetings to facilitate inclusion. Research on inclusion emphasizes the need for clarification in roles for special education teachers in inclusive schools. Special education and classroom teachers are encouraged to work together to identify and review needs. At Hillcrest, the Learning Resource Teacher is acknowledged as a valuable member of the support network for inclusion. Appreciation for processes and interactions between the Learning Resource Teacher and teachers at Hillcrest is indicative of their ability to work collaboratively.

Additional collaborative groupings of concerned individuals at Hillcrest also provide evidence of restructuring in the workplace. Formal groups such as MAPS participants include parents, students, Special Assistants, teachers and specialists. Informal groups, coming together to plan class teaming or school projects, also structure working relationships. Collaboration empowers participants to take part in decision-making and generates a sense of ownership in processes.

The third area of active restructuring in this school is the provision of teacher release time for professional development related to inclusion. This involves a wide variety of staff development opportunities within and outside of the district. Teaming between classes and

teacher is also practised, involving groups, classes and school-wide activities to include students with special needs outside of their classes. There are indications that short-term experiences with mixed classes and abilities existing prior to full inclusion, through partial integration and reverse integration. These early experiences were similar examples of restructured school organizational arrangements.

(c) *The Special Assistants' Dilemma*

An important example of restructuring, emphasized as critical to inclusion by participants, involves the incorporation of Special Assistants into inclusive classrooms. Issues of collaborative work are again raised in concerns regarding the compatibility of teachers, and Special Assistants. The interviewed teachers and Special Assistants hold each other in high regard and expressed satisfaction with their collaborative efforts. Although Special Assistants 'fit' may be a consideration in other situations, it was not a current concern at Hillcrest. This may be influenced by Special Assistants' training and the collaborative school culture valuing respect for individual views and open communication. The philosophical understanding of inclusion involving the ethics of justice, caring and critique are essential for Special Assistants working with teachers and students. Teaching assistance has been identified by researchers as "a necessary adjunct to the regular classroom where the teacher has a defined responsibility for handicapped children". (Karagianis & Nesbit, 1983,19 in Simpson & Miles, 1990,7) Of considerable concern, is the difficulty identified in the findings as the "Special Assistant dilemma". Defining dilemmas, Hoy and Miskel state:

> Dilemmas are not soluble within the existing framework. Solutions and perfect adjustments are impossible. Because dilemmas are endemic to social organizations, they serve as perpetual sources of change. (1987:432)

Change compelled by dilemmas may result in solutions or, when circumstances cannot be improved, coping mechanisms. As indicated earlier, the Special Assistants' dilemma involves sometimes frequent and often unexpected systemic movement of Special Assistants within the district due to seniority and "bumping" procedures in their union. This process was identified in twelve interviews, involving administrators, teachers and Special Assistants, as a serious disruption to the education of students with special needs. When Special Assistants are moved, a chain reaction of movement can be triggered, involving several students with special needs classes, and their teachers. Although it can be an advantage for individuals who wish to change their location, adjustments, such as prior commitments of one full school year in a given position would be beneficial for program continuity, while permitting freedom of movement.

During my observation period, a Special Assistant was informed of an imminent transfer. The Special Assistant and staff were visibly shaken and disappointed. A few days prior to this, these individuals had been expressing considerable satisfaction with their working relationship and with progress made with the student involved. Training to work with a specific student, orientations to teachers and classes, and important relationship-building with the students with special needs require time. One student had experienced a number

of Special Assistants in a six month period. These disruptions in program implementation are unfortunate and hinder inclusive efforts.

The Special Assistants' dilemma is presently accepted as regrettable but unsolvable; however, it is a significant problem in the implementation of inclusion. Other models of Special Assistants' involvement have been arranged through negotiated agreements with the trade union representing the Special Assistants. The Special Assistants' dilemma is an area in which further problem-solving and restructuring could be beneficial.

(d) *The Physical Environment*

Aspects of the physical environment discussed in this section involve the school buildings and grounds, school size, and other schools in the district. The physical construction of Hillcrest is a colourful single-story complex which accommodates inclusion well. As mentioned in the findings, it has recently been extended to include a new library and conference rooms. The needs of an inclusive school were given attention in Hillcrest's new design, providing ample areas for classes and group work. Extra facilities, such as the large activity room shared between classes and used for cooperative group work, and the newly equipped computer room, add to the sense that the physical and technical requirements at this school site are well met. The school grounds combine treed areas, open spaces, and playground equipment offering a variety of areas for outdoor activities.

Wheelchair accessibility and attention to technological needs such as a computerized communication board is additionally evident. These environmental factors contribute to the inclusion of students with special needs both physically and academically. Emphasizing the need for sensitivity to environmental needs, Stainback and Stainback stress: "All students feel a sense of well-being when they have physical control within the environments in which they live, study, and play." (1990:178)

To the members of Hillcrest, the proximity of the office of district resource personnel such as the District Integration Facilitator within Hillcrest has advantages, should emergencies occur. It is not, however, considered to have a significant impact on the daily teaching experiences with students with special needs. Similar arrangements would not be possible or necessary in other inclusive schools. The meetings with necessary specialists held regularly at Hillcrest maintain a network of formal support from these specialists as they could for other schools.

Another consideration regarding this school district is its demography. It is a smaller district, and the findings indicate a high degree of interactions between administrators due to social relationships and geographic proximity. Hillcrest is within the municipality of Salmon Arm and differs in this respect from the Salmon Arm schools in outlying areas. For Hillcrest, the neighbourhood population identified as middle and upper-middle income families may also have implications for participant perceptions of the "success" of inclusion at Hillcrest because educational backgrounds of the families of Hillcrest students are

generally high. The level of education in family background has been identified as the most consistent predictor of student achievement (Walberg & Shanahan, 1983 in Coleman & LaRocque, 1990:29)

In smaller districts, inclusive schools such as Hillcrest may have a positive impact on other schools in the district by sharing experiences and strategies and by modelling inclusion. Although such peer support also occurs in larger districts, geography and social networking can draw teachers in a smaller district together more readily. Continued interaction and peer support is also more likely in these circumstances. A greater challenge exists for larger districts in the development of inter-school networks due to geographic factors and increased numbers of schools and teachers. The relatively smaller school size of Hillcrest may also contribute to facilitating inclusion. In the context of including schools, smaller school units could have the effect of increasing involvement, collaboration and ownership of goals and processes. The development of the ethics of justice, caring and responsible decision-making can also be encouraged through meaningful participation.

The implication for schools, of particular interest regarding district schools in this study, was the commitment to inclusion exhibited at Hillcrest in the face of peer pressure and doubt. Indeed, the participants themselves had serious concerns regarding the process but demonstrated considerable perseverance while undertaking inclusion. Peer acceptance and conformity to established norms did not inhibit inclusive efforts at Hillcrest. The individuals

and circumstances at Hillcrest are unique to this school site but many of the factors within the school environment facilitate and encourage their efforts.

(e) *Parents*

Each data source - interviews, observations and documentation identified parents as important participants in inclusive schools. At Hillcrest, formal and informal involvement is encouraged. The school administrator and teachers view parents of students with special needs as necessary partners in goal-setting and monitoring in the MAPs process and for feedback on student responses to daily academic and social experiences. Parents contribute a unique perspective to Mapping meetings, frequently sharing unknown strengths, and knowledge of their children's fears and dreams.

Mr. Aitken identifies parents as "key" members of the support network for inclusion. He appears to have an "open door" policy, communicating with parents frequently, providing information, listening, and interacting with parents. Demonstrating a concern for support for inclusion from both parents of students with special needs and students without exceptionalities, the principal communicates the vision of inclusion and monitors feedback. The findings indicate parental concern regarding inclusion was evident during the initiation period, with parents of students with special needs having the greater reservations. They had been uncertain about the continued development and skills and concerned about their children's emotional welfare in a general education setting. These realistic parental reservations underscore the need for effective planning grounded in a caring perspective.

After experiencing both social and academic benefits of inclusion. Through their children, these parents are now identified as advocates of inclusion.

Responses of parents of students without special needs have not been negative, although one statement regarding possible interference with academic programs was noted. Overt indications of support were not evident in the findings. My observations of parent volunteers, interacting thoughtfully with students with special needs and other students demonstrated their understanding and support of the philosophy of inclusion. These parents provide students with important additional models of behaviour.

The inclusive preschool being promoted in the community of Salmon Arm indicates an awareness of the benefits of early support and social interactions. Parents have mainly been the recipients of information. Indeed, an earlier study of parental preferences indicates that being informed by the school regarding general decisions is preferred by most parents. (50) For parents concerned about a child with learning problems, however, parents chose to be part of a decision-making committee. (Robinson & Cattermole, 1985:50)

Inclusive schools magnify the need for parental understanding of its vision and for participation in its processes. This should not be left to chance or to individual interactions. Participant views and existing processes at Hillcrest suggest the value of greater parental involvement in inclusive schools. Parents of all children can make important contributions to the vision of a caring and critique if provided avenues through restructured relationships.

(f) *Community and Social Implications*

The findings I least expected to be so strongly emphasized by study participants were related to the community and social implications of inclusion. As an educator, I am not unfamiliar with the responsibilities of schools to the public at large, yet the emphasis on schools as respondents to new direction: provided by society, acting as agents of social change, was surprising. Having examined the findings and their related research regarding the inclusion of people with exceptionalities, I now consider this aspect to be fundamental to the vision of inclusion. The educators in this study highlighted social implications to be a central aspect of the school vision.

This section thus discusses the implications of restructuring in the community and its broader environment. Starratt's proposal for an ethical school stems from his vision of society. He describes this viewpoint, stating:

> In general, certain broad ethical principles that apply indifferently to individuals and communities are required in order for a liberal society to be possible--principles that prohibit discrimination, that provide citizens with equal rights to participate in the political process, that promote equality of educational opportunity, and so forth. (1991:21)

Understanding the meaning of inclusion and the processes required to implement it are essential in the community and society forming the context of the school. Community support for inclusion is evident in regional and community hiring policies. Due to its ministerial mandate, the lack of public opposition is not indicative of agreement or disagreement with the principles of inclusion. A notable example of community support for

inclusion is evident in the actions of the Salmon Arm School Board. School Board members are community representatives interested in contributing to education.

Both the research on school improvement and on implementing inclusion strongly advocate involvement in terms of shared vision and participation for parents, school trustees and other community members. Support for inclusion found in this community, whether by acknowledging school efforts, providing resource supports, volunteering assistance and participation in events, or advocacy are valuable extensions of the vision of inclusion.

The ethics of caring, justice and critique can be extended beyond the school in social considerations of inclusion. Noddings refers to an ethical r rspective in the community in her statement: "Moral education is, then, a community-wide enterprise and not a task exclusively reserved for home, church, or school". (1988:175) Substantial social pressure culminating in the inclusion of equality rights in the Canadian Charter of Rights and Freedoms provided the impetus for inclusion in schools and in society. This significant step towards equal educational opportunities was advocated by, "parents, professionals, politicians and community members" who felt it was "the best and most humane way to proceed". (Stainback, Stainback and Bunch, 1984:4)

Howe and Miramontes caution that the meaning of "a free and appropriate education" may be defined by community perceptions and practices. (1991,22), emphasizing the need for

increased awareness and support for inclusion within communities. Regarding the role of schools in the development of ethical ideals, Louis Rubin emphasizes:

> The capacity and desire to make ethical decisions -- perhaps the major goals of citizenship education -- are therefore the product of commitment coupled with choice; one takes certain ideals as moral imperatives and chooses actions that are most likely to fit. (in Noddings 1988:175)

"Fitting" moral imperatives suggested in this conclusion involves the identification of the ethical school -- extended here to the ethical community and society. Inclusion requires a commitment to an *ethic of caring* and justice leading to participation by individuals with physical and mental challenges in their communities.

Inclusion also requires a commitment to an *ethic of critique* in which actions and consequences are weighed with socially responsible considerations. Noddings points to a balance gained from the critical perspective coupled with an ethic of caring. She states: "If I exclude cognition, I fall into vapid and pathetic sentimentality; if I exclude affect -- or recognize it only as an accompaniment of sorts -- I risk falling into self-serving or unfeeling rationalization." (1988:171)

Inclusion is a substantial change increasingly required in Canadian schools. The Director of Student Services of the Shuswap District, Dr. R. Zigler, suggests the scope of this change in his statement: "Inclusion is the second greatest change in service delivery. The first, was compulsory education". Changes in schools recommended and experienced in one inclusive school have been examined in this case study. Acceptance and support of the philosophy

of inclusion by members of society is important to assist and maintain inclusive opportunities into our students' adult lives.

The social responsibility for including students with special needs and providing effective inclusive experiences to all children has largely been entrusted to schools. This case study indicates that change is needed to implement inclusion in schools. School planners and members involved with inclusion at Hillcrest have practised a number of effective strategies for implementing this educational innovation. Information from the findings provided by interviews, observations and documentation indicate a close correlation with the 6 Keys of Implementation Processes advocated by Michael Fullan and Suzanne Steigelbauer. The identification of the additional themes of caring, justice and critique found in beliefs and values of including educators has implications for envisioning and implementing inclusion in other settings.

Processes identified at Hillcrest suggest the benefits of developing an ethical school culture involving: beneficial educational opportunities based upon an ethic of justice, caring relationships based upon an ethic of caring, and collaborative participation between all stakeholders in an ethic of critique. Shared meanings, planning, and monitoring have contributed to a shared vision of inclusion held by the educators in this study. Implemented within a framework of school improvement processes, inclusion can contribute to the quality of education for the benefit of all students.

PART III THESIS REVIEW

A. *SUMMARY*

This study originated from legal concerns stemming from the Charter of Rights and Freedoms. A study of the position of schools in relation to law and provincial mandates pointed to a need for pro-active responses by schools. Following the analysis of social and legal sources of inclusion, its implications for schools was addressed. An examination of a school, with extensive experience with the integration of students with special needs, I felt, could be of considerable interest to educators and administrators.

Interviews and observations with a small group of educators involved with inclusion were planned following agreement to the study by school members and district administration. Once at the site, the number of individuals interviewed grew from five to fourteen in order to provide a perspective of the school and district context. I feel the additional interviews filled in valuable background information on the school and its processes. Interviewers could then refer to procedures and district personnel without having to provide detailed explanations of formal processes while discussing their experiences. It has been emphasized in current literature on inclusive schools, that the introduction of "best practices" such as cooperative learning, cross-age and peer tutoring and Friendship Circles does not, in itself, result in the reaching of inclusionary goals. I feel that the experiences of a group of highly involved individuals, within the school setting, serves to illustrate the complexity of their varied circumstances and roles. A glimpse of the school is provided through description of

their individual lived experiences. The critical importance of district involvement became evident during these interviews, highlighting the "loose-tight" relationship between the school and district.

Observations similarly provided direct experience with school interactions -in classes, hallways, the staffroom and informal outdoor events. Statements regarding aspects of the school such as "collaboration", "risk-taking", and "humour" may not have been identified as clearly had they not been as evident in observations. Documentation such as those describing District Student Services, Administrative responsibilities and Special Assistant guidelines contributed additional information for this case study.

The three major sources of data - interviews, observations and documentation, filtered through the lenses of the researcher as camera, resulted in this "snap-shot" of inclusion. The "picture" is bound by context, limited in subjects and representative of a given time from which circumstances have already altered. Although the principal and staff remain, new class assignments, and a turnover in Special Assistants and students are but a few of the possible changes experienced at Hillcrest.

The inevitability of change underscores the utility of a case study for this researcher. Although individuals and events will continue to change, I feel that reflection on the beliefs of educators working together in this school has provided valuable perspectives on the

meaning of inclusion as experienced by them. Qualitative research has been described, by Patton, as a search for the meaning of an experience, who states:

> (a case study's intention is) ...to understand the nature of that setting -- what it means for participants to be in that setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular setting -- and in the analysis to be able to communicate that faithfully to others who are interested in that setting. (Patton 1985:11 in Merrill 1989:16-17)

In this case study of including educators at Hillcrest Elementary, I have endeavoured to communicate meanings as expressed by study participants and to discuss their concerns in a meaningful framework in the discussion of their implications for schools. Increased attention to the ethical foundations of inclusion and ethical deliberation during implementation has been suggested in this study. Themes requiring the attention of including districts and schools are identified from participant and researcher perceptions regarding school beliefs and processes identified as enhancing inclusion at Hillcrest.

The experiences and perceptions from this setting must be acknowledged as specific to the individuals and school involved in many respects. It is therefore not the adoption of cultural traits which is advocated here. Rather, it is necessary to emphasize the importance of examining beliefs and implementation processes found to be advantageous and appropriate in an inclusive education. The need for research into school change and implementation of inclusion is one of the most imperative concerns currently facing educators. In this glimpse into one inclusive setting, some of the issues involved in this complex innovation are identified, pointing to further avenues for research. The willingness to include students

with special needs addresses the legal mandate set by the Canadian Charter of Rights and Freedoms. Ethical awareness draws schools closer to the spirit of this law.

B. *FURTHER RESEARCH*

The introduction of students with special needs into regular classes is an innovation with extensive research imperatives. Research is needed into all aspects of the inclusionary process to examine its implementation and effects. A number of variables identified in this study point to the need for continued examination of the outcomes of inclusive practices. Qualitative and quantitative longitudinal studies can contribute to informed monitoring and problem-solving within districts and schools. Important areas for research suggested in this study are related to external and school-based factors.

External influences upon inclusion encompass factors existing within schools to those stemming from its social environment. These aspects include the conceptualization of inclusion, the communication of its goals, and implementation processes at district and provincial levels. Expectations from the Ministry of Education and school district administration require on-going examination to ensure that goals, implementation plans, and organizational restructuring can be effectively supported within all schools. Involvement from parents and other community members and organizations also needs further research to determine possible effects upon the implementation and outcomes of inclusion.

The success of inclusion may ultimately be measured by the extension of the philosophy of inclusion into society at large. Studies examining student experiences beyond their school years could point to needs both for the adult with special needs and for society. The current emphasis on wheelchair accessibility in public places and increased employment opportunities has advanced inclusion for some individuals with disabilities. The continued development of understanding regarding exceptionalities can potentially lead to greater access to training programs and employment important to inclusion into society.

The second research area identified in this study involves extensive school-based factors related to processes, school members, resources, and instructional practices. Policies and procedures within districts and schools require examination as experience with inclusion grows. The effects of identification and placement procedures are examples of areas requiring continued investigation. Successful practices and priorities can then be identified and shared between schools and districts.

Research on teachers, principals, specialists, and other school-based stakeholders involved within inclusive schools is also critical. Information regarding pre-service and in-service education remains a significant need for all members. This research could influence resource development and selection as well as inform educators regarding effective instruction. The development and field testing of improved curriculum materials is urgently needed to support new philosophical directions by the Ministry of Education in British

Columbia. Research examining how children learn and instruction addressing diverse needs in a classroom would be of particular interest to including educators.

Processes involving special assistants and their unions were also identified in this study as areas needing examination and review. Models from districts attempting to ameliorate the special assistant "dilemma" of movement between positions during the year may be instructive. Research into further possibilities could also contribute to examining this issue.

Knowledge of school cultures, related to inclusion, can contribute to a greater awareness of informal school level variables. The beliefs and experiences of participants can identify a variety of concerns related to instruction and learning in the inclusive context. Further research regarding shared beliefs is needed to help conceptualize the meaning and perceived outcomes of inclusion within various schools and districts. By identifying unanticipated consequences, researchers can explore the utility of studied phenomena and provide valuable directions for including schools. The development and maintenance of effective educational experiences requires ongoing research to inform planners and educators and enhance benefits to all students.

The survey included in Appendix V was developed from concerns raised in this study and is an example of a possible avenue for further research into school beliefs and processes. The purpose of this survey is to examine school beliefs regarding inclusion in neighbourhood schools. Survey results from schools without experience with inclusion would serve as

comparative data to check conclusions reached in this paper and to examine assertions advocated by the literature on school improvement and inclusion.

The external political source of mainstreaming, its sudden arrival in schools, and the existing diversity in educational pedagogy interact in schools as social systems. Kaufman et al, write that: "...research and development and grassroots experimentation provide the variations or possibilities from which change is constructed". (Kaufman, Kameenui, Berman & Danielson, 1990, p110) Novelty and inexperience with the changes required should therefore not deter the further examination of inclusion.

APPENDIX I

A GLOSSARY OF TERMS

Equality: in education denotes the concept of "equal as fitting", not "equal as same". (Manley-Casimir & Sussel, p63)

Rights: "...a legally enforceable claim of one person or persons against another to do or not to do a particular act." Rights may be termed "civil liberties", "human rights", and "fundamental freedoms". (Manley-Casimir & Sussel, 1987)

Courts: "a single judge or assembly of judges appointed as a tribunal to resolve legal disputes or to apply criminal law... The court system is in several tiers. For British Columbia, these are:

SUPREME COURT OF CANADA
|
B.C. COURT OF APPEAL
|
B.C. SUPREME COURT
|
B.C. COUNTY COURT
|
B.C. PROVINCIAL COURT

(Glossary, 1984)

Case: an action or suit.

Case Law: "the body of law developed from custom and judicial precedent embodied in the decisions which courts have made in resolving disputes... Also called Common Law. (Proudfoot & Hutchings, 1988:369)

APPENDIX II

OBSERVATIONS AT HILLCREST ELEMENTARY

During the five days at Hillcrest Elementary School, I was able to observe interactions and activities in a variety of settings. I noted observations of the school and its members when I was not involved in interviews. This aspect of the study was an unexpected pleasure, yet considerably more difficult than I had assumed it would be. The temptation to indulge in the automatic meaning-making one engages in on a daily basis was ever present and specific comments were identified as unsubstantiated assumptions made at the time. Subjective interpretations regarding intangible feelings about experiences and environments must be acknowledged as part of to the observation process.

Classroom observations were conducted formally and informally ranging in duration from approximately five to forty-five minutes. Following my introduction to the teachers, I was immediately invited by them to visit their classrooms at my convenience. I arranged for some specific times and for the most part travelled freely through the school. Teachers who were not involved in the interviews were also very welcoming and I found it contributed to my conceptualization of the school as a whole to accept their invitations and visit their classes as well.

It was emphasized to teachers that I was not observing specific special needs children or instructional practises. My objective was to establish a contextual setting for the information in the interviews to deepen my understanding of their contents. These observations contributed to the verification or negation of assumptions and conclusions drawn from the analysis of the interviews.

Student groupings and interactions varied widely with the assorted locations and requirements for specific activities observed. The observations of instruction and student activity took place in the school and on a class field trip. Within the school, children could be found working in classrooms, in hallways, the computer room, or in some of the variety of small conference rooms available in the school.

Individualized instruction for students with special needs children has been structurally facilitated by the incorporation of the small conference/work rooms in the recently completed addition to the school. This design also furnishes private spaces for work and consultations between teachers, Special Assistants, students, and specialists.

I observed students during direct instruction, guided group work, and independent individual and group activities. Students frequently worked in co-operative groups including special needs children, resulting in interactions between the special needs and other students. Students discussed their work actively with their peers, with their teacher, and with the Special Assistants and were generally interested in engaging in on-task behaviour.

I had expected to see each Special Assistant followed by a special needs child during the classroom observations. Instead, the special needs children tend to move as freely as the other children in the accomplishment of their tasks. The assigned Special Assistant was not with the child when they were managing themselves and the tasks satisfactorily. The goal of optimizing independence and inclusion in classroom activities was evident in these flexible arrangements.

OBSERVATION #1

Location: classroom

Characteristics: intermediate students; one student with special needs identified with the pseudonym, Joe; a teacher and an Special Assistant; desks are in separated rows, facing the front of the class; then moved to form groups.

Activity: 1) the class is completing a math test while Joe works in his own math workbook.
2) class discussion and group work in Socials Studies.

The class is working very quietly and intently on their math test. Joe is seated at the front of a row close to the teacher's desk. He is computing methodically with counters, without assistance, and appears to be enjoying this work. When I approached, he volunteered to explain how he used the math manipulatives. Joe works with confidence and independence in this task. At the end of the class, he immediately clears his work away.

During the Socials Studies lesson, he gradually loses interest in the class discussion. Joe, for the first few minutes, raises his hand once, and then put his head down and seems disinterested. His Special Assistant approaches him and he is again alert and tries to talk to her.

The rows of desks are moved together for paired discussions. When Joe is directed to a group, he joins a pair of students, making a group of three. There is one other triad also in the class. He does not communicate with the boys, who are discussing their topic.

In the next five minutes he gradually becomes increasingly restless and suddenly moves his desk back to its original position. Joe takes his math from his desk and begins to unpack the counters. His teacher and the Special Assistant discuss the situation with him and he expresses a strong desire to continue with math.

Joe's Special Assistant helps him return his desk to the group and discusses the concepts with him. He appears pleased and comfortable with her support although he still does not speak with the others in the group.

OBSERVATION #2

Location: classroom

Characteristics: primary students; one student with special needs identified with the pseudonym, Mary; a teacher and a Special Assistant; desks are clustered for group work.

Activity: students are working in groups of three or four on a Socials Studies project.

All of the pupils are engaged in a research project. Some groups are actively discussing aspects of their work while others are working on independent tasks in their groups. The Special Assistant is seated with Mary's group, assisting her with the assignment. Mary appears interested and pleased about this work. She talks about the materials and task with the Special Assistant and the other pupils in the group. The children respond, asking her questions and talking about their own work. Without the presence of the Special Assistant, it would have been difficult for a casual observer to identify her as having special needs. Her finished product, however, would be considerably modified.

I examined another project Mary had recently completed. It contains all of the components required from the rest of the class; a booklet of research, pictures, and cover page. The teacher pointed out that considerable assistance and time was needed from the Special Assistant, although the product was printed and drawn entirely by Mary.

Stepping back and observing the class as a whole, I notice Mary laughing and talking with the children at her table. The presence of her Special Assistant is curiously not an inhibiting factor to her or to the other children. The subtlety of "the-guide-on-the-side" concept, mentioned in interviews, is more evident as I observe the Special Assistant assisting, and then drawing back to allow Mary to take the following steps.

Another student has set himself apart from the class, preferring to work alone. His facial expression and demeanour appears unhappy although he told me this was his preferred way of working. In each class, each student is "special", expressing the differences between them in various ways. This teacher is providing experiences to extend skills in a structured, yet open-ended format, addressing individual differences.

OBSERVATION #3

Location: at computers and desks, in the school hallway

Characteristics: primary students; one student with special needs, identified by pseudonym as Ruth; and the Special Assistant

Activity: computer and desks arranged at the end of a hall for individuals and groups. Small groups of students are working on individual assignments and are seated together for discussion and peer assistance.

A group of student were working in the hallway. A Special Assistant, who I had interviewed earlier, welcomed me and introduced me to three girls seated with her. They were late primary students and one was a child with special needs whom I will refer to, by pseudonym, as Ruth. The Special Assistant was loading a new computer program.

Ruth sat between the other girls, smiling broadly and asking them if they knew anything about the new program. Her animated manner and vocabulary appeared to be considerably less mature than the others. They responded to her question and also asked her, "What do we do next?" as the program began. The Special Assistant observed and assisted when the program failed to load normally. She suggested and directed them to other activities when she found that the program was not functioning correctly.

The girls appeared disappointed, especially Ruth, who had been visibly pleased about interacting with her peers. They each worked independently on written assignments but sat together at the desks in the hall. Ruth attended earnestly to her work, chatting a bit and smiling with the others. I noticed her assignment was simplified and her written production less developed than the other girls, however, the group interacted without comment or concern regarding this discrepancy.

I found it difficult to imagine her earlier antisocial behaviour described to me by some teachers. When she was first included, from the special class setting, her language was severely limited to a few learned phrases and profanities. Rolling or crawling on the floor was common, and academic development seemed a distant hope. I had to agree with the teachers that she had "come a long, long way".

APPENDIX III

INTERVIEW QUESTIONS

PART I INDIVIDUAL MEANINGS OF INCLUSION

I will be calling a school such as yours a "mainstreaming" or "inclusive" school. By this I mean that it educates all of its students in a regular classroom setting. I would like to begin with an understanding of what the concept of inclusion means to you. You can elaborate upon this description during the interview but I wonder if you could highlight a few of the characteristics that are most important to you, as it relates to your own philosophy of education.

- What is your personal philosophy of education?
- Are there aspects of inclusion which do not mesh with your personal philosophy?
- Do you feel that the inclusion of students with special needs constitutes a significant philosophical change in education?
- Can all students participate in meaningful ways in regular classrooms?
- What two goals take highest priority in your efforts to make inclusion a worthwhile experience for all of your students?
- How do you see your role in this process?
- What do you feel are essential qualities for teachers in inclusive classrooms?

PART II COLLECTIVE INTERPRETATIONS OF INCLUSION

Widely accepted and frequently communicated norms, values, and beliefs have been identified as facets of a school's culture. I am interested in how you would characterize the culture of this school as it relates to the implementation of inclusion.

- Firstly, are there common beliefs held by members of the school regarding benefits or drawback of inclusion?
- How important is the school principal in the implementation of inclusion?
- How were related school goals identified?
- Do you feel academic and social goals are equally emphasized?
- Are those goals widely supported?
- What might happen if they are not considered?
- Does the school have a process for reviewing these goals?
- How much involvement should the students with special needs and their parents have in the education process?
- Do you feel that inclusion is supported by your school principal?
- How do you know this to be the case?
- I have been given an outline of your official support network. Could you describe the support, formal or informal, which you find most helpful?
- Can you tell me about some indications of parental feelings bout inclusion?
- Are there examples of community responses to the program?
- Do you feel that the district office supports your efforts? In what way?
- What do you feel is the role of special education?

PART III PROFESSIONAL EXPERIENCES

What do you feel are the effects of inclusion upon the class as a whole?

- What do you feel are the effects of inclusion on students with special needs?
- What are the efforts on their classroom peers?
- What unanticipated outcomes have you found in the classroom?
- Do you feel that the students with special needs you have worked with have developed friendships and feel like an integral part of the class? This has frequently been referred to as a difficulty in some classes.
- Can barriers be broken down to overcome social prejudices against individuals with special needs?
- If you could communicate a few guidelines to a teacher who was experiencing inclusion for the first time, what would you want to tell them?

PART IV CHANGES IN BELIEFS AND ACTIONS

Teachers have been involved with increasingly more changes in education. Change has been encouraged by a wide variety of factors, from new research and philosophical directions to legal mandates. Many of our beliefs and assumptions do not change easily but there is evidence that significant experiences can affect our views. In what way have your beliefs been affected by your experiences with inclusion?

- What has been the role of professional development in the identification and implementation of related goals?
- Has your philosophy of education been affected?

- Can you give an example of what caused this change?
- Has the school culture changed over time?
- What have you felt about the implementation of planned changes in processes or directions?
- What is the cultural value placed on communicating the inclusive philosophy to new members?

PART V SUPPORT FOR INCLUSION IN THE SCHOOL CULTURE

What characteristics of your school culture do you feel could be encouraged in other schools to assist them with the implementation of inclusion?

FINAL QUESTION

Is there anything else that you would like to mention about inclusion? Any further feelings, experiences, or perceptions?

Questions may pursue additional themes if they appear to be fruitful avenues for analysis in the context of this study. The interviewer will also ask questions of clarification during interviews in an effort not to assume a common language or understanding. Participants may be asked to comment on their reactions to questions. Contributions opening new topics will be encouraged if it is felt they are relevant to this study. Flexibility in the sequence of questions and question selection will be utilized to encourage a comfortable flow of thoughts and dialogue.

APPENDIX IV

NOTATION FOR OPEN CODING

A	Assumptions - +positive assumptions; -negative assumptions
ABC	Able-bodied child - a child not identified as special needs
AS	Assumptions - taken-for-granted conclusions based on beliefs and predictions
AFF	Affect - influence upon one aspect by another
ATT	Attitude - state of mind, opinion, or conduct indicating opinion or purpose.
AUT	Autonomy - responsibility for decision-making
AXKN	Axiomatic knowledge- explanations of happenings
BEL	Beliefs - individual or group beliefs
BIO	Biographical - background experiences of individuals
C	Context - as in Interior context (IC)
CDIC	Contradiction - belief, situation, or event with built-in conflicts or discrepancies
CHAR	Characteristics - significant identifying features
CL	Emerging causal links- patterns of causation
CLA	Classroom - the classroom environment
COL	Collaborative - working together with peers, equally
CON	Conflict* - disagreement or incongruity
CONF	Conformity* - compliance with the will of the majority
COM	Commitment - willingness to give action to goals and values
CPR	Classroom practices- instructional and curricular actions
CQU	Consequences - results of actions (eg.VAL/CQU= consequences from actions carried out due to values)
CRIT	Critical - critical events or observations

CSEN	Consensus - agreement by all involved parties
CTL	Control - constraints, regulation
CTR	Cultural transfer- transmission of cultural traits
Ctx	Context - setting or environment of the phenomena
CUL	Cultural - system of collectively accepted group meaning
DEV	Development - improving expansion or extension
DIFF	Difficulty - problems or trying times
DIL	Dilemma - a situation requiring a choice between equally undesirable alternatives
DIST	District - Shuswap School District
EC	External context - environment outside of the school site
EFF	Efficacy - judgement of oneself's capabilities to attain designated types of performances
EXP	Experience - happenings observed or interactions
EVAL	Evaluation - assessment
FAC	Facilitators - personnel whose role involves assistance of the inclusion process
FIT	Compatability - participant congruence to the task
FPRO	Formal processes - prescribed procedures
HIST	History - background of sites
I	Inclusion - innovation of inclusive schooling
IC	Internal context - within the school site
ID	Identity - an individuals public or self image
IDEO	Ideology - a set of widely accepted beliefs about the social world with assumptions re: actions
IND	Individual - one person

INST	Institutionalization - procedural and cultural aspects accepted and maintained over time
INT	Interactions - an action resulting in a reaction
IPRO	Informal processes- unregulated associations, relationships, and behaviours.
JUD	Judicial - related to laws and regulations
KN	Knowledge - information known through experience
LANG	Language - written or spoken forms of communication
LEG	Legend - stories, myths regarding culture
LIT	Literature - research findings and discussions
M-E	Means/Ends - action towards a planned or know result
MIN	Ministry - of the provincial government Dept. of Educ.
MY	Myth - unfounded knowledge considered to be true
NOR	Norm - widely accepted beliefs or behaviours in a social grouping
O	Outcomes - positive or negative results of actions
OBJ	Objectives - identified goals and intentions
P	Principal - administrative officer of a school
PD	Pro-D - teacher's professional development
PER	Peer - colleague; other individuals in common
POL	Policy - district or school level regulations
PR	Practices- instructional actions and behaviours
PREF	Preferences- options chosen over others
PRO	Professionals*- experts considered to have knowledge
PROC	Process(es) - procedures and patterns of action
PROB	Problem-solving*- identification and solution of problem
Pt(s)	Parent(s)- parents or guardians of school children

QU	Queries- questions, doubt, unexplained puzzle
RAT	Rationalization- justification for beliefs or actions
REL	Relationships - connection between individuals
REP	Reputation - widely accepted public view/understanding
RIT	Ritual - patterns of actions with symbolic meaning
ROL	Role - job description of duties and responsibilities of an individual.
RT	Risk-taking - ability to leave zone of comfort to attempt new actions.
SA	Special Assistant - individual (CUPE)assistant for a special needs child provided through district services
SAT	Satisfaction - sense that something is worthwhile
SAM	Salmon Arm - the community environment of Hillcrest
SNC	Special Needs Child - child officially identified as having special needs for special school services
SOC	Socialization - learning about the social environment
SO	Social context of the community nation (meta)
SNC	Special Needs- a special needs child
SPR	School practices- school-based activities
STA	Stability - ability to maintain itself
STU	Student - all children in the school
SUB	Subculture - smaller internal cultural group
SUP	Support - assistance with inclusion
SYM	Symbol - objects, acts, relationships, or language standing for meanings or representing them ambiguously, evoking emotion and/or action.
T(s)	Teacher(s) - all teaching professionals
TCH	Technical - related to equipment and facilities

TR	Trust - confidence in integrity and justice of another.
+U;-U	Unanticipated outcomes - positive and negative
V	Values - a belief, standard, or moral precept regarded as desirable, worthy, or correct.
WO	Without - lacking the noted characteristic
XPRO	Informal processes- unregulated relationships, interactions, and behaviours

Symbolic Codes

!	Emphasis - something strongly felt
#	Pattern - repeated pattern of events, behaviours,etc.
$	Monetary - economic or funding concerns
^	Pressure - an impelling or constraining force acting against an opposing force

CODING CATEGORIES

INNOVATION - PROPERTIES OF INCLUSION - I

EVAL	: EVALUATION	I/EVAL
FIT	: USER CONGRUENCE	I/FIT
FPRO	: FORMAL PROCESS	I/FPRO
HIST	: INNOVATION HISTORY	I/HIST
CHCPR	: IMPLIED CHANGES IN CLASSROOMS	I/CHCPR
CHSPR	: IMPLIED CHANGES IN SCHOOLS	I/CHSPR
JUD	: JUDICIAL MANDATE	I/JUD
OBJ	: OBJECTIVES	I/OBJ

EXTERNAL CONTEXT - EC

CHAR	: CHARACTERISTICS	EC/CHAR
DEM	: DEMOGRAPHICS	EC/DEM
FPRO	: FORMAL PROCESSES	EC/FPR
SUP	: SUPPORT	EC/SUP
XPRO	: INFORMAL PROCESSES	EC/XPRO

ADDITIONAL IDENTIFICATION

WO	: WITHOUT	eg. SD/WO/SAM/SUP
^	: PRESSURE OR STRESS	
!	: EMPHASIS	
?	: UNKNOWNS	QU/?
DIL	: DILEMMA	QU/DIL

EMERGING CAUSAL LINKS - CL

EFF	: EFFICACY	CL/EFF
#	: RECURRENT PATTERNS	CL/#
NW	: SUPPORT NETWORK	CL/NW
EXPL	: RESPONDENT EXPLANATION	CL/EXPL
NORMS	: CULTURAL NORMS	CL/NORMS
$	: FUNDING	CL/$

INTERNAL CONTEXT - IC - (HILLCREST ELEMENTARY)

BIO	: BIOGRAPHICAL INFORMATION	IC/BIO
FIT	: SCHOOL/INNOVATION CONGRUENCE	IC/FIT
FPRO	: FORMAL PROCESSES	IC/FPRO
HIST	: SCHOOL BACKGROUND HISTORY	IC/HIST
NORM	: NORMS	IC/NORM
POL	: POLICY	IC/POL
TC	: TECHNICAL FACILITIES/MATERIALS	IC/TC
XPRO	: INFORMAL PROCESSES	IC/XPRO

ADOPTION PROCESS - AP

+A	: POSITIVE ANTICIPATED OUTCOMES	AP/+A
-A	: NEGATIVE ANTICIPATED OUTCOMES	AP/-A
AXKN	: AXIOMATIC KNOWLEDGE	AP/AXKN
BEL	: INDIVIDUAL BELIEFS	AP/BEL
CPR	: EFFECTS ON CLASSROOM PRACTICES	AP/CPR
CRIT	: CRITICAL EVENTS	AP/CRIT
EVAL	: EVALUATION	AP/EVAL
FAC	: FACILITATION	AP/FAC
FPRO	: FORMAL PROC	AP/FPRO
OBJ	: OBJECTIVES	AP/OBJ
PD	: PROFESSIONAL DEVELOPMENT	AP/PD
SPR	: EFFECTS ON SCHOOL PRACTICES	AP/SPR

+U	: POSITIVE UNANTICIPATED OUTCOMES	AP/+U
-U	: NEGATIVE UNANTICIPATED OUTCOMES	AP/-U
XPRO	: INFORMAL PROC	AP/XPRO

SITE DYNAMICS - SD

FPRO	: FORMAL PROCESSES	SD/FPRO
(eg. MAPS	: GOAL SETTING MEETINGS	SD/FPRO/MAPS)
BEL	: BELIEFS, PHILOSOPHY	SD/BEL
PROL	: PRINCIPAL ROLE	SD/PROL
CPR	: EFFECTS ON CLASSROOM PRACTICES	SD/CPR
CRIT	: CRITICAL EVENTS	SD/CRIT
DIL	: IMPLEMENTATION DILEMMAS	SD/DIL
EXPL	: EXPLANATIONS FOR CHANGES	SD/EXPL
P/CH	: CHANGES IN PRINIPAL BELIEFS	SD/P/
PS	: PROBLEM SOLVING	SD/PS
SPRO	: EFFECTS ON SCHOOL PRACTICES	SD/SPR
T/CH	: CHANGES IN TEACHER BELIEFS	SD/T/CH
EC	: EXTERNAL INTERVENTION	SD/EC
+U	: POSITIVE UNANTICIPATED OUTCOMES	SD/+U
-U	: NEGATIVE UNANTICIPATED OUTOCMES	SD/-U
VO	: VOCABULARY	SD/VO
XPRO	: INFORMAL PROCESSES	SD/XPRO

OUTCOMES OF INCLUSION

T	: CURRENT TEACHER BELIEFS	CO/T
P	: CURRENT PRINCIPAL BELEIFS	CO/P
I	: INNOVATION STABILIZATION	CO/I
CH	: INNOVATION CHANGE	CO/CH
INC	: OUTCOMES OF INCLUSION Positive (+) and Negative (-)	CH/INC+ -
INC/CPR	: CLASSROOM OUTCOMES	CO/INC/CPR+ -
INC/SPR	: SCHOOL OUTCOMES	CO/INC/SPR+ -
DFAC	: DISTRICT FACILITATORS	EC/DFAC
DIS	: DISTRICT ADMINISTRATION	EC/DIS
DSS	: DIRECTOR OF STUDENT SUPPORT SERVICES	EC/DSS
MIN	: MINISTRY	EC/MIN
SAM	: SALMON ARM (COMMUNITY)	EC/SAM
SB	: SCHOOL BOARD	EC/SB
SOC	: SOCIETY	EC/SOC

STAKEHOLDERS

DFAC	: DISTRICT FACILITATOR	IC/DFAC
LRT	: LEARNING RESOURCE TEACHER	IC/LRT
P(S)	: PRINCIPAL (OR PRINCIPALS)	IC/P; IC/PS
PT(S)	: PARENT (OR PARENTS)	IC/PT; IC/PTS
PER(S)	: PEER (OR PEERS)	IC/PER; IC/PERS
SA(S)	: SPECIAL ASSISTANT(S)	IC/SA; IC/SAS
SNC(S)	: SPECIAL NEEDS STUDENTS	IC/SNC; IC/SNCS
STA	: STAFF (TS, SAS, SUP PERSONNEL)	IC/STA
STU(S)	: STUDENT (OR STUDENTS)	IC/STU; IC/STUS
SUP	: SUPPORT	IC/SUP
SW	: SUPPORT WORKER	IC/SW
T(S)	: TEACHER (OR TEACHERS)	IC/T; IC/T

EXPANDED CODING CATEGORIES

PROL	: PRINCIPAL ROLE	SD/PROL/COL
COL	: COLLABORATION	
COM	: COMMITMENT	
CPR	: MONITOR CLASSROOM PROCESSES	
DEC	: DECISION-MAKING	
DISC	: DISCUSSION, COMMUNICATION	
ENC	: ENCOURAGEMENT	
EVAL	: EVALUATION, MONITORING	
FAC	: FACILITATION	
FED	: FEEDBACK TO PARTICIPANTS	
FLEX	: FLEXIBILITY	
HIR	: HIRING	
INT	: INTERACTIONS	
KN	: KNOWLEDGE	
LIST	: LISTENING	
LEG	: LEGEND	
ME	: MEANINGS	
MOD	: MODELLING BEHAVIOURS	
OBJ	: OBJECTIVES, VISION	
PD	: PROFESSIONAL DEVELOPMENT	
PS	: PROBLEM SOLVING	
SPR	: SCHOOL PRACTICES	
T/BEL	: TEACHER BELIEFS - CO/CULTURAL OUTCOMES	T/BEL/AC - individual CO/AC - schoolwide

AC : ACADEMIC DEVELOPMENT
ACC : ACCEPTANCE
CARE : CARING
CH : CHANGE
COOP : COOPERATION
CPR : CLASSROOM PRACTICES
COM : COMMITMENT
COMP : COMPLIANCE
CTR : CULTURAL TRANSFER
DEV : DEVELOPMENT, LEARNING
DEC : DECISION-MAKING
DIL : DILEMMA
DISC : DISCUSSION, COMMUNICATION
DIV : DIVERSITY
EFF : EFFICACY
ENC : ENCOURAGEMENT
EQU : EQUALITY
EVAL : EVALUATION, MONITORING
EXP : EXPERIENCE
EXPL : RESPONDENT EXPLANATIONS
FAC : FACILITATION
FED : FEEDBACK TO PARTICIPANTS
FIT : CONGRUENCE
FLEX : FLEXIBILITY
INT : INTERACTIONS
KN : KNOWLEDGE
LEG : LEGEND
LIST : LISTENING
ME : MEANINGS
MOD : MODELLING BEHAVIOURS
MY : MYTH
NEED : NEEDS, ESSENTIALS
OBJ : OBJECTIVES, VISION
PD : PROFESSIONAL DEVELOPMENT
PS : PROBLEM-SOLVING
QU : QUESTIONING
REL : RELATIONSHIPS
SOAC : SOCIAL ACCEPTANCE
SOZ : SOCIALIZATION
SPR : SCHOOL PRACTICES
RT : RISK TAKING
TR : TRUST
VOL : VOLUNTARISM
UQ : UNIQUE

APPENDIX V

SURVEY

This survey could be applied to confirm or refute characteristics of school culture identified by the researcher in the interviews of the five school members at Hillcrest by examining the responses of the remainder of the staff. A further purpose could be to compare the responses of the inclusive school in the study with the responses of members in a school who have not yet experienced inclusion, or others who are including students with special needs.

Questions in this survey focus on seven areas of concern identified in the interviews in this study. Five themes, emphasized in the interviews, were also evident in a study of school improvement conducted by Louis and Miles (1990). The remaining two themes focus on individually held beliefs regarding assumptions involved in the practice of inclusion and on beliefs regarding the outcomes of inclusion. The implications of these themes are discussed in the literature review and conclusions addressed in this thesis.

There are four questions related to each theme, to be evaluated on a five-point scale. All items represent important concerns in the implementation of inclusionary schools and in studies of school culture and change in schools. The themes that the survey questions seek to explore are:

1) Personal beliefs on the inclusion of special needs children

2) Beliefs regarding the outcomes of inclusion.

3) The presence and development of a school-wide vision

4) Evolutionary planning and development

5) Initiative-taking and empowerment

6) Staff Development

7) Monitoring and problem-solving

SCHOOL SURVEY (These questions are listed with four questions for each category and could be otherwise grouped in a final draft.)

PERSONAL BELIEFS

- I feel that the majority of special needs children should be included in regular classrooms when appropriate support is available.
- All school members benefit from inclusion.
- My professional role is enhanced by inclusion.
- A special needs child should participate within the class context for most of the day, receiving help from a Special Education Assistant only when necessary.

BELIEFS ABOUT THE OUTCOMES OF INCLUSION

- Special needs students can develop academically and socially in inclusive environments.
- The educational needs of all of the students can be met in inclusive schools.
- Inter-action with people with special needs is important in the education of a

society.

- The inclusion of special needs children contributes significantly to the education of the other children.

VISION-BUILDING

- The principal's understanding and meaning of inclusion is evident and clear to me.
- At our school we have a sense of community based on a 'philosophy of caring' and valuing diversity.
- The majority of school members support inclusion.
- Collaborative goal-setting should involve all individuals of importance in the life of every special needs student.

EVOLUTIONARY PLANNING

- The principal encourages flexibility in planning for inclusion.
- There is a climate conducive to risk-taking in our school.
- Program goals are identified and evaluated frequently.
- There are processes for discussion if changes are needed.

STAFF DEVELOPMENT

- There is a good support network in this school.
- Pro-D opportunities regarding inclusion are available.
- The support for professional development has been appropriate to assist with

inclusion.

- There are established processes for productive feedback on the results of inclusion in our school.

INITIATIVE-TAKING AND EMPOWERMENT

- The active involvement of students and parents is encouraged and valued at our school.
- My input into staff, team, and committee meetings is valued.
- The outcomes of collaboration are worth the long meetings.
- Our principal and staff work together to set goals and determine processes for action.

MONITORING AND PROBLEM-SOLVING

- Our school uses identified problem-solving processes.
- The academic, social, and personal development of special needs children are monitored frequently.
- The organization of our school adapts to facilitate the varied needs arising from inclusion.
- I usually consult with peers, the principal, and support personnel when I identify a problem.

APPENDIX VI

Student Support Services Handbook (Shuswap S.D. No. 89)

Framework of Services

PHILOSOPHY/OBJECTIVES OF STUDENT SUPPORT SERVICES

PHILOSOPHY

The Board of Trustees of Shuswap School District No. 89 believes that the provision of special programming should be based on the assumption that each child in the District, regardless of his/her potential, has the right to a free and appropriate public education. To this end, the Board believes:

1. That the fundamental purpose of special education should be similar to that of regular instruction and aim towards optimal development of the individual as a skilful, free and purposeful person able to plan and manage his/her own life to reach the highest potential as an individual and as a member of society.

2. That educational services and programs should be developed which accommodate both the learning strengths and weaknesses of individual students and should be based on the specific functional level of the children served and be provided in the least restrictive environment.

Specifically, the Board believes that all special education children should be provided with planned experiences through appropriately trained personnel so that each child's development is consistent with his/her capabilities.

OBJECTIVES

In assuming its responsibility in educating the exceptional child, the District is guided by the following objectives:

1. The educational program of exceptional children aim towards developing functional independence as adults.

2. In providing appropriate educational experiences for exceptional children, every attempt must be made to maintain the child within his/her own family constellation, school attendance and local community.

3. When appropriate programming cannot be provided directly by the School District, the District has the responsibility for purchasing such services which may exist in the community or jointly plan and fund services with other community agencies or purchase services which exist outside the community.

4. Whenever appropriate, attempt to involve other ministries in both planning and delivery of educational services to special needs children.

5. When special programs classes are located in regular school buildings, students in those programs should have equal access to the facilities and services within the building.

6. Whenever possible, provide integrated rather than segregated teaching/training environment.

7. Ensure that special education children receive the best professional services.

8. All programming for exceptional children will be guided by the central classroom instruction.

9. Services to exceptional children will be guided by the central principle that the delivery consists of carefully and individually designed educational programs.

10. A Student Support Services Handbook shall be developed which outlines in detail the delivery of service. This Handbook should be examined annually to ensure that it is kept current.

APPENDIX VI

Judy Ann Nishi,
3025 West 39th Avenue,
Vancouver, B.C.
V6N 2Z7
May 2, 1992.

Dear Dave Aiken:

I am interested in conducting research at Hillcrest Elementary School as part of my Master's Thesis for the Department of Education at Simon Fraser University. Your school has an exemplary reputation for its extensive involvement and commitment to the inclusion of special needs children. I feel that the most authentic descriptions of mainstreamed classrooms are provided by participants who are directly involved with the process and I would like to attend your school to learn from your experiences.

The Vancouver School District has granted me Educational Leave for the week of May 25th to the 29th. I hope that this period of time is convenient for you and your teachers. I have enclosed a copy of my thesis proposal and interview questions and will be happy to respond to any further inquiries regarding the study, by phone or mail. I can also meet with the teachers involved or the staff as a whole to describe my purposes to them.

The Committee for Ethical Standards in Research at S.F.U. has requested that your written consent be provided as soon as possible as it is the final item required for full approval. Please FAX the completed Consent Form to:

Nancy McNeil,
Office of Research Services,
S.F.U.
FAX # 291-3477

The four staff members I would like to interview will be asked to sign consent forms upon my arrival. If you foresee any difficulties with this process, please contact me at (home) 266-5486, or (work) 261-0208. Thank you for your consideration of his study. I am extremely appreciative of the generosity of the professionals who are willing to participate.

Yours Sincerely,

Judy Ann Nishi

BIBLIOGRAPHY

Anderson, Judith C., 1990, "Educational Malpractice Suit Unsuccessful". The Canadian School Executive, Oct. p32-33.

Anderson, L.A., Evertson, C.M. & Emmer, E.T., 1980, Dimensions in Classroom Management Derived From Recent Research, Journal of Curriculum Studies, 12, 343-356.

Anderson, Lorin W., & Pellicer, Leonard O., 1990, Synthesis of Research on Compensatory and Remedial Education, Educational Leadership, Sept., Vol.48, No.1.

Antonsen v. Board of School Trustees District No.39 (Vancouver) and her Majesty the Queen in Right of the Province of British Columbia and The British Columbia Ministry of Education and the Attorney General of British Columbia, B.C.S.C., July 14, 1989.

Barr, R. & Drebeen, R., 1983, How School Works, Chicago, ILL: U. of Chicago Press, Chapter 7.

Barth, R., 1979, Home-based Reinforcement of School Behaviour: A Review and Analysis, Review of Educational Research, 49, 436-458.

Bauer, A.M. & Shea, T.M., 1989, Teaching Exceptional Students in Your Classroom, Boston, USA: Allyn & Bacon.

Begley, P.T., 1990, How Administrators' Values Influence Their Decisions, The Canadian School Executive, October, p.3-8.

Bezeau, Lawrence M., 1989, Educational Administration for Canadian Teacher. Ontario: Copp Clark Pitman Ltd.

Bryk, 1988, School Organization and Teacher Commitment, Journal of America, p.269.

Bryk, Anthony S., 1988, "Musings of the Moral Life of Schools", American Journal of Education, Vol.96, No.2, 256-.

Butts, R. Freeman, "The Moral Imperative for American Schools: ...inflame the civic temper...", American Journal of Education, Vol.96, No.2, 162-194.

Calderhead, James, 1987, Exploring Teachers' Thinking. London: Cassell Educational Ltd.

Canadian Teachers' Federation, 1981, Key Characteristics of Teachers in Public Elementary and Secondary Schools: Ottawa, Ontario.

Carter, K., & Doyle, W., 1987, "Teacher's Knowledge Structures & Comprehension Processes", Exploring Teachers' Thinking. In Calderhead, J. (ed.). Cassell Educ. Ltd., London.

Cattermole, Juleen, & Robinson, Norman, Effective Home/School Communication - From the Parents' Perspective, Phi Delta Kappan, September.

Chamberlin, T.C., 1965. The Method of Multiple Working Hypotheses, Science, May, Vol.148

Cohen, Louis & Manion, Lawrence, 1980 (3rd ed.), Research Methods in Education, Bristol, England: Routledge.

Coleman, P., 1972, Organizational Effectiveness in Education: Its Measurement and Enhancement, Interchange, 3, 42-52.

Coleman, P. & LaRocque, L., 1986, The Small School District in British Columbia: The myths, the Reality, and Some Policy Implications. Alberta Journal of Educational Research. 32(4), 323-335.

Coleman, P. & LaRocque, L., 1987, Educational Policies and Change in Canadian Education: An Interpretive Discussion. In R. Ghosh and D. Ray (eds.) Social Change and Education in Canada, (pp.106-132), Toronto: Harcourt, Brace, Jovanovich.

Coleman, P. & LaRocque, L., 1990. Struggling to be Good Enough: Administrative Practices and School District Ethos , Bristol, England: The Falmer Press.

Cooley, W.W., 1983, Improving the Performance of an Educational System, Educational Researcher, 12(6), 4-12.

Crandall D.P., et al, 1986. Strategic Planning Issues That Bear on the Success of School Improvement Efforts, Educational Adminstration Quarterly, Vol. 22, No. 3:21-53, Newbury Park, California: Sage Publications Inc.

Cresswell, John, 1981, Teachers and Innovative Practices: Some Factors Influencing Adoption Decisions. S.F.U.: Master's Thesis.

Danyluk, Theodore E., 1984, Styles of Elementary School Principals and the Professional Zone of Acceptance of Teachers, Simon Fraser University, March, (Masters Thesis).

Desharnais, Wayne, 1990, Update on the Year 2000, Summary - re Ministry, p.6.

Dougherty, Joan, B.Sc. M.Sc., Learning Disabilities: Children with "Invisible" Handicaps. Vancouver: B.C. Association for Children and Adults with Learning Disabilities #14.

Educational Studies: 1977, A Second Level Course, The Social Location of Teacher Perspectives, Revision 1. London: The Open University Press.

Fisher, Louis, & Schimmel, David, 1982, The Rights of Students and Teachers: Resolving Conflicts in the School Community. N.Y.: Harper and Row Publishers.

Fogerty, Kenneth H., 1987, Equality Rights and Their Limitations in the Charter. Toronto: Carswell.

Fuchs, D., & Fuchs, L.S., 1991, Development of a School Building Model for Educating Students with Handicaps and At Risk Students in General Education Classrooms, Journal of L.D., May, Vol.24, No.5, Pg.311-321.

Fulcher, G. (1989). Disabling policies? A comparative approach to education policy and disability. London: The Falmer Press.

Fullan, Michael, 1982, The Meaning of Educational Change, Toronto, Ont.: OISE Press.

Fullan, M., 1982, The Meaning of Educational Change, New York: Teachers College Press.

Fullan, M., 1985, Change Processes and Strategies at the Local Level, Elementary School Journal, 85 (5) P.391-420.

Fullan, M., 1988, What's Worth Fighting For in the Principalship? Strategies for Taking Charge in the Elementary School Principalship, Toronto, Ont.: Ontario Public School Teachers' Federation (OPSTF).

Fullan, Michael & Stiegelbauer, S. (2nd ed.), 1991. The New Meaning of Educational Change, New York: Teachers College Press, Columbia University.

Gibson, Tony, 1973, Teachers Talking: Aims, Methods, Attitudes to Change. Bristol: Allan Lane.

Ghosh, Ratna & Ray, Douglas, eds., 1987, Social Change and Education in Canada. Toronto: Harcourt Brace Jovanovich.

Articles:

(a) Livingstone, D.W. and Hart, Douglas, The People Speak: Public Attitudes Towards Schooling in Canada:3.
(b) Werner, Walter, Curriculum and Socialization:91.
(c) Manley-Casimir, Michael, and Sussel, Terri, The Chartered Path: The New Rights Reality in Canadian Society:170.

(d) Lusthaus, Evelyn, The Rights of Persons with Disabilities:247.
(e) Ghosh, Ratna, Social Change and Education: Evaluation and Prospects:274.

Gilbert, C. & Hart, M., 1990. Towards Integration: Special Needs in an Ordinary School, Pentonville Road, London, England: Kogan Page Ltd.

Glossary of Legal Terms Pertaining to B.C. School Legislation, 1984, Victoria: B.C. Ministry of Education.

Goetz, J.P. & LeCompte, M.D., 1984, Ethnography and Qualitative Design in Educational Research, San Diego, California: Academic Press, Inc.

Good, Thomas L. & Brophy, Jere E., 1987, Looking in Classrooms, New York: Harper & Row Pub. Inc.

Goodlad, J.I., 1984, Inside Classrooms, A Place Called School, Chapter 4, New York: McGraw-Hill.

Goodlad, John, 1987, The Ecology of School Renewal, Chicago, Illinois: The University of Chicago Press.

Gray, J.L. & Starke, & F.A., 1988 (4th ed.), Organizational Behaviour: Concepts & applications, Columbus, Ohio: Merrill Pub. Co.

Greenfield, William D., Licata, Joseph W. & Teddlie, Charles B., 1990, Principal Vision, Teacher Sense of Autonomy, and Environmental Robustness, Journal of Ed. Research, November/December, Vol.84, No.2.

Grieve, Tarrance, 1990, "Free the Teachers and Free the Learners", The Canadian School Executive, October, p.20-22.

Hammersley, Martyn, 1977, (U.12&13), The Social Location of Teacher Perspectives, The Open University Press, London.

Hopkins, D. & Rudduck, J., 1985, Research as a Basis for Teaching; Readings From the Work of Lawrence Slenhouse, Heinemann Educational Books, London, Portsmouth (NH).

Howe, Kenneth R. & Miramontes, Ofelia B., 1991, A Framework for Ethical Delibertion in Special Education, The Journal of Special Education, Vol.25, No.1

Hoy, Wayne K. & Miskel, Cecil G., 1987, Education Administration: Theory, Research and Practice. N.Y.: Random House.

Huberman, A.M. & Miles, M.B., 1984, Innovation Up Close: How School Development Works, N.Y., New York: Plenum Press.

Huberman & Miles, 1984, Qualitative Data Analysis: A Sourcebook of New Methods, Newbury Park, California: Sage Publications, Inc.

Human Rights Act. (1984), S.B.C. c.22 (British Columbia).

Johnson, D.W., et al 1984, Circles of Learning, Alexandria, VA, ASCD.

Johnson, D.W. & Johnson, F.P., 1982, Joining Together: Group Theory and Group Skills, New Jersey, Prentice Hall.

Johnson, Susan M., 1990, Teachers at Their Work: Achieving Success in Our Schools. N.Y.: Basic Books Inc.

Joyce, B.R., 1991, The Doors of School Improvement, Educational Leadership, May, Vol. 48, No. 8.

Joyce, B.R., Hersh, R.H. & McKibbin, M., 1983, The Structure of School Improvement, New York: Longman Inc.

Joyce, B. & Showers, B., 1988, Student Achievement Through Staff Development, New York, Longman Inc.

Kaufman, Martin J., Kameenui, Edward J., Birman, Beatrice & Danielson, Louis, 1990, Change: Victim or Master of Educational Reform?, Exceptional Children, October/November, Vol.57, No.2.

Kaufman, Roger & Herman Jerry, 1991, Strategic Planning for a Better Society, April, Vol.48, No.7, p.4-8.

Kneale, Cynthia J., (1989) "The Learning Disabled Young Offender in the Canadian Judicial System". Education and Law Journal, Vol.2, No.2:139-180.

Kushman, James W., 1992, The Organizational Dynamics of Teacher Workplace Commitment: A Study of Urban Elementary and Middle Schools, Educational Administration Quarterly, February, Vol.28, No.1, 5-42.

LaRocque, L., & Coleman, P., 1987, Leadership and Commitment to Change in School Districts. A paper presented at the Annual Meeting of the American Educational Research Association, Washington.

LeBaron, Michelle L., 1980, Charter and Legal Consideration in the Provision of Educational Services to Special Needs Students. (Master's Thesis) S.F.U.

Leiberman, A., & Rosenholtz, S. (1987). The Road to School Improvement. In J. Goodlad (Ed.), The Ecology of School Renewal. Eighty-sixth Yearbook of the National Society for the Study of Education, Part 1. Chicago, ILL: U. of Chicago Press.

Linney, Jean Ann & Seidman, Edward, 1989, The Future of School, American Psychologist, February, Vol.44, No.2, 336-340.

Lipsky, D.K. & Gartner, A., eds., 1989, Beyond Separate Education: Quality Education for All. Baltimore, Maryland: Paul H. Brooks Pub. Co. Inc.

Little, J.W., 1982, Norms of Collegiality and Experimentation: Workplace Conditions of School Success, American Educational Research Journal, 19(3), 325-340.

Lumpkins, Bob, Parker, Fred & Hall, Hurst, 1991. Instructional Equity for Low Achievers in Elementary School Mathematics, The Journal of Educational Researchers, Jan./Feb., Vol.84, No.3

McCarthy, Martha M. & Cambron, Nelda H., 1981, Public School Law: Teachers' and Student Rights. Toronto: Allyn and Bacon Inc.

MacKay, Wayne A. & Dickinson, Gregory M., 1989, Rights, Freedoms and the Education System and Canada: Cases and Materials. Toronto: Edmund Montgomery Pub. Ltd.

MacKenzie, D.E., 1983, Research for School Improvement: An Appraisal of Some Recent Trends, Educational Researcher, 12(4), 5-17.

Manley-Casimir, M. & Terri Sussel, "Special Education and the Charter: The Right to Equal Benefit of the Law." Canadian Journal of Law and Society, II (Fall, 1987):45-71.

Manley-Casimir, M. & Terri Sussel, "The Chartered Path: The New Rights Reality in Canadian Society" Chapter 12 in Social Change and Education in Canada, eds. R. Ghosh and D. Day. (Toronto: Harcourt Brace Jovanovich, 1987):170-183.

Manley-Casimir, M. & Terri Sussel, "The Supreme Court of Canada as a National School Board: The Charter and Educational Change." Canadian Journal of Education, 11 (Summer, 1986):313-337.

Manley-Casimir, Michael E. & Terri A. Sussel, 1986, Courts in the Classroom: Education and the Charter of Rights and Freedoms. Calgary:Detselig Enterprises Limited.

Merriam, S.B., 1988, Case Study Research in Ed.: A Qualitative Approach, San Francisco, California: Jossay - Bass Pub.

Metz, M.H., 1988, Teachers' Ultimate Dependence on their Students. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, April.

Moffett, James, 1985, Hidden Impediments To Improving English Teaching, Phi Delta Kappan, September.

Moore, Sally Falk, 1978, Law as Process: An Anthropological Approach. London, U.K.: Routledge and Kegan Paul.

Moore Johnson, S.M., 1990, Teachers at Their Work: Achieving Success in Our Schools, Basic Books, Inc, Pub. N.Y.

Morse, Bradford W., 1980, Indian Tribal Courts in the United States: A Model for Canada? Saskatoon, Saskatchewan: Native Law Centre, University of Saskatchewan.

Murphy, Carlene U., Educational Leadership, 1991, Lessons From a Journey into Change, Educational Leadership, May, Vol.48, No.8.

Noddings, Nel, 1988, "An Ethic of Caring & Its Implications for Instructional Arrangements", American Journal of Education, Vol.96, No.2, 215-230.

Olson, John K. & Eaton, Sandra, 1987, Curriculum Change and the Classroom Order, Exploring Teachers Thinking, p.180.

Onosko, Joseph J., 1991/92, Exploring the Thinking of Thoughtful Teachers, Educational Leadership, p.40.

Peters, Thomas J. & Waterman, Robert H. Jr., 1981, In Search of Excellence, Harper and Row Pub., N.Y.

Peterson, Kent D. & Martin, Judith L., Geske & Teddlie, ed., 1990, Developing Teacher Commitment, Teachers & Their Workplace, Pt.II, p.225-238.

Peterson, P.L., 1979, Direct Instruction Reconsidered, In P.L. Peterson & H.J. Walberg (Eds.) Research on Teaching, Berkeley, California: McCutchan.

Pitsula, Pat & M. Manley-Casimir (1988) "The Charter, Educational Administrators and U.S. Case Law: Contrasting Legal Norms and Traditions" Education and Law Journal, Vol.2, No.1, pp 44-72.

Pospisil, Leopold, 1978, The Ethnography of Law: A Comparative Theory. 2nd Edition. Menlo Park, Calif.: Cummings Publishing Co.

Primary Program Resource Document for the Year 2000, B.C. Ministry of Education, 1990.

Proudfoot, Alex J. & Hutchings, Lawrence, 1988, Teacher Beware: A Legal Primer for the Classroom Teacher. Calgary, Alberta: Detselig Enterprises Ltd.

Quinn, Robert E. & Kim S. Cameron, 1988, Paradox & Transformation: Toward A Theory of Change in Organizational Management, Ballinger Publishing Co., Cambridge, Massachusetts.

Reitzug, Ulrich C. & Reeves, Jennifer Esler, 1992, "Miss Lincoln Doesn't Teach Here": A Descriptive Narrative and Conceptual Analysis of a Principal's Symbolic Leadership Behaviour, Educational Administration Quarterly, May, Vol.28, No.2, 185-219.

Resnick, D.P. & Resnick, L.B., 1985, Commissioners Standards and Performance: A comparative and historical perspective. Educational Researcher, 14(4), 5-20.

Reyes, Pedro, ed., 1990, Teachers and Their Workplace: Commitment, Performance, and Productivity, Sage Pub, Newbury Park.

Reyes, Pedro, ed., 1990, Teachers and Their Workplace: Teachers, Performance and Productivity. California: Sage Pub. Inc.

Salomone, Rosemary C., 1986, Equal Education Under Law: Legal Rights and Federal Policy in the Post-Brown Era. N.Y.: St. Martin's Press.

Schmuck, R.A., Runkel, P.J., Arends, J.H., & Arends, R.I., 1977, The Second Handbook of Organization Development in Schools.

School Regulation and Ministerial Orders, Minister of Education: 1989.

Sergiovanni, Thomas J., 1992, Reflections on Administrative Theory and Practice in Schools, Ed. Admin. Quarterly, August, Vol.28, #3, p.304-313.

Shoemaker, J., & Fraser, H.W., 1981, What Principals Can Do, Phi Delta Kappan, 64(3), 178-182.

Simmons, Deborah C., Fuchs, Douglas, & Fuchs, Lynn S. 1991, Instructional and Curricular Requisites of Mainstreamed Students with Learning Disabilities, Journal of Learning Disabilities, June/July, Vol.24, #26, p.354-359.

Simpson & Myles, 1990, General Education Collaboration Model, Journal for Exceptional Children, December, 2,3.

Sirotnik, K.A., 1987, Evaluation in the Ecology of Schooling: The Process of School Renewal. In Goodlad, J. (ed.) The Ecology of School Renewal. Eighty-Sixth Yearbook of the National Society for the Study of Education, Part 1. Chicago, Illinois: University of Chicago Press.

Slavin, Robert E., Nancy A. Madden, Nancy L. Karweit, Lawrence Dolan, Barbara A. Wasik, Alta Shaw, K. Lynne Mainzer, & Barbara Haxby, 1991, Neverstreaming: Prevention and Early Intervention as an Alternative to Special Education, Forum, June/July, Vol.24, No.6.

Smircich, L., Concepts of Culture & Cultural Analysis, 1983. Administrative Science Quarterly, p28: 354-358.

Smith, J.C. & Butterworths, David N., 1983. The Western Idea of Law, Weisstub, London, Toronto.

Smylie, Mark A. & Brownlee-Conyers, Jean, 1992, Teacher Leaders and Their Principals: Exploring the Development of New Working Relationships, Educational Administration Quarterly, May, Vol.28, No.2, 150-184.

Sparks, Dennis, 1990. What We Know About Change in Schools: An Interview With Susan Loucks-Horsley, The Developer, September p.1-6: National Staff Development Council.

Stainback, S., Stainback, W. & Forest, M. (eds.), 1989, Educating All Students in the Mainstream of Regular Education, Baltimore, Maryland: Paul H. Brookes Pub. Co.

Stallings, J., 1980, Allocated Academic Learning Time Revisited, or Beyond Time on Task, Educational Researcher, 9(11), 11-16.

Starke, R.E., 1978. The Case Study Method of Social Inquiry, Educational Researcher, 7 (2).

Starratt, Robert J., 1991, Building an Ethical School: A Theory for Practice in Educational Leadership, Educational Administration Quarterly, May, Vol.27, No.2, 185-202.

Strauss, A. & Corbin, J., 1990, Basics of Qualitative Research: Grounded Theory Procedures & Techniques, Newbury Park, California: Sage Publications, Inc.

Sussel, Terry A., 1990, Controversies in School Law: A Handbook for Educational Administrators. Vancouver: Eduserve.