

NOT ENOUGH:

Canadian Research into Inclusive Education

FINAL REPORT

**NATIONAL CONSULTATION INTO
STRENGTHENING CANADIAN RESEARCH
INTO INCLUSIVE EDUCATION**

Faculty of Education, York University, Toronto
Roehrer Institute, Toronto

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Executive Summary

This report details findings of a national consultation into Canadian interest in strengthening research around inclusive education. Inclusive education refers to the education of persons with disabilities in regular settings, and movement away from placements for many in segregated settings. A persuasive argument holds that inclusive education is a response more in keeping with contemporary views on human rights and social justice, and provides greater access to full citizenship than does the segregated special education model. Such arguments have been accepted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and are supported by the international Education for All initiative. In Canada, New Brunswick, Nunavut, the Yukon, and the Northwest Territories have declared policies of inclusion, but practical implementation is hampered by lack of Canadian research into inclusive education. Other provincial governments have retained the special education model, a situation due in part to a lack of research investigating and clarifying inclusive education theory, organization, effect, and practice.

The national consultation was undertaken in five delineated regions of Canada with meetings in Toronto, Winnipeg, Edmonton, Halifax, and Montreal. Provincial/territorial departments of education, school systems, national advocacy and support groups, persons with disabilities, federations of educators, research and service centers, and early childhood, elementary, secondary, and post-secondary educators were invited to participate. Organizations invited included both those known to favour inclusive education and those known to favour retention of the special education model.

Discussion at regional meetings focused on the positions of participating organizations toward inclusive education, areas of needed research, concerns related to strengthening Canadian research, and players in the research process and their relationships to one another. In general, organizations agreed that Canadian research into inclusive education is lacking and sorely needed. If inclusive education is to be fully understood, Canadian research into underlying principles, organizational implications, academic and social effects, preparation of teachers and other educators, and the relationship of inclusive to special education must be strengthened. The majority of organizations agreed that inclusive education was appropriate for all persons with disabilities. A smaller number argued that inclusive education was not the approach of choice for all, and advocated retention of the special education model. A troubling rift between parent groups, persons with disabilities, many advocacy/support groups, and some educator groups on one side, and many educator groups, most provincial departments of education, and a number of advocacy/support groups on the other became apparent during the national consultation. The first group favoured inclusive education. The second preferred continuance of the special education model. Apparent to both was that lack of Canadian research around inclusive education was a major barrier to bringing clarity to the situation.

Several recommendations centred on the need for the federal government, in concert with provincial/territorial governments, to stimulate Canadian research through establishment of a network of research/service centres dedicated to the investigation of inclusive education. It was also recommended that selection of sites for these centres be determined in collaboration with the regional partnerships already formed by organizations participating in the national consultation. Without such stimulation, educators, parents, persons with disabilities, advocates and government decision-makers will be without guides to developing the strongest possible responses to the educational needs of Canadians with disabilities.

1. Introduction

Between November of 2001 and March 2002, a national consultation was held on inclusive education in Canada and, more specifically, on interest in strengthening Canadian research examining inclusive educational reform. The consultation took place in five regional meetings in the following cities:

- Toronto – Ontario Region, November 10, 2001
- Winnipeg – Saskatchewan/Manitoba/NWT/Nunavut Region, December 8, 2001
- Edmonton – British Columbia/Alberta/Yukon Region, February 2, 2002
- Halifax – Atlantic Provinces Region, February 16, 2002
- Montreal – Quebec Region, March 16, 2002

People with disabilities, educators from early childhood, elementary, secondary and post-secondary streams, and representatives from provincial/territorial departments of education, disability advocacy and support groups, federations of educators, and research/service centres were invited to participate. Efforts were made to invite both organizations that favour inclusive education and those known to favour retention of the special education model.

Dr. Gary Bunch acted as Coordinator of the National Consultation, and Nadira Persaud acted as Project Assistant. Kevin Finnegan, Dr. Rick Freeze, Paul Kohl, Heather Raymond, Vianne Timmons, Dr. Robert Doré and Dr. Serge Wagner acted as regional chairs/co-chairs in their respective regions.

This report provides a summary of that consultation, and a discussion of the social and policy context within which it took place.

1.1 Context and Rationale for the National Consultation Process

The suggestion for a national consultation was advanced to Human Resources Development Canada on the belief that inclusive education is in keeping with current Canadian and international philosophy and purpose more closely than is a segregated special education system. The philosophy and purpose in question can be illustrated by the following statement:

The principle of inclusiveness implied in Canadian citizenship gives the Government of Canada a base for its approach to today's requirements [for persons with disabilities]. The federal government can – and should – promote the equality commitments contained in the national instruments that underpin full citizenship. It should also support programs and policies that help all Canadians participate effectively in the economic and social mainstream. Canadians have the right to expect inclusiveness, equality and the opportunity to achieve equal outcomes, no matter where they live.

Equal Citizenship for Canadians: The Will to Act
Federal Task Force on Disability Issues, 1996

Inclusive education is generally taken to refer to placement of persons with disabilities in regular educational environments in order to best meet their academic and social educational needs. Arguments both for and against change from the special education to the inclusive education model have been put forward by various and diverse stakeholders. As well, research from nations outside Canada exists that supports both the inclusive and segregated paradigms. While inclusiveness and mainstreaming would seem a logical extension of the Canadian government's philosophy of inclusion, there are those who feel that children and youth, both with and without disabilities, could have their education undermined by strict adherence to such a philosophy.

The number of children and youth at the centre of this debate is substantial. Using data from the 1991 Statistics Canada Health and Activity Limitation Survey (HALS), it is widely estimated that 4.2 million Canadians are limited in everyday activities – approximately 13 percent of the population. Other sources have estimated the number of students with disabilities between 9 and 16 per cent. Jordan (2000) noted that 9.24 percent of the 194,000 students in Ontario in 1997 had some kind of disability. Applied to the 1999 figures for enrolment in Canadian elementary and secondary schools, the number of students with disabilities at those two levels reaches almost 500,000. Not counted in this estimate are those students with disabilities at the early childhood and post-secondary levels. Whatever the number, it is certain that all Canadians with disabilities interact with the education system at one or more of the early childhood, elementary, secondary, and post-secondary levels. The education system is the single agency of society in Canada that interacts with nearly all Canadians from early childhood through adulthood, and interacts with them on a daily basis for 12 or more years. It is in the education system that all Canadians have the opportunity to come together, to know each other, to learn mutual respect, and to prepare for adult independence and fulfillment – the education system is the crucible in which citizenship is forged for children with and without disabilities.

1.2 Students with Disabilities and the Canadian Education System

Traditionally, learners with disabilities have been viewed as too different to be taught by regular classroom teachers in the company of peers without disabilities. This has led to the establishment of a parallel education system comprised of special schools and institutions, of special classes, and of split placement between special and regular classrooms. Use of the special education model has meant that

only teachers with special training, experience teaching students with disabilities, and who are adept at and willing to utilize special curricula are considered able to deal with the needs of learners with disabilities. The causes and results of this separation interact and intertwine, and may include:

- Status as second class learners within schools, and within the education system as a whole;
- Lack of familiarity with curricula studied by other Canadian learners;
- Generalized separation from peers without disabilities in the community;
- Minimal opportunity to advance to higher levels of education;
- Lower likelihood of opportunities for independence and rewarding employment as adults;
- Conditional recognition as participating citizens of Canada.

Advocates of inclusion argue that learners with disabilities have the right to attend schools that are closest to their homes, in settings that do not separate children according to a manufactured ideal of ability and competence. These are the same rights accorded to students who do not have disabilities. In turn, supporters of special education dispute the notion that regular classrooms are the optimal environment for the learning of many students with disabilities. It is feared by some that the rights of children without disabilities will be infringed upon by the presence of students with disabilities in the same classrooms. Provincial governments often sit on the sidelines, making minimal alterations to legislation governing students with disabilities and indulging in positive rhetoric, but cling to the traditional model. It is often noted that, in response to such problems as large class sizes, shortages in funding, or a lack of educational assistants during seemingly frequent staff walkouts, students with disabilities are often the first to be separated into segregated classes or sent home outright.

Inclusive education is an issue that is debated throughout the developed, and increasingly the developing world, reaching into countries as different as England and Japan, Croatia and India. The United Nations has been instrumental in recognizing the value of the inclusive model. Most countries, however, have experienced substantial difficulty in responding to this challenge. In Canada, educators in all provinces and territories are experimenting with inclusion, and some have been proactive in implementing it. Nevertheless, the special education model holds sway in most Canadian schools. While governments may make modest changes to legislation, the special education model is maintained. Rather than pushing for practice to influence policy, educators often adopt conservative positions and wait for governments to lead, and for research to shed light on new and promising practices. Certain community interest groups argue for continuance of the special education model, while others lobby for extension of the inclusive initiative. Across the country, parents and educators dispute educational options for individual children and recourse to the courts is increasing.

1.3 Theoretical and Philosophical Arguments for Change to an Inclusive Model

Advocacy for the inclusive model of education stems from a history of thought that has grown in response to the widespread, almost universal forced segregation of persons with disabilities. It should be made clear that the philosophy of inclusion held by organizations such as the Roeher Institute naturally extends to the domain of education. If persons with disabilities are to be included and accepted as full citizens, as true members of society, it is only logical that this be practiced in one of the most important environments of socialization – the school. As Rioux (1999) states: “Inclusive education, like other issues of disability, is a barometer. It reflects the degree to which there has been fundamental movement toward a recognition of human rights.” From this standpoint, the inability to educate students with disabilities in the same settings as students without disabilities signals not the impossibility of inclusion, but rather the shortcomings of a larger system which requires real development and change.

The very fact of this debate is a signal that change is indeed occurring. Western educational history shows a continuum from a time of absolute denial of education to those with disabilities, to the present day, where proponents of inclusive versus special education can be seen as equals in a well-matched and well-meaning debate. It can be said that development of the special education model, with its emphasis on disabilities as requiring a range of increasingly segregated placement possibilities, is simply one aspect of the development of educational services for persons with disabilities. It is neither negative nor positive, but merely part of a movement toward access to fully inclusive educational settings. At the present point on the continuum, some argue that distinctions/constructions such as “abled” and “disabled” are not sufficient reason to continue the complete or partial denial of participation in regular educational settings for the latter group.

What is the basis for this controversial belief?

The central argument for change from traditional special to inclusive education models for students with disabilities is that it is the right of every citizen to be included in all aspects of society without exception. As noted, this right has been denied in the past and continues to be denied to many across the globe.

Persons with disabilities are not the only group to experience exclusion from regular education settings. Our own Canadian past has been witness to exclusion on the basis of race and gender. In other nations, such exclusion continues to be a matter of course. However, persons with disabilities are the single group where access to regular education is denied completely or on conditional terms whether a nation is industrialized or developing, income rich or income poor.

Van Steenlandt (1995) has traced UNESCO’s recognition of the discrimination inherent in this fact. From a modest beginning in 1966, through the 1981 International Year of Disabled Persons and the World Programme of Action Concerning Disabled Persons, continuing to the present day, UNESCO and other international organizations have called for movement to inclusive education. The UNESCO Consultation on Special Education recognized inclusive education as a major issue in need of change. In its report on a study of inclusive education in eight nations, the Organization for Economic Cooperation and Development (OECD, 1999) concludes: “from organizational,

curriculum and pedagogical perspectives, given certain safeguards, there is no reason to maintain generally segregated provisions for disabled students in public education systems. In fact, the changes to the ways that schools function in areas such as pedagogy and curriculum development, and in how they are supported by outside agencies as a result of inclusive practices seem only to bring benefits to all students, disabled and non-disabled alike (p.14).”

The rights argument was reaffirmed by participants at the World Conference on Special Needs Education held in Salamanca, Spain in 1994. Van Steenlandt (1995) notes that the conference adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action on Special Needs Education. The Salamanca Statement proclaims that:

- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning;
- Every child has unique characteristics, interests, abilities and learning needs;
- Educational systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs;
- Those with special education needs must have access to regular schools which should accommodate them in a child centered pedagogy capable of meeting those needs;
- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover they provide an effective education to the majority of children and improve the efficacy and ultimately the cost effectiveness of the entire education system.

With this leadership from United Nations-level organizations, international attention has turned to the challenge of including rather than segregating persons with disabilities from early childhood through post-secondary education. A further passage from the previously quoted OECD (1999) document discusses this turning point:

To include and educate students with disabilities in mainstream schools is an important policy goal for many countries. This aspiration in itself is a testament to the strength of the democracies in which we live, the humanitarian values on which public education systems are based, our increased understanding of the processes of teaching and learning and our willingness to invest in all our children. The goal of educating disabled students in mainstream schools follows from the acceptance of the rights of the individual to be educated in regular schools. Inclusion is the name given to the process of change in education and support services needed to achieve this goal.

1.4 A Canadian Example of Inclusion

Inclusive education in Canada began in Hamilton, Ontario in the Hamilton-Wentworth Separate School Board in 1969. In fact, this school system was the first large system anywhere to opt for change from the special education model to an inclusive model. The Board accomplished this remarkable feat without fanfare or publicity and on the basis of a reasonable examination of the

situation of students with disabilities. To this end, Hansen (2001, p.4) points out that “the integration of all children into the ordinary school system is a reasonable aim which, however, does not require literally revolutionary re-thinking of current attitudes and practices and provisions based on them.”

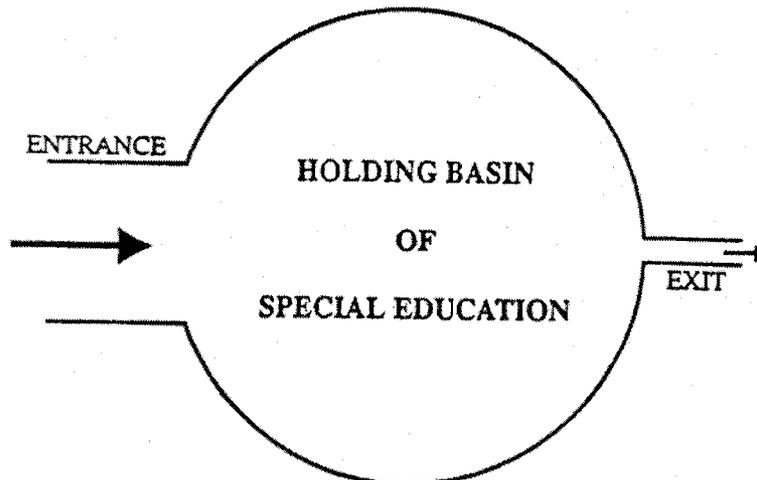
Today there are no special schools, fulltime special classes or part time special classes in the Hamilton-Wentworth Catholic system. Every student, no matter what category or degree of challenge, is in a regular classroom. Hamilton-Wentworth is unusual, as well, in that educators led the change to inclusion. In most instances it is parental pressure or government mandate that initiates this change.

Other Canadian systems have followed the Hamilton-Wentworth example. The Yukon, Nunavut, and Northwest Territories, as well as the province of New Brunswick, have passed strong policies for inclusion. However, the majority of provinces continue to employ the special education model.

1.5 Special Versus Inclusive Education – A Comparison

The special education model has grown from roots in the medical/psychological model. It is predicated on the belief that academic and social differences between students with and without disabilities are of such significance that separate educational provisions are required for many individuals. Students are clustered according to type and degree of disability (e.g. developmental delay, learning disabilities, giftedness, etc.), and are often set apart through special settings, special teachers, special pedagogical approaches, and formal identification and labeling. Though many students with disabilities may be educationally integrated in regular classrooms on a fulltime or part-time basis, their placement is liable to change to one of a range of alternate and increasingly segregated settings. There is always the chance that inability (for which the student is seen to be responsible) to maintain academic and/or social pace with students who do not have disabilities will lead to alternative placement. Once assigned a special education designation, it may be difficult for a student to overcome this label. Despite the fact that one of the major arguments in support of special education placement is that students will be strengthened by instruction there and able to return to the mainstream and keep up sufficiently with typical peers, Bunch (1997) has discussed the ease of entering the special education system and the difficulty experienced in exiting it.

“Eye of the Needle” Exit Model of Special Education



The inclusive education model challenges the cornerstones of the special education model, notably:

- differences in academic and/or social achievement between students with and without disabilities are too disruptive to a regular educational setting;
- special settings are more effective than regular classroom environments for students with disabilities;
- labeling is a key to appropriate service.

Advocates of inclusion argue that the right of persons with disabilities to be included in a regular classroom environment out-weighs the challenge to teachers inherent in such a situation. Furthermore, it is argued that the human rights issue is not the only reality in support of inclusion. With the support of specially-trained resource teachers, regular classroom teachers should be able to work effectively with all students. Academic and social achievement has been found to actually be higher in regular education settings. It has also been put forward that students without disabilities can benefit in a variety of ways from being educated in the company of peers with disabilities.

Thus, there exist two competing approaches to the education of students with disabilities across Canada. The special education model is firmly established and is employed in the education of the majority of Canadian students with disabilities. The inclusive model is of recent vintage and is growing in popularity. Both are argued for on the basis that they serve students' educational needs more effectively than the other. The length of history of the special education model, the fact that most teachers and administrators were trained in special education, and the fact that the special education approach has been the only game in town until recently, has meant that abundant Canadian research has been done, and is being done, on aspects and effects of the special education model in universities and research institutes across Canada. The same cannot be said about practices and results of the inclusive education model. It has a short history where it does exist, and little or no history in the majority of school systems. It is new and strange to teachers and administrators. It is new and strange to government decision-makers. It is new and strange to most university educators and researchers. A major factor in the continuing lack of knowledge around inclusive education in Canada, and in the hesitation of many to accept it, is the lack of clarifying and supportive Canadian research. No Canadian university and few Canadian researchers have focused on generalized reform toward inclusive education.

1.6 A Short History of Inclusive Research

Beginning in 1969, inclusive education was introduced in Canada by parents, advocates, and educators who were dissatisfied with the special education model. By the late 1980's this new model was rapidly gaining support from people with disabilities. However, it did not gain wide-spread support from educators due to the fact that it represented dramatic change from the status quo, and had not been fully proven through research and practice. This is true whether the educators in question are associated with early childhood or adult education systems, with university level research, or with university preparation programs for future teachers.

The inclusive model puts forth the position that special education has failed to realize the promise that people saw in it. It is believed that educating all learners together, regardless of ability, in regular

classrooms of community schools will help students with disabilities reach levels of academic achievement at least comparable to special education. Furthermore, given its emphasis on community resources and communal concern for members who face different challenges than the majority, inclusive education is seen to be far superior in supporting social development - responsibility for all students is placed upon regular classroom teachers, who in turn are supported by specialist personnel. Further support is provided through collaboration among teachers, parents, fellow students and others in support of the child. It is founded on the belief that learning must encompass not only academic subject matter, but also emotional and overt social questions as well.

1.7 The Value of Research

While support for a move from a special education model to an inclusive one has been swift in terms of parental response and acceptance by persons with disabilities, governments and educational bureaucracies have scarcely moved.

Canada is at a crossroads in terms of the manner in which it responds to the educational needs of students with disabilities. As the discussion of the national consultation, outlined below, will show, the scene is chaotic to say the least. There are no easily drawn lines in the sand (e.g., parents versus teachers, principals versus administrators, disability advocates versus those unaware of disability issues) which place advocates for inclusion clearly in one camp and advocates for the special education model in the other. A major source of this lack of clarity is the lack of research into inclusive practices.

No Canadian university or college has focused on inclusive education, either in terms of research or of preparing future teachers for the already changed reality of Canadian classrooms. There are no more than a handful of widely-separated Canadian researchers in the area, whereas many continue to study special education. As a result, Canadians are more familiar with and more dependent on research into inclusion from the United States than they are with Canadian resources. Additionally, as universities have failed to develop any focus on teaching or research around inclusive educational reform, no cadre of future researchers with interest and expertise in inclusive education is being developed.

2. Method of the Consultation

Each regional meeting was planned over a Friday-to-Sunday weekend. Organizations with interest in disability, education, and inclusion were invited to attend a full day Saturday meeting. A common agenda was designed for all regional meetings (see Appendix A). Regional Chairs were appointed to develop local organizing committees, make all regional arrangements for participants and the full day meeting, and to chair the meetings. Debriefing meetings were held between regional Chairs and consultation organizers following each meeting.

Invitations were extended to organizations supportive of inclusion, as well as those who have expressed reservations regarding inclusion. This included disability advocacy and service organizations, ministries of education, university and college faculties of education, parents, and various other education professionals. In advance of each regional meeting, a mailing requested all those participating to prepare by consulting within their organizations on the following:

- Position statements regarding inclusive education;
- Areas of needed research;
- Concerns regarding strengthening Canadian research into inclusive education;
- Players and their relationships in strengthening inclusive education.

These statements were collected during each meeting to serve as part of the data base for the final consultation report. In addition to written submissions, data was derived from the morning speakers and from afternoon small group discussions. In each of the regional meetings, morning speakers represented the views of parents, people with disabilities, and early childhood, elementary/secondary, and post-secondary level educators on the need for strengthening Canadian research regarding inclusive education. The Project Assistant also took notes during the full day meetings, which were added to the data base.

Reports on each regional meeting were drafted by the Coordinator and Project Assistant on the basis of meeting data (with the exception of the Quebec Region meeting – see Appendix B). Drafts were transmitted to the appropriate Regional Chairs for feedback, and were forwarded to regional meeting participants as was deemed suitable. In the case of the Quebec Region consultation, the lateness of the meeting in March did not permit the drafting and dissemination of a regional report prior to drafting the final consultation report. However, the Coordinator and Project Assistant met with the Quebec Co-Chairs to discuss data derived from the meeting, and to ensure its inclusion in the final

report. Regional Chairs received draft reports from the other four regional meetings with a request to suggest themes emerging from the reports, implications of findings, and recommendations.

3. Findings

Some 165 organizations ranging from the Pacific to Atlantic oceans, and from Canada's southern to northern borders prepared written statements of their positions relative to inclusive education. Detailed analyses of the positions revealed seminal differences between groups of organizations. Obviously, opinion is split between those who support reform toward the inclusive model, and those who support the continuance of the special education model. However, the division between groups was not neat and clean with all organizations of certain types in favour of one model and all organizations of other types in favour of the other.

The following section presents points raised by a number of organizations favouring the inclusive model. Following this, points raised by organizations preferring the special education model will be outlined. In both instances, details of comments supplied by individual organizations are provided to support overall points.

3.1 Support of the Inclusive Model

The following statements were gleaned from the various position statements made by supporters of full inclusion:

education is the best choice and results in quality education for all

A number of arguments were put forth that suggested gains could be realized for students both with and without disabilities. It was suggested that these two groups of learners have much to learn from each other. A considerable number of organizations made this point, including a number which preferred the special education model. The power and promise of all learners being educated together, regardless of disability, was recognized by all. However, not all believed inclusive education to be a response which could meet the needs of all students. The absence of Canadian research in this area permits both arguments to be made and considered equally.

Some examples of organizational statements:

1. Inclusive education provides a quality education for all students (New Brunswick Association for Community Living).

2. Implementing an inclusive education philosophy of education in schools is not only the best approach for students with disabilities, but the best approach for all students (Hamilton Family Network).
3. Inclusive education is quality education (Ontario Coalition for Inclusive Education).
4. All children benefit from inclusive education (Halifax Association for Community Living).
5. Inclusive education ensures that all students receive a quality education that addresses their intellectual, human, social and career development (British Columbia Association for Community Living).
6. ALL students benefit from inclusion (Families for Effective Autism Treatment of Alberta).
7. Inclusive education is the best educational alternative for the vast majority of, if not all, students with developmental disabilities (JP Das Developmental Disabilities Centre).
8. The Manitoba Association of School Trustees and its members have seen the benefits of inclusive education across the province for all students.
9. All children, regardless of ability, benefit from being educated together (Association for Community Living – Winnipeg).

Placement should be in regular classrooms of community schools with age appropriate peers

No group, with the exception of the Canadian Association of the Deaf, argued that persons with disabilities should not be educated together in regular settings. The difference among groups can be located in the fact that some argue for inclusion in the entire system, whereas others believe that regular placement should be extended to only a portion of students with disabilities. Groups that favour full inclusion tended to use terms such as “include/inclusion,” “all,” “every,” etc. Those who favour placement of some learners with disabilities in regular settings and others in more specialized settings tended to use other terms, as will be seen later. This difference in use of terms signals a definitional confusion which some participants believed required clarification through research.

Statements included the following:

1. All students can learn in regular classes, in their neighbourhood schools (School District 2, Moncton, NB).
2. Children with special needs should be included in all dimensions of regular schools (PEI Association for Community Living).
3. Children with disabilities should receive their education in the school they would attend if not disabled (Association for Community Living – Winnipeg).
4. Students attend their neighbourhood school along with their age and grade peers (Hamilton Family Network).
5. Educating students with special needs in regular classrooms in neighbourhood or local schools

shall be the first placement option considered by school boards, in consultation with students, parents/guardians and school staff (Policy 1.6.1, Alberta Learning).

6. The Education Act of Nunavut states that every student is entitled to have access to the educational program in a regular instructional setting in a public school ... in which the student resides.
7. All students have value and can best learn in regular classrooms with age appropriate peers (School District 8, NB).
8. All students learn in regular classrooms of community schools (Families for Inclusive Education, NS).
9. Include students and youth with disabilities in a regular classroom in their neighbourhood school with others of their own age (British Columbia Association for Community Living).

The inclusive model applies to all levels of education

The points noted below lay out the essentials of the breadth of application considered appropriate for inclusive education. For supporters of full inclusion, full access to regular settings should be available from the earliest educational experiences, and should extend the full duration of a particular educational career, in the formal system and beyond. Though only a few example points are recorded here, they are sufficient to capture the general position of the majority of organizations participating in the national consultation. Organizations favouring continuance of the special education model agreed that all regular educational settings should welcome persons with disabilities. However, their positions stop short of agreeing that all persons with disabilities could or should be placed in inclusive settings.

1. The Alberta Association for Community Living is committed to ensuring that inclusive education will be available from pre-school years through adult life.
2. The British Columbia Association for Community Living envisions a quality, inclusive system in which every person is welcomed, valued and supported and to which everyone contributes.
3. The Manitoba ACL position emphasizes ... that inclusive supports must begin in early childhood.
4. The Canadian Mental Health Association's commitment to inclusive education is a component of its philosophy of full community inclusion and citizenship rights for people with serious mental health problems.
5. The Society for Manitobans with Disabilities has a fundamental belief that sufficient funds [for inclusive education] in the early years of a child's life will result in long term gains for the individual and long term gains for society as a whole.
6. The New Brunswick Association for Community Living believes all students should be accommodated in regular classrooms.

Modifications and adaptations must be available in inclusive classrooms

There was general agreement among this group that modifications and adaptations of instruction were necessary for students with disabilities to receive the full benefit of placement in regular settings. Those persuaded that inclusive education could be extended to all learners took it as a necessary reality that teachers would modify and adapt the curriculum as well as methods of delivery.

Examples of position statements supporting this idea include:

1. We support practice whereby the education of students is based on access to the regular curriculum with curricular and instructional accommodations and adaptations (Alberta Association for Community Living).
2. With support, the needs of the student are met in the classroom of age-appropriate peers (York Catholic District School Board, ON).
3. Educators need to become familiar with the needs of all students and incorporate strategies and practices that ensure inclusion (Manitoba Chapter of the Canadian Hard of Hearing Association).
4. Accommodations include additional or alternative curriculum, curriculum adaptations or modifications, changes in teaching methodology and/or evaluation and/or teaching assistants (Eastern School District, PEI).
5. The education system is fully accessible to all students (in terms of physical environment, learning style, program adaptation, subject materials, support, etc. (Community Action Coalition to Implement the Kendrick Report [NS])).
6. Equity does not lie in identical treatment but in accommodations of difference and diversity ... All students have "special needs" which should be accommodated in the school system in the same classes (Ontario Coalition for Inclusive Education).
7. All students need to be supported intellectually, academically, socially, physically and emotionally within an inclusive classroom environment so they too can excel alongside their normal peers to the best that they can be (Local Edmonton Parent Group).

Diversity, including diversity of ability, is to be valued in the education system

A centrepiece of the inclusive position was that if one valued diversity in education, it follows that learners with disabilities should be part of regular education settings. Differences of ability were perceived as being no more a cause for exclusion in regular settings than any other difference. Ethno-racial background, gender, behaviour, appearance, and disability were all seen as equal in this regard. That regular education settings should reflect the diversity of the full community was a point raised often during the national consultation meetings. The dividing point came when some participants covered all learners with disabilities with this argument and others said diversity could be extended only so far.

Following are some statements representative of this position:

1. Inclusive education is about creating environments of authentic belonging where ALL students learn together, diversity is valued, personal growth enhanced and equity is experienced as a result of employing practices that effectively meet the needs of individually diverse learners (Developmental Disabilities Resource Centre of Calgary).
2. Students felt that inclusion meant more than including students with disabilities. Many felt excluded on the basis of race, gender, poverty, disability, behaviour and appearance (St. Boniface School Division No. 4, Manitoba)
3. Diverse students learn together in a positive learning environment sensitive to their learning styles and needs (New Brunswick Association for Community Living).
4. The diversity of students is acknowledged. All students have the right to have those needs met in the most inclusive environment appropriate to the needs of the students (South Shore District School Board, NS).
5. The needs of diverse learners are provided for in neighbourhood schools, in classrooms with age-appropriate peers (Department of Education, Student Services Division, PEI).

Students and parents, as citizens, have a right to choose inclusive education

The cement for the argument of those favouring change to fully inclusive education models was that, as citizens, students and parents have a right to choose inclusion. To be denied this right was to place limits on the citizenship of some and not others. Presentations made in writing to the national consultation, and orally during consultation meetings were replete with references to “true choice,” “right to choose,” “children educated together” and “citizenship”. It is notable that not all agreed that choice of inclusive education was a right.

For example:

1. All children, no matter where they live in Canada should be able to actively participate in all areas of life (The Centre for Excellence for Children and Adolescents with Special Needs).
2. All children should have the same educational and life opportunities (Ontario Coalition for Inclusive Education).
3. The Hamilton-Wentworth Catholic School Board recognizes the student’s right to an inclusive education.
4. Inclusion needs to be a true choice for children with autism (Edmonton Autism Society).
5. Inclusive education provides the foundation to full citizenship (Halifax Association for Community Living).
6. We believe that children with disabilities and their families should have the right to choose an inclusive education (Alberta Association for Community Living).

7. The Canadian Hard of Hearing Association position on inclusive education is based on the notion of Canadian citizenship (which gives each individual the rights to fully participate in all aspects of society).
8. All children have the right to be educated together in regular education classrooms (Local parent group, Edmonton).

Inclusive education has a wide range of advantages for all

Many benefits noted by various associations do not appear above as they were mentioned less frequently. They are noted here briefly to complete this outline of the value found in inclusive education by some Canadian organizations:

- Personal growth
- Stronger post-secondary learning
- Peer modeling
- Enhanced learning for peers
- Increased learning for students with disability
- Greater expectations of teachers
- Development of independence
- Development of confidence
- Empowerment of typical peers
- Development of leadership in typical peers
- Preparation for future life
- Students learning from each other
- Development of friendships
- Access to regular curricula
- Everyone is welcome.

3.2 Support of the Special Education Model

Various organizations favoured continuance of the special education model for students with disabilities. While agreeing that regular classroom placement has many benefits, these organizations believe such placement is not in the best interests of all students with disabilities, nor is it within the power of all educational systems. Areas of agreement among organizations favouring inclusion have been noted in the section above. Points where views among the organizations involved in the national consultations diverged are discussed in the following section.

Organizations that favour the special education model supported the following:

Placement in special education settings to meet student needs

A number of organizations indicated that they held to a philosophy of inclusive education, though they expressed conditions regarding the universal applicability of inclusion. Where these conditions arise, they are presented in bold type in the following examples.

1. The Greater St. Albert Catholic Regional School Division No. 29 of Alberta stated that, in keeping with the philosophy of inclusive education, to the greatest possible extent, students with exceptional needs are given a learning setting that maximizes their opportunity to receive programming within the regular classroom setting. This does not negate the fact that some students require individual or small group instruction to enhance the acquisition of specific skills.
2. The Edmonton Catholic School District No. 7 welcomes all students. Through inclusive practice inspired by the Gospel, the district seeks to meet students' needs in regular classroom settings in their neighbourhood school community, where a variety of services and supports are available. The district recognizes, also, that the needs of some students can be better met in centralized district special education programs where they can receive special assistance and still have the opportunity to be integrated with regular program students.
3. The Durham District Public School Board believes in the integration of exceptional students in the regular classroom wherever appropriate and in accord with parents' wishes. A range of placements or settings to meet the needs of students should be provided.
4. Effective program options and supports, particularly early intervention initiatives, should be provided for children at risk to ensure equitable opportunities for success.
5. The York (Ontario) Catholic District School Board's philosophy and procedure is one of mainstreaming for facilitating the learning of all students. A continuum of responses is, however, not excluded due to the evolutionary process of mainstreaming.
6. Integration of an exceptional student into regular classrooms should be a flexible goal, that is, to the greatest degree possible. The degree of integration should change as the child's needs change (Ontario Secondary School Teachers' Federation).
7. The Learning Disability Association of Ontario does not support inclusion as a goal, to the

exclusion of other special education placement options ... Special education placements should always be determined on the basis of the needs of a child and parental wishes ... the placement where this placement is delivered is secondary.

8. The Department of Education for Nova Scotia recognizes education as a matter of citizenship and human rights and expresses belief in the philosophy of inclusion... An alternative setting on a full or part time basis for a limited period may be necessary to meet the needs of the exceptional student.
9. Assiniboine South School Division # 3 (of Manitoba) supports placement of all children in regular classrooms as much as possible. There are instances in which students with disabilities are not placed full time in a regular classroom if specialized programming is felt to be a more appropriate alternative.

Preference for a Continuum of Possible Placements

Growing out of the conditional acceptance of inclusive practice for some, but not all students is the preference for a continuum of alternate placements for students with disabilities who are rated in hierarchies of perceived need. Statements characteristic of this philosophy include:

1. Assiniboine South # 3 has developed a Cascade Model for placement. The model contemplates placement full time in regular classrooms in neighbourhood schools to out-of-division placement.
2. The Canadian Council for Exceptional Children holds a continuum of services position. Inclusion is one service on the continuum.
3. The diversity of students is acknowledged. All students have the right of having [her/his] needs met in the most inclusive educational environment appropriate to the needs of the student.
4. The Nova Scotia Department of Education provides for a continuum of services based on the philosophy of inclusionary practices.
5. Yukon College respects diversity and considers inclusive education as one of the approaches along with an array of alternatives.
6. The Learning Disability Association of Alberta believes that in order for students with disabilities to be served adequately, a continuum of services is essential.
7. Placement options include the regular classroom, regular classroom with support, part time special education class, and full time special education class (Alberta Learning).
8. An inclusive school is a supportive, caring and responsive learning community in which diversity is honoured and students are provided with a continuum of services within the regular classroom, school, and home community (Saskatchewan Education).
9. A range of placements or settings to meet the needs of exceptional students are provided (Durham District Public School Board, Ontario).

Belief in a Most Enabling Environment

Various associations believe that supporting an individual student's learning requires the choice of a particular environment that is viewed as most in keeping with a student's needs and abilities. This position is based on the belief that the range of alternate placements characteristic of the special education model provides various learning environments, one of which will be most suited to the identified learning needs of any particular individual. Statements supportive of this model include:

1. Students with learning disabilities (at all levels of education) should be provided with an appropriate education delivered in the most enabling environment... one based on and which builds on the learner's strengths and needs.
2. The York (Ontario) Catholic District School Board supports mainstreaming of learners with a focus on providing the most enabling learning environment.
3. Public education in Ontario should be based on a commitment to students, parents, and teachers that supports the intellectual, social, physical and emotional development of each child in the most enabling environment (Elementary Teachers' Federation of Ontario).
4. Support services (Individual Education Plans, transitional planning, and life skills opportunities) provide meaningful inclusive education within the most enabling environment (Eastern School District, PEI).

3.3 Summary

Positions relative to inclusive education among participating organizations revealed two major salient points:

1. All participating organizations, less one, agreed that placement of learners with disabilities in regular educational environments is beneficial to those learners and to the learners around them. This being the case, learners with disabilities should be welcomed at all levels of regular education systems.
2. Participating organizations split into two groups when it came to discussion of how many learners with disabilities could be included in regular education settings. One group, largely community advocacy agencies, people with disabilities and their parents, and including some Canadian governments and several education systems, believed that inclusion in regular community education settings could and should be extended to all learners with disabilities. The second group, largely comprised of school systems, provincial ministries of education, and bolstered by some parent advocacy groups, believed that some learners with disabilities could best have their needs met in specialized environments rather than in regular education settings.

This situation signals a deep rift between parts of the national community regarding the educational best interests of Canadian students with disabilities. To a great extent the division appears to be between members of the regular community, parents, advocates, and people with disabilities, plus a number of governments and educators on one side, and the general education community and provincial ministries of education (bolstered by a number of parent advocacy organizations) on the

other. This is a disturbing finding. It raises many questions of rights and equity for the 10 to 15 % of Canadians with disabilities in the view of the education system, a system all Canadians must attend for a good portion of their lives.

4. Research Needs Expressed by Consultation Participants

4.1 *Human Rights, Social Justice and Attitudes Toward Inclusive Education*

Many participating organizations indicated a need for clarification through research of the associations between human rights, social justice, attitudes and inclusive education. As previously discussed, it is not universally accepted that Canadians with disabilities have a right to inclusive educational placement. Nonetheless, it was generally accepted that the rights and social justice issue requires examination. Tied to this issue were differing statements of belief and attitude regarding broad areas of theory and practice among those concerned with inclusive education. A number of research questions suggested by participants touched on human rights, student rights, and attitudes (an exhaustive list of such questions posed during the national consultation meetings are detailed in Appendices XXX). From the many questions posed in this area, a distilled and representative list was created, which is provided below.

Human Rights and Social Justice

1. When choice of inclusive education is at issue, what do Canadian human rights codes of various types provide for, re: the rights of students with disabilities?
2. How may persons with disabilities and their families become aware of these rights?
3. How may rights be secured when perceived to be in jeopardy?
4. What rights accountability frameworks for inclusive education exist nationally, provincially, and territorially in Canada?
5. Do aspects of the special education model of education for persons with disabilities conflict with individual human rights and social justice?
6. What understandings do educators and educational administrators have regarding student rights and social justice?

Attitudes and Belief Systems

1. What attitudes exist among Canadian teachers with respect to educational inclusion of persons with disabilities?
2. What attitudes exist among Canadian educational administrators with respect to educational inclusion of persons with disabilities?
3. What attitudes exist among Canadian educational organizations, such as school systems and teacher federations, with regard to educational inclusion of persons with disabilities?
4. What attitude does Canadian society, in general, have toward inclusion of Canadians with disabilities in regular education environments?
5. Do educators believe that a hierarchy based on type of disability exists when making educational placement decisions?
6. Do educators believe that a hierarchy based on ethnicity, socio economic status, or gender exists when making educational placement decisions for persons with disabilities?
7. Do educators believe academic or social achievement level to be a deciding factor when considering educational placement?
8. Do educators believe specialized educational environments result in higher academic and social achievement levels for persons with disabilities than do regular classroom environments?

4.2 Professional Development and Best Practices in Inclusive Education

The majority of Faculties of Education in Canadian universities offer little in the way of study in the area of inclusive education. In terms of preparation of future teachers, most faculties stress preparation for working within the special education model, with its emphasis on categorizing and labeling, life skills instruction, special methods, and separation for instruction. Inclusive education is of such recent occurrence that teacher preparation programs have not been able to realign their curricular offerings to allow well-informed professionals ready to step into inclusive education settings to graduate. Participants were strongly aware of the lack of teacher preparation programming across Canada, and suggested the need for research which studies the optimal preparation of future teachers for the reality of the inclusive classroom. Research should not focus only on professional preparation of classroom teachers, but must extend to specialist resource teachers and administrators. Of particular note are the concerns of jurisdictions that have policies of inclusion (i.e. Nunavut, Yukon, the Northwest Territories, and New Brunswick) that teachers knowledgeable in inclusive education become available for all their schools. The three territories were particularly concerned with ways to offer inclusive education services in rural and remote areas.

Specific research questions include:

1. What model of teacher preparation would most strongly support preparation of future teachers for including students with disabilities in regular education environments?
2. What model of early childhood education would most strongly support preparation of future early childhood educators for including children with disabilities in regular education environments?
3. What model of post secondary education for persons with disabilities would most strongly meet their needs?
4. What model of professional development would most strongly support practicing teachers for including students with disabilities in regular education environments?
5. What model of professional development would most strongly support practicing early childhood educators for including children with disabilities in regular education environments?
6. What model of professional development would most strongly support specialized resource teachers to support inclusion of students with disabilities in regular education environments?
7. What model of professional development would most strongly support specialized early childhood educators to support inclusion of children with disabilities in regular classroom environments?
8. What model of professional development would most strongly support educational administrators for support of an inclusive model of education for persons with disabilities in regular education environments?
9. How would the above forms of professional development need to change to meet the needs of included First Nations and Inuit persons with disabilities in regular education environments?
10. How would the above forms of professional development need to change to meet the needs of persons with disabilities in rural and remote areas of Canada?
11. What is the present state of professional development at various levels of the Canadian education system for early childhood education personnel, teachers, specialist personnel, and administrators in terms of inclusion of persons with disabilities in regular education environments?
12. What is the effect on educational personnel of working in inclusive regular education environments on their responses to education of persons with disabilities?
13. What is the effect on educational personnel of working in special education environments on their responses to education of persons with disabilities?
14. What professional preparation is required by educators at various levels of the Canadian education system for working collaboratively with educational assistants?

Professional Development of Educational Assistants for Inclusive Education

Educators were not the only group who expressed a desire for professional development in inclusive practice. Educational assistants, who work with teachers to support students with disabilities in regular settings, need to be familiar with the philosophy and practices of inclusion as well. Though there are a number of Canadian professional preparation programs for educational assistants, the majority of these focus on the special education model. The larger challenge, however, is that most educational assistants have no formal preparation for their duties. They are expected to gain their skills while on the job. As capable and knowledgeable educational assistants are fundamental to the success of inclusive education for many students with disabilities, consultation participants therefore called for research into how to prepare them for their duties. The following questions are representative of the kind of research that is deemed necessary.

1. What model of professional development for educational assistants would most strongly meet their needs for supporting persons with disabilities in regular education environments at various levels of the Canadian education system?
2. How would professional development for educational assistants change from early childhood, to elementary school, to secondary school, to college, to university levels when preparation for supporting persons with disabilities in regular education environments is considered?
3. What professional preparation is required by educational assistants for working with educators in regular education environments at various levels of the Canadian education system?
4. How necessary are educational assistants to support of persons with disabilities in regular education environments at various levels of the Canadian education system?
5. What is the role of educational assistants in supporting persons with disabilities in regular education environments at various levels of the Canadian education system?

Best Practices for Inclusive Education

Participants presented the view that knowledge of models and methods for teaching inclusively are not simply the same as those needed for working with students who do not have disabilities. Nor are the models and methods supportive of special education easily transferable to inclusive settings. There are models and methods supportive of inclusive education, but these are not well-known in most Canadian education systems. Participants called for development of an aggressive research program designed to define and describe best practices for inclusive education, guided by questions such as:

1. What successful models of inclusive education exist in Canada and elsewhere at the early childhood, elementary, secondary, college, and university levels?
2. What successful models of inclusive education for rural and remote areas exist in Canada and elsewhere at the early childhood, elementary, secondary, college, and university levels?
3. What models for transition from special education models of education for persons with

disabilities to inclusive education models would ensure smooth change?

4. What models of administration are most appropriate for support of inclusive education in regular settings?
5. What funding models for inclusive education exist in Canada that best meet the needs of persons with disabilities?
6. What instructional strategies supportive of inclusive education are appropriate at the early childhood, elementary, secondary, college, and university levels?
7. What forms of collaborative teaming among educational personnel best meet the needs of developing and maintaining an inclusive regular education environment at the early childhood, elementary, secondary, college, and university levels?
8. What forms of collaborative teaming among educational personnel and parents most strongly meet the needs of developing and maintaining inclusive education environment at the early childhood, elementary, secondary, college, and university levels?
9. What inclusive support strategies are effective across a range of categories of disability at the early childhood, elementary, secondary, college, and university levels?
10. What inclusive support strategies are effective for specific categories of disability (e.g. intellectual, physical, learning, sensory) at the early childhood, elementary, secondary, college, and university levels?
11. What inclusive support strategies are effective for persons with severe levels of disability at the early childhood, elementary, secondary, college, and university levels across areas of disability and within specific categories?
12. What peer support strategies are effective for persons with disabilities at the early childhood, elementary, secondary, college, and university levels?
13. What forms of assessment are appropriate for persons with disabilities when included in regular education environments at the early childhood, elementary, secondary, college, and university levels?
14. How may educational assistants most effectively support inclusion of persons with disabilities in regular education environments?
15. How may volunteers most effectively support inclusion of persons with disabilities in regular education environments?

4.3 Effects of Inclusive Education

Proponents of inclusive education believe that it will result in academic and social benefits for persons with disabilities, for their educational peers, for families, and for society at large. This belief is based primarily on experience gained where inclusive education has been available. Very little Canadian research has examined the actual effects of inclusive education on learners and others, nor is there an

accepted idea as to how this might be assessed. Short term effects are vague. Long term effects are unknown. Comparisons with the effects of special education models are rare. The following questions will help to add to the research and knowledge base:

1. How might the academic and social effects of inclusive education be measured for persons with disabilities at the early childhood, elementary, secondary, college, and university levels?
2. How might the effects of early inclusive experience on later academic and social performance be measured?
3. How might the effects of inclusive education on development of the culture of a regular education setting be measured and described?
4. How might the effects of inclusive education on life after the school years be measured?
5. How might the effects of inclusive education on educators be measured?
6. How might the effects of inclusive education on educational assistants and volunteers be measured?
7. How might the effects of inclusive education on peers of persons with disabilities be measured?
8. How might the effects of inclusive education on societal attitudes toward persons with disabilities be measured?
9. What are the relative effects of strategies deemed supportive of inclusion?
10. What are the relative effects of differing administrative models on the development of an inclusive culture at the early childhood, elementary, secondary, college, and university levels?
11. What are the relative effects of differing funding models on the development of inclusive education at the early childhood, elementary, secondary, college, and university levels?
12. What are the effects of union contracts for educators and educational assistants on the development of inclusive education?
13. What are the academic effects of inclusive models as compared to special education models at the early childhood, elementary, secondary, college, and university levels?
14. What are the effects of inclusive as compared to special education models on the attitudes toward inclusion of educators at the early childhood, elementary, secondary, college, and university levels?
15. What are the effects of inclusive as compared to special education models on the attitudes of peers toward persons with disabilities?
16. What are the effects of inclusive as compared to special education models on the attitudes of educational assistants toward persons with disabilities?
17. What are the effects of inclusive as compared to special education models on societal attitudes toward persons with disabilities?

18. What are the effects of inclusive as compared to special education experiences on higher education for persons with disabilities?
19. What are the effects of inclusive as compared to special education experiences on employment for persons with disabilities?
20. What are the effects of inclusive as compared to special education experiences on where persons with disabilities reside following their school years?
21. What are the long term costs associated with inclusive as compared to special education for persons with disabilities?

4.4 Secondary Schools and Inclusive Education

Secondary schools appear to pose different challenges to the implementation of inclusive approaches than do early childhood or elementary school settings. Participants in the consultation hypothesized that the structure of secondary schools might be a challenge, that professional preparation of secondary level educators may be a factor, and that the subject orientation of secondary schools might be important. Some wondered about the potential of cooperative education programs and transitional programming. Hypotheses and wonderings were necessary as research studies into inclusive education are sparse on the Canadian scene. The following research questions will help to ameliorate this situation.

1. What models of inclusive education would be most appropriate for implementation in secondary schools?
2. How might semester program designs differ from full year program designs with regard to inclusive education?
3. What is the relationship of inclusive education to cooperative education at the secondary level?
4. What is the relationship of inclusive education and extra-curricular activities at the secondary level?
5. What models of transition from elementary to secondary, and from secondary to post-secondary levels would be appropriate in inclusive education settings?
6. What model of transition from secondary school to employment would be appropriate?
7. What relationship exists between levels of academic and social achievement, and implementation of inclusive education at the secondary level?
8. What instructional strategies supportive of the inclusion of students with disabilities are specifically relevant to secondary schools?

4.5 Post-Secondary Education and Inclusive Education

Few Canadians with disabilities make it to post-secondary education. One promise attributed to the inclusive approach is that more students will succeed in this endeavour once inclusion becomes more common. Unfortunately, as an on-going study of state of the art research into inclusive education in Canada (Bunch, Rioux, Pudlas, Doré, & Persaud, 2002) points out, almost nothing is known of the numbers of adults with disabilities in post-secondary institutions, their success, and their trials and tribulations. Consultation participants offered a number of research possibilities which would assist in clarifying the post-secondary situation.

1. What models exist in Canadian post-secondary institutions for the support of persons with disabilities in credit-granting certification and degree programs?
2. What models exist in Canadian post-secondary institutions for the support of persons with disabilities in non-credit granting programs?
3. What instructional strategies supportive of inclusion of persons with disabilities are specific to post-secondary education?
4. What courses with emphasis on inclusion of persons with disabilities are offered in Canadian colleges and universities?
5. What roles do individual faculties have in the promotion of inclusion in general society in terms of education, employment, community membership, recreation, life-long learning?
6. What transition plans are available in Canadian colleges and universities to support persons with disabilities beyond school life?
7. What barriers face persons with disabilities wishing to attend college or university and how might these be overcome?
8. What residential provisions are made in Canadian colleges and universities for persons with disabilities?
9. What employment success is met by persons with disabilities graduating from Canadian colleges and universities?

4.6 Cost and Inclusive Education

A major barrier to a transition to a model of inclusive education is the belief that it will prove to be more expensive than present special education approaches. This possibility concerns decision makers and tax payers alike. However, few valid and reliable studies of the cost of inclusive as compared to special education have been undertaken internationally. None have been undertaken in Canada. Those who advocate for inclusion are persuaded that inclusion will prove less expensive than special education, particularly in the long term. Advocates of special education models hold the opposite position. The reality of the situation will remain unclear until studies based on the Canadian situation, such as those listed below, are undertaken.

1. What are the cost comparisons for inclusive and special education models at the early childhood, elementary, secondary, college, and university levels?
2. What costs are associated with maintaining both inclusive education and special education provision in the same educational system as compared with maintaining only one model?
3. What are the long term cost comparisons for graduates of inclusive versus special education programs?
4. What information on cost is available from jurisdictions beyond Canada to serve as a guide to Canadian decision-making relative to implementation of inclusive or special education models?

4.7 Nation-Wide Studies

Canada is a nation with divided responsibilities for education. At the early childhood and post-secondary levels, both federal and provincial/territorial governments have a mandate. At the elementary and secondary levels, only provincial and territorial governments have a mandate. Yet reform toward an inclusive philosophy and approach is a dynamic that is present across the entire nation at all levels of education. Consultation participants were strong in the view that national studies were required to shed light on many aspects of movement toward inclusion. Though the federal government has no managing roles in some aspects of education, it does have responsibility for stimulation of research on issues affecting the nation. Participants were of the opinion that the federal government should stimulate studies, such as those listed below, which cover one or more Canadian jurisdictions in an effort to clarify the many issues associated with reform toward inclusive education.

1. What policies have been developed across Canada to support the education of persons with disabilities in regular education environments?
2. What funding policies and mechanisms have been developed across Canada to support the education of persons with disabilities in regular education environments?
3. What barriers to parent participation in education placement decisions regarding their children exist across Canada?
4. What barriers to parent participation in educational programming decisions regarding their children exist across Canada?
5. What models of parent participation in determining educational placement and programming for their children exist across Canada?
6. How many students with disabilities are being educated under inclusive education models and under special education models at early childhood, elementary, secondary, college, and university levels across Canada?
7. What is the degree of national, provincial, and territorial government commitment to inclusive education across Canada?

8. What steps have national, provincial, and territorial governments taken toward ensuring education in regular settings for Canadians with disabilities?
9. What is the level of knowledge of educational decision makers across Canada of inclusive education compared to special education?
10. What are the effects of inclusive education and special education experience on the development of citizenship for Canadians with disability?
11. What unique contributions to development of inclusive education have Canadian educators, educational systems, and governments made?
12. What role does the federal government have in ensuring that Canadians with disabilities have equitable access to regular education settings across the country?

4.8 Summary

Participants posed literally hundreds of possible research questions. These have been blended into those detailed above. A daunting number of major areas requiring research investigation and clarification have emerged from discussions during this consultation. There is no doubt that Canadian research into inclusive education would be valued by those concerned with disability and education. As a number of participating organizations argued, a Canadian perspective on research into inclusive education must be developed, and that research must be of high quality.

5. Participant Concerns Regarding Strengthening of Canadian Research into Inclusive Education

Previous discussion has indicated considerable agreement among national consultation participants that Canadian research into movement toward inclusive approaches in education is needed. Even those with reservations regarding change toward inclusion agreed that research into how best to educate Canadians with disabilities in regular settings was needed, though not all might be placed in such settings.

Discussion will now turn to concerns the organizations contributing to the national consultation had regarding the strengthening of Canadian research. Concerns were not expressed regarding the actual strengthening of research, but rather about practical issues such as costs and sources of funding, the design and quality of research, and areas around which research should focus.

5.1 Costs and Funding

Many participants pointed to issues of research funding. In general, the belief was that the interests of people with disabilities were low on the funding totem pole in Canada. In addition, it was said that funding is inconsistently available and inequitably distributed across the country. The view was advanced that available funding tended to be disproportionately directed to studies related to aspects of the special education model. A similar point was made regarding funds being tied up in pure research to the exclusion of studies into best practices. Concern was expressed as well that research funds should be available to community organizations as well as to more formal research sites such as universities.

These concerns led to suggestions of how funding might be managed. There was considerable agreement that the federal and provincial/territorial governments would do well to collaborate on making funds available equitably across Canada for research into education of Canadians with disabilities in regular education settings. Particular attention should be paid to the needs of rural and remote areas and areas with significant populations of indigenous peoples. Studies across provinces/territories should be a significant focus of federal and provincial/territorial funding collaboration.

5.2 Federal, Provincial, and Territorial Responsibilities and Relationships

Participants made it clear that they believe all levels of government, above that of municipalities, to share responsibility for the stimulation of Canadian research. The obverse of this view is that these levels of government were not presently stimulating research. Within this general encouragement toward collaborative action, participants also noted specific responsibilities attached to the different levels of government.

The federal government was seen as the leader in developing a national policy for research into inclusive education and in approaching the provinces/territories to collaborate in stimulating research. The federal government also was viewed as the appropriate level of government to create a national structure within which research would take place. Certain studies, such as those that would deal with the number of Canadians with disabilities in the various levels of the education system, the long term effects of experience in regular settings, education of First Nations and Inuit citizens with disabilities, and other studies of broad, national nature, were seen as within the purview of the federal government more so than that of the provinces/territories. The federal government was considered the natural agent to develop a system for dissemination of research findings and new resources across the nation.

Provincial/territorial responsibilities were seen as focused on the uniqueness of provinces, territories, and regions. Studies of elementary and secondary practice as it relates to inclusive education was acknowledged as more a provincial/territorial responsibility than a federal one, though collaboration between levels of government was still valued. Enlistment of education system professionals in research activities and the stimulation of action research studies were also considered closer to provincial/territorial responsibility than to federal.

Collaboration across levels of government was seen as a responsibility of federal and provincial/territorial governments. As reform toward inclusive education as a means of strengthening the education of Canadians with disabilities was a challenge for all parts of Canada, the need for all levels of government to work together in effecting federal and provincial/territorial policies and understandings is high. One area of needed collaboration is the development of agreed-upon definitions of inclusion and integration to clear up the present confusion caused by varying interpretations. This is a priority area, as a lack of common definitions will result in a lack of shared understandings of the terms on which the discussion turns. A second area of needed collaboration is an agreement for the sharing of knowledge of inclusive practices and resources among school systems within provincial/territorial jurisdictions and adjoining First Nations and Inuit communities. A third area mentioned by many was the need for research information to be filtered through the realities of the public education system in Canada. Were the federal government to develop a dissemination system for research findings, collaboration with provincial/territorial governments would be key to ensuring that information was received by educators and parents within their jurisdictions.

5.3 Linking Policy and Practice

Concern was expressed that policy and practice be linked in ways that support children, families, and communities. This point was connected by a number of participating organizations to that of

dissemination of research findings. It is only through knowledge of what research has to say about appropriate and powerful ways of educating Canadians with disabilities that those interested in disability and education can gauge the relationships between policy and practice. Some participants who mentioned this point saw this as a method of testing the applicability of research findings to practice as an end product. The concern that research not be an end in itself, but a contribution that researchers can make to Canadian educational practice was a theme which ran through many of the written and oral contributions of consultation participants.

5.4 Dissemination of Research Findings

Though mentioned above under the discussion of federal and provincial/territorial responsibilities, given the number of times it was mentioned during the consultation the issue of dissemination of research findings deserves a discussion of its own. Beneath many of the statements made, a frustration could be sensed among participants that research was not well disseminated in Canada. A lack of familiarity with research is a barrier to the improvement of education for Canadians with disabilities.

Though the need for researchers to write for journal and book publication was acknowledged, participants also expressed a desire that research findings be produced in formats accessible to all citizens, including people with disabilities. Lack of effective dissemination, the length of time taken for research findings to filter down to the users, and the language of research were all mentioned as concerns.

5.5 Research Design and Implementation

Dissemination was not the only practical concern of participants. The utility of research was also a matter for discussion. In this regard, it was mentioned that research must be current, that studies must be open to replication, that not too much replication occur, and that comparative studies be included.

A second desired characteristic of research was that both quantitative and qualitative research be undertaken. Concern was expressed that use of statistics was a barrier to access to research, whereas qualitative studies are often based on small numbers of participants. Questions of objectivity, reliability, and relevance emerged around these two concerns.

In addition to the above, participants expressed the wish that longitudinal research be conducted, that research be participatory and enable wide participation by those interested in disability and education, that action research be undertaken, that the ethics of undertaking research with vulnerable populations be considered, and that basic guidelines for research practice be followed.

5.6 Other Areas of Concern

The above discussions set out concerns mentioned by significant numbers of meeting participants. Other concerns were raised, though by lesser numbers. Numbers, though, are not always indicators of the importance of points raised. At times, certain points are raised by a few but deal with fundamental issues.

This is true of the need for research of education in rural and remote areas of Canada. Though sparsely inhabited and not the usual living spaces for researchers who tend to cluster in large centres, research in remote and rural areas is important for those who live there. Specific mention was made, for instance, of the need to include First Nations and Inuit populations in research. In fact, suggestions were made that they might well be the focus of studies into inclusive education at times.

The need for cultural sensitivity applies to First Nations and Inuit populations, but also to others in multicultural Canada. Ethnic differences, linguistic differences, and differences in ways of relating to those from outside the community were mentioned, as was the need to employ research instruments appropriate to the populations being studied. The over-representation of some minority groups in special education was noted and issues of discrimination in learning expectations and inappropriate test instruments brought forward.

Transitions from one inclusive setting to another was a significant issue for some consultation participants. Parents and persons with disabilities mentioned barriers posed by the lack of transition programming, as well as situations of transition from inclusive to less-than-inclusive settings. Lack of commitment on the part of the community to extend inclusive opportunities past the early childhood and public school settings to post-secondary, employment, and social settings through transitional planning was a fundamental concern.

The two solitudes question surfaced a number of times during the consultation, particularly in the Atlantic and Quebec Region meetings. Equitable funding support in Francophone and Anglophone areas of Canada was advanced as a concern. Suggestions were made regarding the need for French and English researchers to collaborate on questions of common interest, of the need to find ways of disseminating research findings in both languages, of the need for research collaboration between English and French language universities and school systems, and the need for meetings among English and French researchers to share information and to form partnerships.

A final concern was the desire for collaboration and communication between researchers and those participating in research. Many meeting participants felt that they had simply been specimens under the researcher's microscope. They expressed a desire to be viewed as partners in the research process, as valuable contributors, and as people who could identify worthwhile areas for research.

5.7 Summary

There was universal approval for movement to strengthen Canadian research into inclusive education. It was said that quality research must be undertaken, that federal and provincial/territorial governments must collaborate in setting and supporting a national research agenda, that research must be well disseminated, that a range of players must become involved in the research process, and that agreed-upon definitions of inclusive education and integration must be a research priority. Careful thought must be put into ensuring that a national agenda for research be created, that the federal government take a lead in stimulating research, that research undertaken is well designed, that it represents important aspects of inclusive education, and is characterized by collaboration and cooperation.

6. Research Players and Their Relationships

This national consultation provided participants with a rare opportunity – conceptualizing who should be involved in research into inclusive educational reform and what their relationships should be. As the following discussion indicates, participants had a clear view of the players, how they would contribute to a national research agenda, and why they were appropriate to the process.

6.1 *The Players*

To no one's surprise, participants in the national consultation process held an inclusive view of who should be active players in research into inclusive education. They listed:

1. Governments, Particularly the Federal

Besides being a major consumer of educational research information, the federal government is seen as a lead player with specific roles, including:

- setting a national research agenda
- setting a national policy of inclusion in education where it has the mandate to act
- creating and funding a national structure to stimulate and disseminate research across Canada
- reaching accords with provincial and territorial governments to support research into inclusive education.

2. Provincial/Territorial Governments, particularly Ministries/ Departments of Education

Provincial and territorial governments are seen as central players, also with specific roles. These roles include:

- Setting provincial policies for education of students with disabilities in regular settings
- Developing a multi-disciplinary government support system for students with disabilities

- Stimulating and funding research
- Assisting school systems in moving towards inclusion
- Development of resources supportive of integration in regular settings
- Working in concert with federal and other governments in supporting research into inclusive education
- Consumers of research

3. Parents and families of persons with disabilities

Parents and families have insights into the potential, abilities, and needs of their children that can be held by no other group. They have an interest in practical applications of research findings, a process that is abetted by clear statements of those findings. They are the long term guides of persons with disabilities, and serve to connect the social, academic, health, employment, living, and friendship spheres of their children's lives.

4. Persons with disabilities – youths and adults

Older and younger persons with disabilities are the centre of all research efforts put into inclusive education. They have clear understandings of the educational challenges of disability. Their experiences provide them with a wealth of information and contacts of value to the research process. They are excellent judges of whether or not a particular educational structure meant to be inclusive actually works as such.

5. University and other researchers representing various disciplines

University and other researchers possess expertise in research methodology and design. They work in settings developed with research activities in mind and have access to necessary technical and other supports. They are experienced in accessing research funds. They also act as teachers and play a role in professional preparation of other teachers. Significantly, they are guides to the development of future researchers. University and other researchers are also consumers of research.

6. School system educators, teachers, specialist teachers, administrators, educational assistants

School system educators have responsibility for designing educational programs for persons with disabilities, for implementing those programs, and for evaluating them. They are the major consumers of educational research and have direct knowledge of what types of research support are of interest in inclusive education. They often have access to research funding. They control research access to school systems. They set system policies of education for students with disabilities.

7. Advocacy and support organizations of various types, and including organizations seeing value in continuing with special education models

Advocacy and support organizations have mandates to work in the interests of persons with disabilities. They have practical understanding of the life challenges of persons with disabilities and often direct experience of what works and what doesn't work in supporting them. They have an interest in stimulating research and have the ability to access research funding. They are consumers of research.

8. Students without disabilities

Students who do not have disabilities experience education more or less on par with peers who have disabilities. They form a major part of their circles of friends and acquaintances. They have a unique perspective on what the educational challenges of their peers are and, often, how they might be solved.

9. The private sector

The private sector employs graduates of school systems and have a vested interest in the provision of the most efficient and effective education for all. Their equity policies give them an interest in supporting persons with disabilities. They are also potential research funders.

Not every research study has to include every potential research player. Players become players in a particular study on the basis of a needed contribution to the study. Familiarity with the potential contributions of each player will support the development of a strong research team.

6.2 Relationships Among the Players

Participants at every consultation meeting stressed that those who participated in research were to be partners in a collaborative activity. A contribution to any research study is dependent on the particular knowledges and understandings of any player, as well as how the strengths of players interact and combine. A broad base of research participants provides the possibility of a range of research approaches as well as reduced dependency on any one particular approach.

A number of consultation participants advanced the position that universities were natural centres for research given the training and experience characteristic of those working in them. Development of university research centres that focus on inclusive education would support leadership roles in research and teaching and would support the development of a cadre of future researchers versed in inclusion.

Though university or other research centre personnel are seen as potential leaders in research, they should not be seen as controllers of what research projects are to be undertaken, nor of who is to be involved. University-based centres must act as centres of collaboration, with close contacts in stakeholder communities. They should serve as resources to those who have interests in disability, education and inclusion. Centres should form a collaborative network to support research and other activities across the nation.

7. Recommendations

Organizations that participated in the discussions were requested to make written submissions to the consultation on various topics, which have been discussed earlier in this report. Many took advantage of this opportunity. During each full-day meeting, participants were provided with a description of the context of research and inclusive education in Canada, and they heard from speakers presenting views of parents, persons with disabilities, advocacy organizations, First Nations groups, early childhood educators, elementary and secondary educators, and post secondary educators. Afternoons were devoted to small group discussions of research needs, concerns, players, and other issues. Data derived from each of these information sources were analyzed, and themes categorized. These themes served as a basis for the following recommendations with regard to federal government action in inclusive education and strengthening of Canadian research in the area.

It is recommended:

1. **That endowment funds be assigned by an appropriate ministry of the federal government to support the development of an ongoing Canadian network of university-based research centres, with the mandate of studying inclusive education as it relates to the Canadian education system from early childhood through post-secondary education and training.**

Every organization participating in the national consultation, save one, supported the position that Canadian research into inclusive education requires strengthening. This recommendation is rooted in the belief that many Canadians with disabilities would benefit from education in regular community settings. Some organizations believed inclusion could extend to all learners with disabilities, while a lesser number believed there should be limits on inclusion. This recommendation is rooted in the belief that research on the Canadian educational situation is necessary in guiding and investigating inclusive education. Action is considered necessary as Canadian research into inclusive education is largely nonexistent. A significant number of participating organizations stated clearly that Canadian universities should take the lead in the strengthening of research. There was general agreement that the federal government, as the national government responsible for the welfare of all Canadians, was the appropriate agency to act in this area.

Since providing an education that matches the learning potential of Canadian students with disabilities will remain a challenge due to a number of foreseeable factors, an endowment strategy is recommended to ensure that any research centre established will be a long-term reality. Any such centre would use annual interest as a fundamental support, and would work to attract additional

funding from its community and from organizations supporting research into various aspects of disability, education, and community inclusion.

- 2. That the federal government work with the organizations participating in each regional meeting as partners in determining which university, or partnership of universities, will serve as the site(s) for a research/service centre in that region.**

This recommendation is based on the belief that universities selected to function as research and service centres must be connected closely to the communities they serve. Those organizations attending each regional meeting demonstrated by their participation an interest in strengthening Canadian research around inclusive education, and in ensuring that the mandate of any such research/service centre will serve the needs of persons with disabilities and their families. Participating organizations held definite opinions about the design of research/service sites, the types of research to be undertaken, and who should be partners in research activities. In many ways, it is the members of these associations who are the consumers of inclusive education.

- 3. That research centres be developed in both the English and the French university systems.**

Movement toward inclusive education is apparent in both English and French speaking areas of Canada. In the interest of Canadians with disabilities in both language communities, research into inclusive education should be strengthened in both. Note should be taken that large French speaking communities reside outside Quebec, and that Quebec itself has large Francophone and Anglophone populations and universities.

- 4. That established research centres be linked in a collaborative network to ensure that a variety of players participate in research, that resources are used well, that potential for both national and inter-provincial research studies are facilitated, and that dissemination of research findings is facilitated.**

Participants emphasized that collaboration was to be a required characteristic of any research initiative taken in Canada around inclusive education. The philosophy of inclusion rests heavily on the value of people working together toward a beneficial end. The experience of participants was that university researchers often did not consult widely when designing studies, and that research findings were not well disseminated among community groups. Participants also believed that Canadian research presently available too often has a very narrow geographic focus. Canada is an immense nation, elementary and secondary education are provincial responsibilities, school systems and universities/colleges are independent organizations with individual needs and interests. However, the move toward inclusive education is national in scope, and what is researched in one part of Canada may have import to others. Therefore, studies which are national or inter-provincial in scope are of value.

- 5. That research into the following areas be undertaken by Canadian researchers:**

- Development of definitions of inclusion as understood under the inclusive education model, and integration as understood under the special education model
- Inclusion, human rights and social justice

- Attitudes of the many elements of Canadian society toward inclusive education
- How the inclusive education model and the special education model impact on citizenship of Canadians with disabilities
- Models for inclusion at the early childhood, elementary, secondary, and post-secondary levels
- Professional preparation of regular classroom teachers, specialist teachers, administrators, and educational assistants for inclusive education
- Best practices in inclusive education
- Educational service delivery
- Funding of inclusive education
- Instructional strategies in inclusive education
- Development of supportive resources
- Effects of inclusive education experience on persons with disabilities, their peers, their families, their teachers, their communities in both the short term and the long term
- Comparative effects of inclusive and special models of education
- Comparative costs of these models of education for Canadians with disabilities
- Application of inclusive education in rural and remote areas of Canada
- Involvement of First Nations, Inuit, and ethno-racially diverse groups in inclusive education.

Each of these general areas were mentioned by numbers of participating organizations as central areas for research investigation. Each is regarded as of importance by significant elements of those Canadians with interest in disability, education, and inclusion. Many ideas for specific studies under each general area may be found in the detailed appendices of this report. Areas such as these could form the research activity component of a national research agenda around inclusive education.

6. That universities applying for endowment funds to support development of a research program into inclusive education be informed that the following should characterize research efforts:

- Research efforts should emphasize partnerships with persons with disabilities, parents, advocates, educators, professional educator organizations, and advocacy groups, among others, in a 'community of researchers' model
- Research efforts should develop a focus on policy and practice in inclusive education
- Both short-term and longitudinal research should be conducted into central questions of inclusive education
- Both quantitative and qualitative studies should be undertaken.

- Research and research results should be in forms accessible to the general community as well as to the academic community.

It was apparent from analysis of national consultation data that participating organizations, though desiring strengthening of Canadian research into inclusive education, did not wish university researchers wholly to control the research process nor to determine what research should be undertaken. All wished that the community outside the universities be consulted on research possibilities and be involved in the actual research as active and real partners. They wished those being studied to have a say in how, when, where, and why they were studied. They were interested in studies which informed them, as well as educators and government.

7. That universities applying for endowment funds be informed that successful universities would be those:

- With affirmative action policies for persons with disabilities
- With existing commitment to research and resource development in inclusive education
- With existing commitment to community partnerships
- With programs of undergraduate teacher preparation with strong elements of inclusive theory and practice
- With programs of graduate student study and research into inclusive education
- With supportive programs across a number of disciplines
- With commitment to strengthening their existing programs around inclusion.

Various Canadian universities have invested time, energy, and funds in initiating research, development, and teaching activities around inclusive education, both across the university and in various departments. They have established programs on which to build, and thus will serve as strong platforms on which to create a powerful and capable network of researchers and research activities to meet Canadian needs.

8. That, immediately, the federal government allocate resources to clarify the following definitions:

- “inclusion” as understood under the inclusive education model
- “inclusion” as understood under the special education model
- “integration” as understood under the special education model
- “mainstreaming” as understood within education generally
- “most enabling environment.”

Throughout the national consultation process it was evident that participating organizations often were using the same terms, but with different meanings. Resulting confusion interfered with communication at times. This confusion and interference poses a major barrier to the building of

collaboration and the development of a strong education system for Canadians with disabilities. It also poses a concern when collaborative research is considered.

9. That, in order to stimulate immediate research activities around inclusion by the centres established, and in Canada generally, the federal government in collaboration with provincial/ territorial governments explore and find ways to equitably fund research into inclusive education in Canada over a five year start-up period.

Given that stimulation of research into inclusive education has not been a priority of any Canadian government to date, it will take time for any established centres to find funding and begin to fulfill their mandate. In addition, it will take time to establish collaborative working relationships with community partners, time which might be shortened if research projects became a reality shortly after establishment of a Canadian network of research centres. This is a kick-start recommendation. Its acceptance will be an indicator of the degree of commitment of Canadian governments to stimulating research in inclusive education for Canadian citizens with disabilities.

10. That, in order to ensure development of future researchers in the area of inclusive education, a number of federal scholarships tied to research in disability, education, and inclusion be made available to appropriately qualified Canadian graduate students, particularly at the doctoral level.

As no Canadian university has developed a graduate studies focus on inclusive education, a continuing supply of graduate researchers versed in disability, education, and inclusion is far from ensured. At present, Canada depends on a hit-and-miss system in which a student who wishes to study and research inclusion may or may not find that her/his university's graduate program has faculty members with the requisite knowledge, interest, and time to instruct or advise on research in the area. At the same time, due to the recentness of interest in inclusive education, university and private scholarships have not yet been established. Knowledge of the need for a new understanding of educational possibilities for persons with disabilities, and of the value of inclusive education has not been generalized. For instance, private foundations with interest in education were invited to participate in the national consultation. None attended. A stimulatory program would be of benefit, particularly in the immediate future.

11. That preference be given, all other considerations being equal among candidates, to graduate students with disabilities in awarding of the aforementioned scholarships.

This recommendation is based on a number of facts. Almost all present researchers of disability, education, and inclusion are persons who do not have disabilities. In general, scholarships to persons with disabilities for the purpose of studying disability are few. There is growing interest in the communities associated with disability that persons with disabilities take an active role in research. A signal from the federal government in this area would be noticed by many others.

12. That a national centre for dissemination of research findings from Canada and other nations be established immediately with the purpose of ensuring that all Canadian universities, colleges, school systems, research institutes in the area of disability, provincial/territorial departments of education, advocacy

organizations, and associations of persons with disabilities are kept informed of research into inclusive education.

This recommendation signals the need for immediate action in informing Canadians from many walks of life of research into disability, education, and inclusion. At present, there is no Canadian centre for dissemination of such material. It was apparent throughout the national consultation that the great majority of participants felt a need for such information to guide them in their endeavours, but were frustrated at its lack of availability. Adding to the frustration was the fact that available research findings are often written above the level of the ordinary layperson. Information could not be accessed as there was no vehicle for dissemination, and when accessed, it was in a form which challenged understanding. As being informed is the first step in understanding the need for and direction of change, it seems imperative that a centre for dissemination of information in Canada be established, and that the centre have adequate resources in plain English and French.

APPENDIX A

Regional Meetings Summary Reports

Ontario

The Ontario Meeting was held at York University in Toronto on November 10, 2001. Mr. Kevin Finnegan (York University) chaired the meeting. Speakers included Ms. Bette Brown (Hamilton-Wentworth Catholic School Board), Mr. Scott McArthur (Cerebral Palsy Association), Ms. Patty Gillis (Ontario Coalition for Inclusive Education), and Ms. Isabel Kiloran (York University). The meeting followed the agenda template mentioned in the Consultation Process overview document.

A broad cross-section of organizations were invited to discuss research into inclusive education. Among the thirty-three participating organizations were advocacy groups, professional educator groups, post-secondary groups, and organizations of persons with disabilities. Sixteen organizations provided material on their positions relative to inclusive education. These positions ranged in degree of commitment to inclusive education.

Advocacy groups and organizations tended to be supportive of inclusive philosophy and practice. These groups stated that notions of citizenship, human rights and natural social justice are central to inclusion. As citizens, all students have a right to access and participate in learning in the company of their typical peers. Further, when difference and diversity are accommodated, all students can learn a regular classroom community with age-appropriate peers.

Professional Educator groups consisted of a resource teacher network, school boards, and teacher federations. (While a number of school boards across the province were invited, only four school boards were present at the Ontario meeting.) Participating educator groups acknowledged the diversity of learners and the need for supports/accommodations but were hesitant to express clear support for inclusion. Rather, a continuum of placement and service delivery options (consistent with traditional special education models of service delivery) was suggested by most. Only one school board articulated absolute commitment to inclusion.

Information on the position of the single post-secondary group relative to inclusive education was vague. Only a general statement relating their institution's commitment to issues of equity and access was provided.

The positions of organizations of persons with disabilities varied, ranging from a commitment to inclusion, to a continuum of placement settings and educational experiences, to a largely segregated setting. Of the three groups who provided positions relative to inclusive education, mention that parents should have input in decisions and choice regarding placements was made by two groups.

Saskatchewan – Manitoba – North West Territories – Nunavut

The Saskatchewan - Manitoba - North West Territories - Nunavut meeting was held at the University of Manitoba in Winnipeg, Manitoba on December 8, 2001. Mr. Rick Freeze organized and chaired the meeting and was supported by a local committee. Speakers included the Associate Dean of Education, University of Manitoba, Ms. Carol Kovas (The Manitoba Council for Exceptional Children), Mr. Robert Richard (Canadian Hard of Hearing Association), Dr. Kevin Mclusky (University of Winnipeg). The meeting followed the agenda template mentioned in the Consultation Process overview document.

Twenty-five organizations were represented at the meeting. (All participants were from Manitoba, although invitations were sent to groups in Saskatchewan, North West Territories, and Nunavut.) These consisted of advocacy groups, trustee and professional educator groups, a post-secondary group, and organizations of persons with disabilities. Thirteen organizations provided information on their positions on inclusive education. The positions articulated ranged in degree of commitment to inclusive education.

Advocacy groups and organizations tended to be supportive of inclusive models as appropriate to all students. Federal and provincial rights legislation, an inclusive larger community, equitable practice, individual potential, citizenship, a shared vision, partnership and community were mentioned. Points of struggle in achieving inclusion for all were also inserted in descriptions of commitments to inclusion.

Many Trustee and professional educator groups indicated inclusion to be appropriate for the majority of students and desirable for all. Yet, whereas inclusion was seen as a meaningful goal to be pursued, a continuum of placement settings and educational experiences associated with the special education model of service delivery was proposed. Reference was made to rights legislation which created expectations which available resources could not support, resistance from some parents of regular students, and need for a more comprehensive view of inclusion than one focused solely on ability.

British Columbia – Alberta – Yukon

The British Columbia - Alberta - Yukon meeting was organized by the Edmonton Area Coalition for Inclusive Education. Mr. Paul Kohl and Ms. Heather Raymond chaired the meeting. Speakers included Ms. Catherine Mcleod (GRIT), Ms. Joan Cunningham (Catholic School Board), Ms. Trish Bowman (College Connection Project), Ms. Penny Frederiksen (lawyer/parent), Ms. Linda Hjaar (Gateway Association for Community Living Youth Group), Mr. Kyle Lillo (Gateway Association for Community Living Youth Group), Ms. Gloria Mahussier (Saskatchewan Association for Community Living), and Dr. Dick Sobsey (University of Alberta). The meeting followed the agenda template mentioned in the Consultation Process overview document.

A total of forty-eight participants representing thirty-four associations attended the meeting. Participants primarily were from British Columbia, Alberta, and Yukon, but representatives from Nunavut, Saskatchewan, and Ontario also attended. Among the participating organizations were advocacy groups, professional educator groups, a post-secondary group, service delivery - research centre groups, and parent/community organizations focused on specific areas of disabilities. Eighteen organizations provided material on their positions relative to inclusive education. These ranged in degree of commitment to inclusive education.

Advocacy groups and persons with disabilities tended to be supportive of an inclusive approach. Notions of community, citizenship, partnership, equity, individual potential, early intervention, and the practicality of inclusion were highlighted. Points of struggle mentioned ranged from the hesitant acceptance of educators to educators' focus on the academic, and lack of right of choice for parents and students.

Professional educator groups indicated regular class placement for the majority to be desirable. However, inclusion was viewed more as valued philosophy than as a practical system-wide educational approach. A continuum of alternate placement settings in keeping with the special education model was preferred. Mention was made of centralized special education programs, the belief that some students require individual or small group instruction to enhance acquisition of specific skills, differing degrees of disablement requiring a continuum of placement possibilities, and lack of adequate concrete supports for inclusion in school resulting in barriers to implementation.

The single post-secondary college institution viewed inclusive education as one of many options, while supporting active participation in the community for adult post-secondary students.

Two parent/community organizations focussed on specific areas of disabilities called attention to the needs of exceptional students, but differed in their response to how those needs should be met. One organization indicated an appreciation for a continuum of services and educational placement and programs based on individual strengths and needs. The other organization acknowledged that inclusion was pedagogically sound, but needed supports for inclusion were too inconsistent at present for a recommendation of the approach.

Of the three centres participating in the meeting directly and/or through printed submissions, two centres supported inclusion strongly. Inclusion was seen as developing a sense of belonging in the larger community and interest in civic participation. The third centre did not declare a preference or emphasis on any particular approach but articulated a belief that all children should have access to, and should be participants in, all areas of life.

Departments of Education were divided on the issue of inclusion. Two appreciated inclusion as a guiding philosophy for education and supported it as a priority placement option, but against a backdrop of a continuum of alternate placements for students with disabilities whose needs required such placement. The recently formed Nunavut Education acknowledged that it had inherited and accepts the North West Territories' inclusive philosophy and practice.

Atlantic Provinces

The Halifax - Nova Scotia - Newfoundland - New Brunswick - Prince Edward Island Meeting was held on February 16, 2002 in Halifax. Dr. Vianne Timmons (University of Prince Edward Island) chaired the meeting. Speakers included Ms. Dawn Binns (ACE Program, University of Prince Edward Island), Mr. Alex Dingwall (School District 18, Fredericton, NB), Ms. Cheryl Hynes (Canadian Down Syndrome Society, NFLD), Ms. Alison Rose (Student, Nova Scotia), Ms. Ann Power (Nova Scotia Department of Education), and Mr. Donnie MacIntyre (Nova Scotia Teacher's Union). The meeting followed the agenda template.

A broad cross-section of organizations was invited to discuss research into inclusive education. Among the 31 participating organizations were advocacy groups, professional educator groups, post-secondary groups, and organizations of persons with disabilities. Twenty organizations provided material on their positions relative to inclusive education. These positions ranged in degree of commitment to inclusive education.

Advocacy groups expressed clear support for inclusion. Inclusion was seen as beneficial to all students, to be quality education for all learners in a classroom setting. Modifying curriculum and attending to learning styles through multi-style teaching were cited as appropriate for all students. An inclusive education was regarded as one that is fully accessible to all. Many called attention to rights and privileges; all children have a right to attend their school.

Statements submitted by the educator groups (district school boards and the single teachers union) appeared to support the philosophy of inclusion. The majority reported that they were engaged in the practice of inclusion; the needs of diverse learners were being provided for in classrooms of neighbourhood schools with age-appropriate peers. Statements, while espousing inclusive philosophy, suggest a continuum of alternate placements for students with disabilities whose needs require such placement. One provincial department of education advocated an inclusive education approach for all students. Also mentioned were points related to collaboration and partnership, service delivery and support, and provision of adequate resources.

While two of the three responding post-secondary institutions did not provide formalized positions on inclusive education, recent practices (modifications of course content/titles and degrees, and research interests of faculty members) reflect a degree of commitment to inclusion. One post-secondary institution viewed inclusive post-secondary education as ensuring membership and participation in community. The latter expressed clear commitment to ensuring that persons with intellectual disabilities have equitable opportunities to pursue education in a post-secondary environment.

The position statement of the single organization for persons with disabilities expressed support for inclusive education with appropriate supports. This organization based its position on the notion of Canadian citizenship.

Quebec

The Quebec regional meeting was held at the Université du Québec à Montréal (U.Q.A.M) on March 16, 2002. Dr. Robert Doré (U.Q.A.M.) chaired the meeting with support from Dr. Serge Wagner (U.Q.A.M). Speakers included Mr. Marc Turgeon (Dean, Faculty of Education, UQAM), Mr. Martin Bergevin (Centre Québécois en déficience auditive), Mr. Jean François Martin (Parent), Ms. Audrey McAllister (Consultant), Ms. Diane McLean-Haywood (C.S Lester B. Pearson), and Mr. Jean-Robert Poulin (UQAC). The meeting relied on segments of the agenda template mentioned in the Consultation Process overview document.

Forty-two associations were represented at the meeting. Participating organizations were from various parts of the province and included advocacy groups, professional educator groups, post-secondary institutions, and organizations focused on specific areas of disabilities.

The Quebec Region meeting, as the last in the series of national consultation meetings adopted a unique format. It was determined that the meeting be based on overall analysis of the earlier meetings. This strategy permitted participants to consider themes and issues developed in earlier meetings. As will be noted in the appendices, the Quebec Region meeting was not designed to yield detailed information similar to that obtained from other regional meetings. Dr. Bunch and Nadira Persaud held two days of meetings with Dr. Doré and Dr. Wagner to discuss information resulting from the Quebec meeting and its implications for design of the final report. The information gained contributed strongly to the design.

APPENDIX B

Positions on Inclusive Education

Ontario

Canadian Mental Health Association (CMHA) - National Office

CMHA states as its mission statement the promotion of the mental health of all people. CMHA's position is one of full community inclusion and citizenship right for all people with serious mental health problems. CMHA has been active in promoting inclusive education and research. While many of the Association's services and programs are directly related to children and youth, access to higher education is an area in which CMHA has concentrated. CMHA offered a expansive list of values and principles. Excerpted from their submission were the following points:

- people with serious mental health problems, like everyone else, need to be connected to the natural community through a web of supportive contacts (New Framework for Support)
- Education is an essential part of citizenship
- Consumers of the mental health system must have equal opportunities to access higher education. There exist barriers to study at the post-secondary level . . .both at the systemic level . . . and the individual level. [The policy statement of Access to Higher Education for Consumers of Mental Health Services (adopted by the National Board of Directors on Feb. 2001.)]

Canadian Paraplegic Association

This organization expressed clear support for the principles of Inclusive Education. Included in their brief position statement were the following points:

- The concept of inclusive education must be promoted more (The differences, for example, between Inclusive Education and integration are not evident to many.)
- Supports required for students with disabilities should not be limited to those available in school but must include integrated transportation, pre and after school activities and field trips.

Hamilton Family Network

This network's support of the philosophy and practice of Inclusive Education is evident in the following statement: Our organization believes that implementing an inclusive philosophy of education in schools is not only the best approach for students with disabilities, but the best approach for all students. The following points were excerpted:

- students attend their neighbourhood school along with their age and grade peers
- the proportion of students labelled for special services should be relatively uniform for all schools within a particular district and should reflect the proportion of people with disabilities in society at large
- to the maximum extent possible, included students receive their in-school educational services in the regular education classroom with appropriate in-class support
- inclusion is a foundation for the entire school system
- inclusion is a part of the very culture of a school and defines how students, teachers, administrators and others view the potential of children
- All children can learn
- make adaptations as needed versus "trying to fix" disabilities to make students fit into an inflexible norm

Toronto Family Network

The community members of the Toronto Family Network come together to offer practical and emotional support for families and family members with additional needs, and act as a vehicle for sharing stories and information. This network believes that:

- Families know what is best for their children
- Families (both individually and collectively) have the ability to reorient the educational system towards being more inclusive
- Families are strong when they know that expectations are high for all children, the uniqueness of all children is recognized, teaching is tailored to a child's abilities and interests
- Developing inclusive schools is an ongoing and collaborative process
- All children must have equal access to education.

Ontario Coalition for Inclusive Education

A parent representing the Coalition provided a description of that group's position relative to inclusive education. The following points were excerpted from her notes:

- Quality education is an inclusive education.
- Inclusive Education is a matter of school improvement, educational best practices, and system reform.
- All children should have the same educational and life opportunities.
- The views of the Coalition are consistent with the rights principle that has been clearly enunciated by the courts . . . that equality does not lie in identical treatment but in accommodations of difference and diversity. . . ALL students have >special needs' . . [which] should be accommodated in the school system in the same classes. . .
- inclusive education is possible and is the right thing to do.

Durham District School Board

In their position statement, this school board acknowledged the diversity of student needs and its use of a variety of programming approaches, placements and supports to meet those needs:

- DDSB's believes in the integration of exceptional students into the regular classroom wherever appropriate and according to the parents' wishes.
- A range of placements or settings to meet the needs of exceptional students should be provided.

Stated elsewhere, however, was this organization's support for research in area of inclusion. Further, DDSB would welcome effective recommendations to build inclusive schools.

Early Childhood Resource Teacher Network of Ontario (ECRTNO)

As articulated in its position statement, ECRTNO provides a forum for networking, education, and professional development for early childhood resource teachers, early childhood educators and the community. The goals of the organization are:

- To promote the philosophy of inclusion in the community;
- To enhance professional development of early childhood resource teachers in Ontario;
- To provide leadership to its members in addressing issues of training, professionalism and practical application of the philosophy of inclusion.

Elementary Teachers' Federation of Ontario(ETFO)

ETFO's position statement relative to Inclusive Education was, itself, taken from their policy on Education as a Human Rights:

- The highest quality of education for all citizens, irrespective of their needs and/or abilities [should] be enshrined in the Canadian Constitution
- All students should be provided with supports needed to access and participate in high quality public education
- Students with different abilities must be accommodated

Included in its position statement were ETFO policy which addressed Special Education. It states that:

- Special Education programs should be mandated and fully funded by the provincial government.
- Public education in Ontario should be based on a commitment to students, parents and teachers that supports the intellectual, social, physical and emotional development of each child in a most enabling environment.
- Effective program options and supports, particularly early intervention initiatives, be provided for children at risk to ensure equitable opportunities for success.
- The intersection of class, gender, race, culture, and language impact children's learning, assessment and placement and should be considered in Special Education decisions and programs for at risk students.
- Special Education services should be co-ordinated to provide the best delivery service for children.
- The provincial government should mandate the reduction of the pupil-teacher ratio where there are special needs students.
- Sufficient quality resources, appropriate teaching materials, and a full range of support services and personnel should be mandated and funded by the provincial government.
- Meaningful professional development related to Special Education should be funded by the provincial government to support teachers and support personnel.

(Quoted from 2001 - 2002 ETFO Reference Book).

Hamilton-Wentworth Catholic District School Board

While a position statement was not submitted by this organization, a representative spoke on its behalf. In her speech, this superintendent of education noted the Hamilton-Wentworth Catholic District School Board's commitment to inclusive education. This school board has been providing

inclusive education for over 30 years. Further, a number of resources (videos and written materials) have been produced by the board.

York Catholic District School Board

Mainstreaming of learners was identified as the York Catholic District School Board's philosophy and procedure for facilitating the learning of all students. A continuum of responses is, however, not excluded due to evolutionary process of mainstreaming. Included in this board's position statement were the following points:

- Students learn in different ways
- YCDSB supports mainstreaming of learners with a focus on providing the most enabling learning environment
- With support, the needs of the student are met in the classroom of age-appropriate peers within the home-school (definition of the most enabling environment)

Ontario College of Teachers

The Ontario College of Teachers, a self-regulating professional body for Ontario teachers, did not submit a position statement. The following general points made by a representative of OTC were extracted from the small group discussion:

- The college is committed to meeting the needs and care of individual students.
- The focus should be on how students are similar, rather than different
- The voices of parents, teachers and students must be voiced when setting up guidelines

Ontario Secondary School Teachers' Federation

The following points were taken directly from this organization's position statement:

- Every student with an exceptionality should be identified by an Identification, Placement, and Review Committee
- Integration of an exceptional student into regular classes should be viewed as a process to allow exceptional students to reach their fullest potential versus a placement.
- Integration of an exceptional student into regular classes should be a flexible goal, that is, to the greatest degree possible. The degree of integration should change as the child's needs change.
- The integration of exceptional students into regular classrooms depends upon adequate

resources, training, safeguards and leadership. These should be provided by the Ministry of Education and the district school boards.

- An essential component of the implementation of special education provisions should be the fostering of a positive attitude toward exceptional students
- The Ministry of Education should create a central and accessible data bank of different methodologies, resources, curriculum guides, and program models for the various exceptionalities
- Lower class sizes and equitable workload provisions are necessary for the integration of exceptional students into regular classes. These should be recognized in all teacher collective agreements.
- Special education training should be an important component of pre-service and in-service training for all teachers.
- Teachers should be informed, on a confidential basis, of the identity of exceptional students in their classrooms and the nature of the exceptionalities. This will enable teachers to meet the needs of those students.

Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

OISE/UT did not provide a position statement. Stated elsewhere, was mention of this post-secondary institution's focus on principles of equity, the clearest contribution that OISE/UT makes is to need for a clearer definition and understanding of inclusive education. Based in feminist principles of justice and equity, the ideals that equality of opportunity should prevail characterizes OISE/UT.

The Learning Disabilities Association of Ontario (LDAO)

The position of LDAO is that it has not and does not endorse any one particular educational philosophy as it relates to educational placement or service delivery [that is, integration, mainstreaming or placement into self-contained classrooms]. . . It does not support inclusion as a goal, to the exclusion of all other special education placement options. . . (italicized text as in original document submitted). Rather, LDAO adopts a set of policies that fully support a continuum of services from inclusion to self-contained classes and even schools. LDAO stated that it does not support the implementation of major research activities with such a narrow focus on inclusion.

- students with learning disabilities (at all levels of education) should be provided with an appropriate education delivered in the most enabling educational environment . . . one based on and builds upon the learner's strengths and needs . .
- Special education placements should always be determined based on the needs of the child and parental wishes . . . the placement where this is delivered is secondary.

- Individualized special education programmes help achieve the goal of integration into the mainstream, the ultimate goal for all members of society.

Canadian Association of the Deaf (CAD)

The position of CAD is that the Inclusive Education seems to have run counter to its aim of including all students. Many deaf students, it claims, remain in restricted and inaccessible (learning) environments. CAD believes that Canadians who are deaf should be educated with other persons who are deaf. Cited in the position statement was a Human Resources and Development funded study (1996) which examined deaf adults' past experiences in mainstreamed schools and their transition into adult life. Highlighted in their statement were:

- Many deaf students are in all-hearing schools and experience alienation and isolation.
- Oral Deaf and hard-of-hearing individuals report difficulty fitting into the hearing world.
- Friendships are sought after, and better forged, with others who sign in a signing environment.

Integration Action for Inclusion Ontario

This organization did not submit a position statement. The following points made by a representative of the Integration Action for Inclusion Ontario (extracted from the small group discussion) provide a glimpse of this organization's position relative to inclusive education:

- All children should go to neighbourhood schools and attend regular classes.
- Parents should have a choice regarding placement (for example in neighbourhood schools)

Saskatchewan – Manitoba – NWT – Nunavut

Manitoba Association for Community Living (MACL)

The position of MACL rises from the October 1995 Saint John Declaration of the Canadian Association for Community Living. The Manitoba ACL position emphasizes two primary points; that inclusive supports must begin in early childhood and include parents as the primary teachers of their children; and that inclusive supports must be provided as children grow in respect of individuality and opportunity to learn from each other's difference.

With regard to Education in general the 1998 publication Policy Statements of the Association for Community Living – Manitoba provides the following detail.

Education

Beliefs and Principles

- All children can learn.
- All children attend age-appropriate regular classrooms in their local schools.
- All children receive appropriate educational programs.
- All children receive a curriculum relevant to their needs.
- All children participate in co-curricular and extra-curricular activities.
- All children benefit from cooperation and collaboration among home, school and community.

Eleven strategies are then listed as ways to encourage excellence in Education.

Association for Community Living – Winnipeg (ACL-W)

The following points were excerpted from a written description provided by this ACL.

- All children, regardless of ability, benefit from being educated together.
- All children are equally entitled to an education that maximizes their potential.
- Children with disabilities should receive their education in the school they would attend if not disabled.
- Support services are best brought to the student.
- Equitable access means some children receive enhanced supports and reasonable accommodations such as adaptations, equipment and educational assistants.
- An equal opportunity for education is laid out in the Charter of Rights and Freedoms.

- The education experience for children extends beyond achieving academic benefits.
- The school community must actively support activities that promote the building of social networks between students with and without disabilities.
- A fully inclusive school benefits all its members.
- Children who learn together, learn to live together.

A discussion of school as a community was included in the written submission.

Local Parent Support Group:

A parent representing others in her local parent support group for students with disability provided a written description of that group's position relative to inclusive education. The following points were excerpted from her description.

- Inclusion is vitally important to our children's education is social well being, especially in the early and middle years.
- The activity based curriculum of the elementary education program is supportive of an inclusive approach.
- Early inclusion in a regular classroom promotes development of strong friendships amongst all students.
- As high school approaches increasing difficulty is encountered in maintaining social and academic inclusion as students become too far apart in these areas.
- At the high school level as inclusion declines practical educational objectives such as life skills, vocational, and work education become appropriate.
- In theory, complete inclusion from K-S4 and post secondary would be the ideal.
- Include students as much as possible, while providing education that is appropriate for each individual.

Individual Parent:

The individual parent submitted a personal position on inclusive education. It was based on her experience as a paraprofessional and her son's experiences at school.

- Paraprofessionals, when called to a school, are provided with minimal information of an administrative nature and not informed of the needs of students, their challenges, and their level of work.
- The student with challenging needs does not know that a new person will be in the classroom until that person walks in.
- The balance of discussion focused on the parent's son and the challenge of obtaining a consistent and supportive inclusive education.

Canadian Mental Health Association (CMHA)

CMHA has a mandate to work consumers of the mental health system. The Association's statement of position on inclusive education prepared for this national consultation into Canadian interest in strengthening research into inclusive education refers specifically to higher education, but also has import for young Canadians.

- CMHA's commitment to inclusive education is a component of its philosophy of full community inclusion and citizenship rights for people with serious mental health problems.
- Without the fundamentals such as jobs or other productive activities, good housing, appropriate education, and adequate incomes, people are pushed to the margins of society.
- All services and supports must work to enhance the individual's role as citizen.
- Education is an essential aspect of citizenship.
- For consumers of the mental health system to have equal access to the new global economy, to the full rights of citizenship, and to the opportunity for enriching their lives, they must have equal opportunities to access higher education.

Assiniboine Community College

This submission focused on the need to develop strong transition programming

Which fosters independence in young adults with disabilities. Recognition that post-secondary institutions deal with adult students and that their rights of confidentiality must be respected was noted.

The Manitoba Association of School Trustees (MAST)

MAST's position statement takes a governance perspective. In the statement the Association notes need for greater clarity around the roles relative to inclusion of the various players involved in education, need for a coordinated inter-agency approach, and need for enhancements to pre-service and in-service teacher preparation. Funding is an issue, as is resistance and challenge from parents of regular program students who perceive that the requirements for inclusive education draw resources and support from regular programs and students in schools to the detriment of those programs and students.

- MAST supports inclusive education for all students recognizing that the education system is severely challenged in meeting this goal.
- Human rights legislation and provincial education policies create expectations and legal obligations to be met by school boards. More often than not, both human and financial resources are inadequate to respond fully or adequately in meeting the stated needs.

- MAST and its member boards have seen the benefits of inclusive education in classrooms across the province for all students.
- School boards struggle to achieve an appropriate balance between the desirable and that which is realistically achievable given the resources available to them.

St Boniface School Division No. 4

St. Boniface School Division takes a broad view of inclusive education different from that of other participants at the Winnipeg meeting. Its position grows from concern with the changing nature of children and families in the school division, the number of students living below the poverty line, and an increasing number of Aboriginal students in the division. Its policy on inclusive education covers all students who feel excluded from the mainstream.

- An internal review of including students with disabilities indicated that school staffs felt they were quite successful at it.
- Students felt that inclusion meant more than including students with disabilities. Many felt excluded on the basis of race, gender, poverty, disability, behaviour and appearance.
- The school division developed and accepted a new mission statement that says Together, we are committed to building caring and inclusive learning communities which have high expectations for all.
- The Division prefers the broader definition of social inclusion used by the Canadian School Boards Association. Social inclusion means that all students have the opportunity to be part of society by learning and exercising their citizenship and democratic rights while in school. Thus, schools have a key role to play in ensuring that all students receive the education that will enable them to become thoughtful, caring and productive citizens. Through the process of social inclusion, students are prepared to become active citizens in Canadian society.

Assiniboine South School Division # 3

Assiniboine South believes that all children have a right to an education that enables them to develop their abilities to full potential in the most inclusive environment possible. Children have the right to a safe environment, being treated with dignity and respect, and to be provided a positive learning environment. To the degree possible Assiniboine South places students with disabilities in regular classrooms, but also places students in alternative settings when such is deemed necessary and appropriate.

- The Division supports placement of all children in regular classrooms as much as possible.
- There are instances in which students with disabilities are not placed full time in a regular classroom if specialized programming is felt to be a more appropriate alternative.
- Assiniboine South # 3 has developed a Cascade Model for placement. The model

contemplates placement full time in regular classrooms of neighbourhood schools to out-of-division placement.

- A strong commitment is held to providing educational programming and services within each neighbourhood school.
- Equally strong commitment is held to develop educational plans with parents that have at times led to choose alternative placements.

Canadian Council for Exceptional Children (CCEC)

CCEC holds a continuum of services position. Inclusion is one service option on the continuum. This position is in keeping with that of the larger international body of CEC.

- CCEC believes all children, youth, and young adults with disabilities are entitled to a free and appropriate education and/or services that lead to an adult life characterized by satisfying relations with others, independent living, productive engagement in the community, and participation in society at large.
- To achieve such outcomes there must exist for all children, youth, and young adults a rich variety of early intervention, educational, and vocational program options and experiences.
- Students and their families or guardians, as members of the planning team, may recommend the placement, curriculum option, and the exit document to be pursued.
- CCEC also believes that the concept of inclusion is a meaningful goal to be pursued in neighbourhood schools and community settings.

Manitoba School Counsellors' Association (MSCA)

MSCA did not prepare and submit a position statement on inclusive education as such. Rather the MSCA representative tendered a copy of the 1997 association publication Guidelines for Ethical Behaviour. This publication presents principles and responsibilities of the association. Brief comments indicated the working position of school counsellors regarding inclusion.

- Counsellors are committed to work with school personnel to keep students in school.
- They do not maintain an inclusive position always for at risk students.
- The work as team members, intervening with students at risk.
- They believe all students should have the opportunity to reach full potential regardless of social, emotional, or cognitive functioning.

Brandon University, Faculty of Education

The Faculty of Education of Brandon University position statement indicates that the university offers services to its post-secondary students with disabilities. The statement, while noting that the Faculty of Education prepares teachers to work with a diversity of students, does not indicate whether that preparation focused on inclusion.

- Brandon University recognizes the right, guaranteed under the Manitoba Human Rights Code, of all individuals to be treated in all matters solely on the basis of their personal merits, and to be accorded equality of opportunity with all other individuals.
- Reasonable accommodations are made for individuals with disabilities.
- The Faculty of Education requires that all teacher candidates take a mandatory course to prepare them to work with children or adolescents having exceptionalities.
- For those desiring additional courses and advanced training, graduate studies in special education as well as several optional courses and workshops at the undergraduate level are offered.
- Teacher candidates are encouraged to understand the needs of children with exceptionalities from First Nations and Metis cultural backgrounds.

Society for Manitobans with Disability (SMD)

SMD Services provided a short description of its position. While including discussion specific to education and disability, the submission presented a broader concept through statement of the SMD vision statement. "A community that supports the independence, participation, and empowerment of persons with all abilities." The following points were drawn from the SMD submission.

- Quality service should go to those who warrant it, where they are, regardless of whom they are.
- Disability should become an issue of community capability, not personal liability.
- We believe that people with disabilities should be full and equal members of their communities.
- We have a fundamental belief that the allocation of sufficient funds [for education] in the early years of a child's life will result in long term gains for the individual and long term gains for society as a whole.
- We support the discussion and need for further development and ultimate full acceptance of a provincial inclusion philosophy.

Manitoba Chapter of the Canadian Hard of Hearing Association (CHHA)

CHHA works with Canadians who, while having hearing loss, prefer not to be referred to as deaf. It supports routine use of hearing aids for hard of hearing Canadians and use of spoken communication. Its primary objective is to bring about improvements for a hearing accessible environment and enhanced quality of life for hard of hearing persons.

- Inclusive educational practices acknowledge diversity and do not disadvantage any learner engaged in the learning process.
- Inclusive educational practices ensure that all learners have access to the same educational opportunities and are able to achieve the same outcomes or educational standards.
- In addition to equality of educational opportunity and equity of outcome, self-determination, choice and excellence of standards should serve as guiding principles to inclusive education.
- Inclusive education is a responsibility shared by the individual, the family, the educational institution, community organizations, professionals and governments who must work together to make education truly inclusive.
- Educators need to become familiar with the needs of all students and incorporate strategies and practices that ensure inclusion.

British Columbia – Alberta – Yukon

The following series of statements of positions on inclusive education are drawn from written submissions and group discussion. While not in all cases giving the full statement or discussion, the essentials of each position are provided.

Alberta Association for Community Living

The Alberta Association for Community Living is committed to ensuring that inclusive education will be available from pre-school years through adult life. AACL believes that inclusive education is one of the essential elements for an inclusive community life.

We believe that children with disabilities and their families should have the right to choose an inclusive education and that school districts should have the responsibility for ensuring children are welcomed and provided with a fully inclusive experience across all school related activities and functions.

As learning is a continuous and never ending process we advocate inclusive post-secondary, continuing education and literacy for adults with developmental disabilities.

We support practice whereby the education of students is based on access to the regular curriculum with curricular and instructional accommodations and adaptations derived accordingly. We support the integration of learning for students into the teacher's generic lesson planning rather than an approach to individualized planning rooted in historical special education approaches.

British Columbia Association for Community Living

- We envision a quality, inclusive education system in which every person is welcomed, valued and supported and to which everyone contributes.
- We work with all education stakeholders to ensure a quality inclusive education system that will meet the needs of all students.

A quality inclusive education system:

- Includes children and youth with disabilities in a regular classroom in their neighbourhood school with others of their own age
- Ensures that all students receive a quality education that addresses their intellectual, human, social and career development
- Provides all students with enhanced opportunities to learn from each other's contributions
- Provides the necessary supports and services to assist students in meeting their goals
- Supports the teachers and administrators by providing time, training, teamwork, resources and strategies to do their job well

- Provides facilities, programs and opportunities that are open to everyone
- Encourages friendships, social opportunities and supports for all students
- Involves families in their children's program planning, welcomes them to the school community and encourages and appreciates their involvement

Gateway Association for Community Living Youth Group

- Gateway Youth Group fully supports inclusion
- We believe that inclusion is a good thing and that segregation is not beneficial to anyone
- We believe in the promotion and improvement of lives of youth with developmental disabilities through peer empowerment and advocacy and the development of leadership opportunities.

Getting Ready for Inclusion Today

The mission of our agency is:

- To provide a family centered early education program that assists the child to be fully included in family and community life
- To provide information and support for successful transition and inclusion in a community school
- To provide public education and awareness in support of inclusion and inclusive communities

Definition of Inclusion:

Inclusion is the practice by which a child who has a disability is included in typical family life, community life and at school in the company of typical age appropriate peers. The child is supported in ways that encourage independence, relationships and full participation. Educationally the child is enrolled fulltime in the regular classroom and accesses regular curriculum (with or without modifications).

Families for Effective Autism Treatment of Alberta

- Inclusion must be the **FIRST** choice for parents. Our society mandate is that our children be educated in the **LEAST** restrictive environment
- Inclusion must be fully supported by government and school districts
- Inclusion means the physical, social, and curricular inclusion of a child

- ALL students benefit from inclusion. Our children must be given the same educational opportunities as other children
- Education needs to occur in the environment where the skills are needed.
- Segregation is a dinosaur and it is time to open our eyes to the international research that has demonstrated time and time again that our children achieve more on average in inclusive settings on achievement ratings.

Edmonton Region Coalition for Inclusive Education

- All children have a right to be educated together in regular education classrooms
- All children have a right to equal access of opportunities and freedom of choice within schools and their communities
- All students need to be supported intellectually, academically, socially, physically and emotionally within an inclusive environment so they too can excel alongside their normal peers to be the best that they can be

Individual Parent:

Inclusive education is very beneficial to students with disabilities as well as to their nondisabled peers. A regular classroom is necessary for students to learn appropriate behaviours through role modeling and interacting with mainstream students. It is also necessary for nondisabled students to learn how to relate to students with disabilities. This teaches students tolerance and a greater appreciation for individual differences. Students with disabilities are also exposed to greater learning opportunities as they are exposed to the same teaching materials as regular students. Greater expectations are placed upon students with disabilities when they are in a regular classroom. Greater expectations generally yield greater results. These students learn to be more independent and confident in their daily living which better prepares them for life after their formal education years.

Edmonton Catholic Schools

As a faith community, Edmonton Catholic Separate School District No. 7 welcomes all students. Through inclusive practice inspired by the Gospel, the district seeks to meet students' needs in regular classroom settings within the neighbourhood school community, where a variety of services and supports are available. The district recognizes, also, that the needs of some students can be better met in centralized district special education programs where they can receive special assistance and still have the opportunity to be integrated with regular program students. Parents, guardians, and – where appropriate – students, have meaningful participation in the education decisions regarding placement.

Greater St. Albert Catholic Regional School Division No. 29

In keeping with the philosophy of inclusive education, to the greatest extent possible, students with exceptional needs are given a learning setting that maximizes their opportunity to receive programming within the regular classroom setting. This does not negate the fact that some students require individual or small group instruction to enhance the acquisition of specific skills. Flexibility to adapt to the changing needs of students is an important feature of our delivery of special education. We agree with the following guidelines.

Inclusion is:

- Attending the same school as siblings and neighbours
- Being in general education classrooms with chronological age-appropriate classmates
- Having individualized and relevant learning objectives
- Being provided with the necessary support

Inclusion is not:

- That all students with special needs spend every minute of the school day in general education classes
- Students never receiving small-group or individualized instruction
- Having students in general education to learn the core curriculum only

University of British Columbia

Members of the Faculty of Education support inclusion and describe it as a philosophy and a set of pedagogical principles. In education circles it typically refers to the inclusion of individuals with disabilities in neighbourhood schools and general education classrooms to the maximum extent possible. Including students and youth with disabilities in general education classrooms should not come at the risk of losing specialized services and direct support from specialist teachers. UBC favours an operational definition of inclusion that allows for a range of services that considers the specific needs of individual students and groups of students. Preferably, specialist teachers and services would be available in neighbourhood schools.

For some groups of students (i.e. those with autism or mental retardation), inclusion would be an essential feature in their education. For other groups (i.e. those who are gifted, deaf, or blind), practice has indicated that full inclusion has not and, perhaps, cannot meet all of their needs. For these groups specialized settings/instruction may be appropriate.

Yukon College

We strive to provide – to the people of the Yukon – meaningful learning opportunities that would facilitate and increase their active participation in the community.

We respect diversity and consider inclusive education one of the approaches along with an array of alternatives, which could be combined to fulfill the individual's need at the time.

Persons with Developmental Disabilities Provincial Board

As a society, we all benefit from inclusive living and our mission, vision and values statements clearly indicate that persons with developmental disabilities should be included in all aspects of community life, i. e. the creation of 'ordinary lives', which would include education. We believe inclusive education will lead to inclusive community life, which is the cornerstone by which PDD guides its operations. PDD strongly believes in the power of persons with developmental disabilities to impact in a positive way, individual and systemic change.

Learning Disabilities Association of Alberta

- In order that students with learning disabilities are served adequately, a continuum of services is essential. Educational placements and programs must be based on individual strengths and needs.
- Mainstreaming is one of many possibilities of educational service delivery which may lead to integration.

It involves placing an individual in his/her peer group when his/her needs are met by being with that group. It relies on provision of timely support to both teacher and student to meet special needs. This support can be provided both inside and outside the regular classroom.

- Program objectives should be based on the student's current needs but must be directed towards assisting him/her to realize his/her full potential in the most enabling environment.

Edmonton Autism Society

- Inclusion needs to be a true choice for children with autism
- In the past, many individuals with autism went through the education system in the segregated setting. In many instances, that was the only alternative presented to the families. Families wanting to have their children go to their neighbourhood school met many barriers along the way
- Although more children are physically allowed to attend local school, the success for inclusion is still hit and miss.

- Although inclusion is one of the best ways to educate the students with autism, the standard for inclusion in the Greater Edmonton area is too inconsistent at the present time to wholeheartedly recommend it to all the Society's membership.

Canadian Union of Public Employees – B. C.

Over 6,000 CUPE members are Education Assistants, currently working in school systems directly supporting students with special needs. B. C. Education Assistants and CUPE representatives are strong supporters of inclusive education and continue to explore our role in the implementation of inclusive education programs.

British Columbia Teachers' Federation

BCTF teachers have consistently stated that they support the principle of inclusion but that there is inadequate support for inclusionary policies in schools.

Developmental Disabilities Resource Centre of Calgary

The mission of the Developmental Disabilities Resource Centre of Calgary is to:

- “facilitate personal choice and build the community's capacity
- to include persons with developmental disabilities”

The DDRC's involvement in support of inclusive education responds to what we believe is a pressing educational and societal need for ALL students to leave school not only with academic expertise and employment skills, but also with a sense of belonging, connection to a larger community, and interest in civic participation.

It is our belief that: inclusive education is about creating environments of authentic belonging where ALL students learn together, diversity is valued, personal growth enhanced and equity is experienced as a result of employing practices that effectively meet the needs of individually diverse learners.

It is also our belief that when students with developmental disabilities have the opportunity to receive their education in effective inclusive settings, they show significantly better post-school outcomes than those educated in segregated settings. In particular, they more readily achieve labour market participation, post-secondary academic involvement, and enriched community membership.

JP Das Developmental Disabilities Centre

We believe that inclusive education is the best educational alternative for the vast majority of, if not all, students with developmental disabilities. We believe that the fundamental purpose of public education is to prepare children for adult roles in society. We believe that the regular classroom in a

student's own neighbourhood is the natural community for school-aged children. As such, it is the natural place to prepare children for a meaningful role in society.

We believe that teachers who include students with disabilities have a right to expect appropriate classroom conditions and resources that are required to allow success. Therefore, the transition from traditional, special-placement services for students with special needs to inclusive services should not be accomplished with the elimination of resources. Rather, resources should be re-deployed rather than eliminated in the transition from "traditional" to inclusive services. While system-wide inclusion often costs less than serving the same students in segregated settings, inclusion should not be viewed as a cost-cutting measure.

Inclusion does not preclude the use of special education intervention, it does preclude specialized placement. Individualized curriculum and instructional methods should be provided to the extent that they are beneficial within inclusive settings.

The Center for Excellence for Children and Adolescents with Special Needs (COECASN)

The Coe was established to look specifically at the needs, services, and resources presently available in rural remote and Northern communities across Canada. The specific objectives of this center are:

- To improve accessibility to information and services
- To improve access to appropriate service delivery
- To augment community capacity to influence policy

Coe has five task forces which include Nutrition, Early Intervention, Substance Abuse, Learning and Communication, and Mental Health. The work of all five task forces is entrenched in the strongly held belief that all children, no matter where they live in Canada should be able to actively participate in all areas of life.

Alberta Learning

Alberta Learning's mission is "to provide leadership and work with partners to build a globally recognized lifelong learning community that enables Albertans to be responsible, caring, creative, self-reliant, and contributing members of a knowledge-based and prosperous society".

Alberta Learning's position of inclusive education is that students with special needs must be full participants in school and society. Policy 1.6.1 states "Educating students with special needs in regular classrooms in neighbourhood or local schools shall be the first placement option considered by school boards, in consultation with students, parents/guardians and school staff".

The placement of students with special needs in regular classrooms is based on a philosophy of equality, sharing, participation and the worth and dignity of individuals. Care must be exercised to ensure that decisions about the placement of students always are made in the best educational

interests of the student. Other placements or strategies to provide special education programming may be considered through consultation with parents and students, when appropriate. Placement options include the regular classroom, regular classroom with support, part-time special education class and full-time special education class.

Government of Nunavut

As part of the Government of the NWT, school jurisdictions operated with an inclusive schooling policy. The Education Act for Nunavut states that “every student is entitled to have access to the educational program in a regular instructional setting in a public school in the community in which the student resides”.

With the creation of Nunavut the need for strengthening areas of inclusive schooling through new territorial legislation was identified as a key priority. A draft vision and guiding principles are going through the approval process secured through legislation with the approval of the new Education Act.

Saskatchewan Education

Saskatchewan Education has reaffirmed the philosophy of inclusive education. “An inclusive school is a supportive, caring and responsive learning community in which diversity is honoured and students are provided with a continuum of services within the regular classroom, school and home community. The focus is on each child as an engaged learner, recognizing that the benefits he or she receives from educational programs are dependent on the provision of appropriate programs and schools that are responsive to individual differences and needs.

Atlantic Provinces

New Brunswick Association for Community Living / Association du Nouveau-Brunswick pour l'intégration communautaire (NBACL/ANBIC)

This organization viewed inclusive education as a matter of evidence-based school improvement, educational best practices, and system reform

- Inclusive education provides quality education for ALL students.
- ALL students have >special needs' which should be accommodated in regular classrooms
- Diverse students learn together in a positive learning environment sensitive to their learning styles, needs.
- Inclusive education is a right for ALL students.

Families for Inclusive Education (NS)

- Inclusive education is beneficial for all students.
- All students learn in regular classroom settings in neighbourhood schools.
- While access to necessary supports is needed to facilitate learning, the classroom teacher is responsible for teaching all students.
- All children have a right to a modified curriculum.
- Multi-style teaching can provide learning opportunities for all students.
- Partnerships facilitate inclusive education.

Integration Action Group (NS)

- Inclusive education is the right thing to do; all children have the right to attend their community school.
- Children can be powerful teachers if given the chance.
- Parents know their children.
- Collaboration/partnerships with parents/advocacy groups is essential.
- All children need opportunities for personal growth.
- All children need to feel welcomed and valued.

Halifax Association for Community Living (NS)

- All children benefit from inclusive education.
- Inclusion is critical to life-long success (segregation restricts opportunities and life experiences).
- Inclusive education provides the foundation to full citizenship.

Community Action Coalition to Implement the Kendrick Report (NS)

This organization referred to inclusive education as a provincial responsibility: The system is responsible for teaching all students, on a full-time basis, in regular. . . classrooms, in neighbourhood schools and in the context of inclusive education.

- Professional educators give Appropriate education.
- Education system is fully accessible to all students (in terms of physical environment, learning style, program adaptation, subject materials, support, etc.).
- Support systems and programs are created to facilitate student learning and participation.
- All students share the same rights and privileges as outlined in the Education Policy.

PEI Association for Community Living

While the statement was made that there was no written statement on ACL's position, a sampling of views of members was presented.

- Children with special needs should be included in all the dimensions of regular schooling.
- Appropriate supports are needed to ensure quality inclusive education.
- Attitudes of acceptance and diversity should be fostered and promoted.
- Curriculum guides should be in place for children with special needs.
- Individual Education Plans function to guide teachers.

New Brunswick Department of Education

This group expressed clear commitment to a process of inclusive, quality education. The notion that each child is a unique learner informs their position. Other points excerpted from their position statement include:

- Schools require flexible curriculum delivery, support services, and appropriate and adequate resources.

- Collaboration among educators, parents and the community is essential to the success of the education process.
- The goal for educational planning (Special Education Plan) of exceptional students is full participation in the regular classroom setting with attention to needs.
- Withdrawal (small group or one-to-one instruction for particular skill instruction outside the classroom) on a short term basis may sometimes be needed, with the goal of returning the student to the regular classroom with new skills or strategies.

Several resources pertaining to exceptional students were also tendered (Gifted and Talented Students: A Resource Guide for Teachers, 1997, Teacher Assistant Guidelines for Standards and Evaluation, 1994, Teacher Assistant Support Protocol, 1999, Resource for the Identification and Teaching of Students with Specific Learning Disability Elementary/Middle Level, 1999, Resource for the Transition of Students with Exceptionalities from School to Work or Post-Secondary Education and Adult Life, 2001).

Eastern School District (PEI)

This organization functions within an inclusionary value system designed to meet the needs of all students . . .

- Collaborative approach provides services to meet individual needs.
- Support services (Individual Education Plans, transitional planning and life skills opportunities) provide meaningful inclusive education within the most enabling environment.
- PEI's special education service delivery identifies students based on a non-categorical approach (focus on strengths and weaknesses versus categories of exceptionality).
- Accommodations include additional or alternative curriculum, curriculum adaptations or modifications, changes in teaching methodology and/or evaluation and/or teaching assistants.

South Shore District School Board (NS)

A definition of Inclusive Schooling, excerpted from the Nova Scotia Department of Education's Special Education Policy Manual (1996), was rendered. This school board's position made reference to Policy #370, Student Services Policies and Procedures. The latter is intended to guide the Student Development Team, and schools, within its jurisdiction, in programming and service delivery for all students. The following points were excerpted:

- Every student has the right to an appropriate public education with aims to develop to the fullest extent possible, each individual's abilities, talents, and skills.
- Attention is given to all the dimensions of schooling (cognitive, emotional, social and physical) for every student.

- Each person is a contributing member of a larger community.
- The diversity of students needs is acknowledged. All students have the right to have those needs met in the most inclusive educational environment appropriate to the needs of the students.

School District 2 (Moncton, NB)

Bill 85's introduction resulted in students with disabilities attending regular classes in their community schools. Schools in District 2 attempt to teach students in inclusive settings with supplementary supports and services . . . Our goal is to provide the best services possible to meet the needs of the students within an inclusive system.

- Belief that all students can learn in regular classes, in their neighbourhood schools informs full inclusion practices.
- Modification of curriculum, activities, and materials to meet the needs of diverse learners
- Collaboration among general education teachers, resource teachers, related service providers, school administration, and parents.

Two pamphlets were submitted. *Learning Centre (School District 2)* details short term support for behaviours. *The Teacher Assistant Support Protocol*, New Brunswick Department of Education, 1999 clarifies notions of support related to teacher assistants.

Department of Education, Student Services Division (PEI)

The Student Services Division, within the Department of Education, is responsible for setting policies for the provision of special education and to define goals, standards, guidelines and priorities for students with special educational needs in the province of PEI. The Minister's Directive on Special Education No. MD 01-08, a framework document, provides for a continuum of support services based on the philosophy of inclusionary practices.

In its position statement, The Department of Education recognizes education as a matter of citizenship and human rights and expresses a belief in the philosophy of inclusion. The following points were excerpted:

- The needs of diverse learners are provided for in neighbourhood schools, in classrooms with age-appropriate peers.
- In this non-categorical approach, the level of support and programs and services are based on the assessed needs of the student.
- An alternative setting on a full or part time basis, for a limited period, may be sometimes necessary to meet the needs of the exceptional student. (A review process makes decisions on a case-by-case basis.)

- Whole-school approach, school-based student services teams, individual education plans, and collaborative problem solving enhance service delivery.
- Collaboration and partnership are recognized as necessary to ensure the provision of inclusive environments.

Cape Breton-Victoria Regional School Board (NS)

- Fosters a caring, dynamic, and creative environment that provides educational opportunities, promotes a love of learning, respect for others, and challenges all persons to develop to their full potential . . .
- Provision of a wide range of programming and services for exceptional students within financial and other limitations.
- Initiatives include the Strategic Plan, 1997, (acknowledged inclusion as a key strategic issue) and the establishment of a committee of diverse stakeholders (to discuss ways of enhancing support services for students with special needs).

School District 8 (NB)

- All students have value and can best learn in regular classrooms with age appropriate peers.
- All students have special needs and requirements.
- Inclusion is a state of mind.
- All children are accepted in all aspects of school life (co and extra curricular) for what they can do.
- True inclusion occurs when the child with exceptionality participates with the non-disabled child in all aspects of their life.
- Students must receive a Special Education Program appropriate to their individual needs with appropriate accommodation/modification.
- A reconceptualization of education is needed.

School District 18 (NB)

The practices of this school district are consistent with the philosophy and obligations outlined in the New Brunswick legislation. School District 18 believes that all students can develop their potential in a positive and supportive learning environment. School District 18 reported that it has achieved success in meeting the vision of inclusive schooling, evidenced by OECD claims.

Nova Scotia Teachers Union

NSTU has advocated for students with special needs since 1987 when a policy on integration was adopted. It has since participated in various efforts to support a philosophy of inclusion. Resources, professional development and time were identified as obstacles to implementing the Province's Special Education Policy (1996). All students are impacted, it states, from lack of resources.

University of PEI, Adult Connections in Education (ACE) Program

- Inclusive (post-secondary) education ensures membership and participation in community.
- ACE is committed to ensuring equitable opportunities to pursue education in a post-secondary environment are available to persons with intellectual disabilities.
- ACE recognizes each student as an adult learner.
- Students who are intellectually disabled have the interest in, and the expectation to be, continuing their education and life experiences in a post-secondary environment.
- Interest in, and the development of, inclusive post secondary education programs must be a priority in our communities.

Memorial University of Newfoundland, Faculty of Education

The Faculty of Education states that its mandate is to align teacher preparation with best current practice. Current Bachelor of Special Education graduates enter Newfoundland and Labrador schools as instructional resource teachers who function in highly collaborative roles.

This faculty works closely with the Student Support Services of the provincial department of education's Student Support Services Division. Inclusive programming is the intent of the recently revised Special Education Policy Manual.

- No formalized position on inclusive education.
- Strong commitment to inclusive practices reflected in recent changes to course content/titles.
- Graduates entering the field of education expect to have students with diverse learning needs in the regular classroom.

Université de Moncton Faculty of Education (NB)

While no clear position statement was submitted by this post-secondary institution, a degree of commitment to inclusive education is evident from two examples provided:

- The University's teacher training reform of 1994 saw, among other things, the abolishment of

B. Ed (Special Education) and the offering of courses in exceptionalities and special programs to all students.

- There exists a research team of faculty members on inclusive education.

This organization indicated that it supports the need for a National research consortium in inclusive education and could contribute to its Francophone components.

The Canadian Hard of Hearing Association (CHHA) (PEI)

- Supports Inclusive Education for individuals who are hard of hearing, provided the special needs of students are satisfied in the school environment to facilitate quality learning.
- Position on Inclusive Education is based on the notion of Canadian citizenship (which gives each individual the rights to fully participate in all aspects of society . . .)
- The notion of hearing loss as a communication-based disability, the diversity (in terms of needs and abilities) of people with hearing loss, and the importance of access to role models were mentioned.
- Collaboration is central to the success of Inclusive Education.

Several resources pertaining to the education of students who are hard of hearing were tendered (*To Be Heard: Guidebook for Instructors of Students Who are Hard of Hearing*, 1997, *Education Issues of Hard of Hearing and Late-deafened Persons*, *Hard of Hearing Youth Speak Out*, 1998, *Hearing the Learning*, *A Post-secondary Education Handbook for Students who are Hard of Hearing*, 1997, *Resource Binder for Service Delivery*, *Access for Hard of Hearing Post-Secondary Students*, 1997).

APPENDIX C

Areas of Needed Research

Specific Questions Blended into Larger Research Questions in Text

Ontario

Best Practices:

- What is the best delivery of service to children with disabilities?
- How can teachers best support students with disabilities as well as the other students in the classroom?
- What quality resources and teaching materials could teachers use in teaching students with disabilities in their classrooms?
- How do non-traditional learners learn best?
- How must the teaching/learning process be adapted to ensure that all learners can achieve their potential and meet their goals?
- What is effective with students who have different learning styles/abilities?
- How can we best program and identify learning expectations for students with exceptionalities?
- How can teachers turn assessment results into meaningful and individualized education plans?
- How can the principles of universal instruction design for all non-traditional learners be implemented in the regular classroom and the special education classroom?
- How can the accommodations that students require be matched to their strengths and needs?
- What do appropriate organizational structures, policies, and procedures look like in an inclusive setting?
- What are efficient and effective ways to bring about the broad-based changes required so that current best practices for inclusive education are implemented?
- How can inclusion be successfully implemented in schools?

- What factors contribute to inclusive education Asuccess stories?@
- How do we program more effectively in schools that are to become more inclusive?
- What are best practices?
- How can we best implement inclusive education?
- What special teaching methods are being employed in the classrooms to make inclusive education a success?
- What are the pros and cons of inclusive education and special education?
- How can we improve inclusive education?
- What are the goals of inclusive education?
- What are the outcomes for families experiencing inclusive schools?
- What are the outcomes for all students - with and without disabilities - in inclusive schools?
- How do we provide efficient and effective methods for accountability through outcomes?
- What is the appropriate number of students with disabilities to be assigned to a regular classroom?
- How can we communicate best practices?
- Why are best practices not more widely implemented? How can we identify efficient and effective ways to implement best practices:
 - for changing classroom practice and restructuring schools, school boards and the Ministry.
 - for the empowerment and involvement of ALL students, their families and their communities
- What and how much do the teacher, school or school board need to know about a student in order to provide a positive and appropriate learning environment?
- How can we use funding to identify best practices for allocation of (human and financial) resources between and within schools?
- How can we effectively use Educational Assistants in inclusive education?
- How can Teaching Assistants be taught to encourage and support inclusion?
- What are best practices? For administrators? (Preschool to post-secondary, beyond advocacy and curricular and social inclusion?)
- How do we do inclusion?

Teacher Preparation:

- What is the best way to train people in the area of inclusion?
- What type of professional training is needed for educators to ensure success? Where and when should the training should occur (preservice, inservice, additional qualification courses)? Is the present training meeting the needs of educators?
- Is a comprehensive model of staff development in Canada effective in changing teacher practice to accommodate children from diverse developmental, cultural, ethnic, linguistic/family backgrounds?
- How can we best conceptualize a model of professional development which encourages and maintains full inclusion?
- What meaningful professional development could be developed to best support teachers and support personnel in the classroom?
- Where is more training needed — inservice or preservice?
- How can teacher training programs help both general and special educators to work with more diverse students?
- How do special and general educators work within existing provincial dual special/general education bureaucracies?
- What types of programs are being offered in teacher's college to prepare new teachers for all type of classrooms? What programs are offered after teacher's college?
- What kind of teacher training (preservice, Additional Qualification, professional development) will enable all teachers to teach in an enabling manner?
- What attitudes and skills are needed in teacher preparation ? How do we prepare teacher candidates for diversity?
- What is the state of pre-service and inservice training of teachers, principals and other ed administrators (incl Board and ministry admin), and non-teaching professional staff; teacher preservice programs, continuing inservicing for practicing teachers

Need for Mental Health Research into Inclusive Education:

- What are the supports and accommodations available for students with psychiatric disabilities?
- How can research contribute to exploring the development of a process model of accommodation rather than just specific accommodations for students with mental health problems?

- How are accommodations for students with psychiatric disabilities currently being implemented on an institutional and cross-institutional basis? How is mental illness being identified as a disability and accommodated by disability services and campuses across Canada? How are different schools responding? Which traditional stereotypes of the nature of people with mental illness are being challenged by educational systems through this process, and which stereotypes are being maintained?
- How does psychiatric disability impact the learning process, from the perspectives of academic researchers, teachers, and the students themselves?
- What is the role of family and personal networks in supporting and/or discouraging (mental health) consumers from staying in school and continuing their education?
- What is the impact of different social identities upon the educational experience of students with mental health problems?
- How does financial aid ensure or discourage equal access to education for people with mental health problems?
- How can inclusive education be implemented in Canada? (pilot projects and test centres)
- How do we do Agood strong research@ (that has comparisons)?
- How can we disseminate research broadly?—boards, teacher training personnel, classroom teachers
- How can we refocus educational research towards inclusive practice?
- How can we tell the Astory@ of inclusion?
- Researching where inclusion is the norm — how did they go from here to there? (For example, New Brunswick, Parents' movement)

Attitudes towards Inclusive Education:

- What are inclusive educator characteristics (attitudes, beliefs, values, abilities)?
- How have organizational beliefs developed and been shaped towards the systemic issues contained within the inquiry into inclusive education? (history of institutional barriers to persons managing disabilities.)
- Why are school boards, administration, teachers . . . not ready for inclusive ed? What attitudes are evident in their response or lack of response to inclusion?
- Are there certain skills we should make sure that teachers have?
- What attracts teachers to enter Special Education as it stands now and be an inclusive educator? Why do some teachers and students feel passionately about special education or inclusion?

- What attracts special education teachers to the field? What skills do they come with?
- How do we sell inclusion? (I. e. To eliminate fears of parents and teachers)
- How can we develop a sense of commitment to inclusion?

Effects of Inclusive Education:

- Why are some boards successful and others are not?
- What educational placements are successful? (examine range of placements)
- How can we measure successful inclusive education?
- What are children with exceptionalities doing for other students and adults? What impact does inclusive placement have?
- What are the effects of inclusion on social interaction?
- What is the impact of inclusive placements in standardized tests scores?
- How does teacher burnout compare in special education and in inclusive environments?
- What is the effect of labels?

Cost and Inclusive Education:

- What are the potential costs of inclusion?
- Which model is cheaper?
- How does the provincial financing of education effect funding, placement and student labelling?

Other areas of needed attention:

Defining Inclusion

- What are the definitions of terminology used? (I.e. inclusion, integration, mainstream)
- What is inclusion?
- What is the real definition of inclusive education?

Support

- How can we support classroom teachers?

- What involvement is there at the board level to support teachers for inclusive education?
- What does support mean in an inclusive education setting?
- How do we function with existing resources/support? What supports are needed for inclusive education?
- What is the role of education in supporting a child with a disability?

Technology

- How do we fund and support technology as it relates to inclusive education?
- How can adaptive technology be used for the benefit of all learners, including the embedding of technology into the curriculum such that it is an integral part of the teaching/learning process?
- How can technology help individuals with needs?
- How can we provide more access to technology? How can technology influence and assist in meeting individual needs?

Human Rights

- How might the rights of families and individuals be upheld in securing and inclusive education?
- How does the existing educational system for students with additional needs contravene the Ontario Human Rights Code, the Educational entitlements/rights that exist according to The Education Act and to the Duty to Accommodate in the Ontario Human Rights Code and the Charter of Rights? (Ontario Human Rights Code as it relates to policy and guidelines and the duty to accommodate, due process, principles of natural law and justice, contractual agreements, and funding.)
- What underlying problems in the medical (versus social) program delivery model are related to disabilities?
- What is the status of parent knowledge regarding special education and response of people in power?

Inclusive Post-Secondary Education

- What happens to the students after they leave school? (Employment/ed opportunities)
- What do colleges and universities have to offer students with exceptionalities?
- What types of accommodations, if any, are made for students who do not meet the minimum admission requirements?
- What percentage of students at post-secondary schools identify themselves as having an exceptionality?

- How do we prepare professionals at the post-secondary level to work in inclusive environments?
- Do courses in faculties of education address inclusion? If so, how?
- Are these courses separate or is inclusion integrated throughout the teacher preparation program?
- What are the attitudes of teacher candidates towards inclusion upon admission and upon graduation?
- Is inclusion identified as an important topic in medical, nursing, social work, or psychology programs?
- How do faculty at universities and colleges see their role in including students with exceptionalities at that level?
- What resources are in place for staff and faculty at colleges and universities?

Work

- What happens to students when they graduate or age-out? (Quality of life?)
- What transition services are available through the school board and community agencies?
- What percentage of students use their experiences and skills for co-ops and other placements upon graduation? Do these lead to future positions and income?
- Are adults with exceptionalities successful in gaining employment? If so, what types of jobs are they getting? (Are they in inclusive workplaces? Do they make enough to support themselves? What are the barriers to employment?)

Home

- What community resources are available for people with exceptionalities and their families to facilitate independent living?
- What types of living environments are most common for people with exceptionalities?
- Are these environments inclusive?
- If not at home, are persons with exceptionalities living in their local community?

Social

- What community activities are available to people with exceptionalities? (Parks and rec, private organizations)
- Who do people with exceptionalities socialize with after graduation from secondary school? Is it different than when in school?
- Do people with exceptionalities identify their closest friends as also having exceptionalities?
- What barriers are there to inclusive social activities?

Saskatchewan – Manitoba – NWT – Nunavut

Best Practices:

- What are best practices for facilitation of change to inclusive education models by advocates?
- What are best practices for facilitation of progress in inclusive settings for various age ranges from early childhood through post-secondary education?
- What are the positive links between inclusive school communities and the larger communities in which they are sited?
- What is the range of inclusive practices currently being used and what is their effectiveness in attaining individual objectives?
- What best practices are employed in countries other than Canada?
- What are best practices for selection of in-school professional as most appropriate case manager?
- What is best practice in choice of instructional approach most suited to success of students with disabilities in the regular classroom?
- What systems of service delivery for inclusive education are most successful in support of classroom teachers and students with disabilities in timely manner?
- How might a school be best organized to support inclusive education?
- What are best inclusive organization strategies and instructional methods for use in rural schools?
- What roles and responsibilities should various players (teachers, resource room teachers, administrators, peers, parents, and others) take in support of inclusive education from early childhood through post-secondary education?
- What are the attributes of appropriate transitional programs for students with disabilities from one level of education to another and thence to work?
- What is a positive process for the development of partnerships between parents and educators, people with disabilities and educators?
- How might dialogue between parents of students with disabilities and parents of regular students be facilitated under the inclusive model?
- What are best practices for making students with disabilities most successful in inclusive settings?
- What dynamics contribute to developing a paraprofessional as a positive influence or a hindrance in inclusive settings?

- What attributes lead to development of a “good team” of teacher and other resource person in an inclusive classroom setting?
- What are the attributes of an inclusive learning environment in terms of technology, preparation of teachers, and role models in staff?
- How might trusting relationships between school and family be developed in terms of inclusive education?
- What are the most effective strategies for inclusion of students with mental challenges, given that many “best practices” may not apply to this group?
- How best can educators be supported for inclusive education and how might they best support themselves?

Attitudes Toward Inclusive Education:

- What systemic and attitudinal barriers to inclusive education from early childhood through post-secondary education exist, what are their origins, and how might these be overcome?
- What attitudinal characteristics are found among educators supportive of inclusive education?
- Does a hierarchy exist amongst categories of disability in the minds of educational service providers? If so, what are its origins and effects?
- What relationships exist between access to services and degree of disability from early childhood through post-secondary education?
- How do ethnicity and culture impact on systemic and attitudinal barriers to inclusive education from early childhood through post-secondary education?
- What inclusive instructional and organizational strategies best support First Nations students?
- What factors control society’s expectations for education of students with disabilities and how do they impact on the move to inclusion?
- What assumptions exist among educators regarding disability prior to students entering an inclusive program?

Effects of Inclusive Education:

- What are the long-term benefits or disadvantages of inclusive models of education for those with disabilities and to society as a whole?
- What effects do differing styles of administrative leadership have on inclusive education from early childhood through post-secondary education?

- How might success be measured with regard to inclusive education?
- Are educational experiences through life different for those educated under special education approaches and inclusive approaches?
- What advantages and disadvantages does labeling contribute to educational decision-making for students with disabilities in inclusive settings?
- What similarities and differences exist between inclusive model programs and special education model programs in promoting academic and social achievement?

Teacher Preparation:

- What skills/resources/supports do classroom teachers need to be effective inclusive educators?
- What components of instruction and experience characterize best possible preservice teacher preparation for inclusive practice?
- What makes a quality teacher in an inclusive setting?
- How can we graduate teachers who are well prepared to teach in inclusive educational settings?
- How might future teachers be guided to realize that social progress is as important an objective for students as is academic progress, and that social progress is best achieved in inclusive classrooms?

Need for Research into Inclusive Education:

- How can research into inclusive education be stimulated and disseminated within meaningful time frames in support of inclusive education?
- How might a research environment and capacity suited to Canada's needs be developed?
- How might effective research partnerships be developed between school systems and researchers in support of inclusive education?
- How might effective research partnerships be developed between parents/advocates and researchers in support of inclusive education?
- How might persons with disabilities and researchers develop active and productive partnerships in support of inclusive education?
- How might research findings be employed to increase understanding of inclusive education and its values for all students?

Cost and Inclusive Education:

- What are the cost comparisons for centralized special education models and inclusive models of education for students with disabilities in the short-term and the long-term?
- What are the cost characteristics of centralized and decentralized models of provision of special materials, equipment, and other resources in support of inclusive education?
- What funding models are used in jurisdictions which have moved to an inclusive education service delivery system?

Behaviour:

- What are the trends with regard to incidents of aggressive and violent behaviour in inclusive settings?
- How can we best prepare teachers and administrators to meet such behavioural needs within the context of inclusive classrooms, schools, and communities?

Other Areas of Needed Attention:

- How can students with exceptionalities participate successfully with regard to imposition of higher curriculum standards and high stake testing?
- What conditions and adaptations are effective in providing appropriate support for standardized testing involvement?
- How does legislation translate into inclusive practice and the development of a positive learning environment for all students?
- How can the parent/self-advocate perspectives be brought into the educational decision-making process? What role would a facilitator play?
- How can students be guided to identify their own learning needs? How might such identification be valued in an atmosphere often coloured by stigmatization and stereotyping?
- What are the characteristics of workplace education, life long learning, and human resource development and training when an inclusive environment is the objective?

British Columbia – Alberta – Yukon

Best Practices:

- What inclusion models are most successful and might be used to guide standards and practice for parents and educators?
- What school system and department of education appeal models have been developed in Canada and which are most successful in the eyes of parents, school system administrators, and government officials?
- What are best practices for facilitation of change to inclusive education models and what are the means to share them among teachers and parents?
- What practices do families use successfully with their children with challenges and how might they be shared with teachers?
- What school board and provincial education policies supportive of inclusive practice are in place?
- What are the factors associated with successful inclusion of students?
- What models of funding have been established in Canadian school systems and departments of education to support inclusive practice and what is their degree of success?
- What are best practices for Educational Assistant support of students with challenging needs?
- What are best practices for school jurisdictions regarding provision of supports such as occupational therapy, speech and language, and physical therapy in ways which would promote access to mainstream curricula in regular classroom settings?
- How might home and school best practices in working collaboratively in support of children with challenges across both settings?
- What models for successfully involving parents in the educational decision making process exist in Canada?
- How might research around inclusion be evaluated so that findings from well-designed and meaningful studies are disseminated effectively?
- How might inclusively oriented school programs be evaluated effectively incorporating students, parents, and teachers as evaluators?
- What particular strategies have proven most effective in supporting inclusion for students challenged by specific areas of disability?
- What particular strategies have proven most effective in supporting inclusion for students across a range of areas of challenge?

- What aspects of current school reform agendas are most supportive of building effective inclusive educational environments and why?
- What are the key elements a school setting must incorporate to effectively include students with diverse needs?
- How can the best inclusive educational practices be encouraged and sustained over the long term?
- What factors contribute most powerfully to successful transition from elementary to secondary to post-secondary to employment/community life?
- How can resources developed specifically to support inclusion in education be used most effectively?
- What strategies are most effective for support of early literacy in inclusive educational environments?
- How might a meta-analysis of current research be designed to assist in identification of practices which support and promote meaningful inclusion?
- What effective models have been developed for rehabilitation delivery to children in inclusive settings of remote communities?
- What are effective practices in educating the public, educational leaders, parents, and schools on the values and practices of inclusion?
- What effective educational approaches and teacher and student supports which may be applied across instructional settings achieve positive outcomes for student, family, and educators?
- What are effective practices for empowering peers to provide natural supports within inclusive educational settings?

Effect of Inclusion:

- What is the impact of inclusion on a child's social skills, behaviour, motivation, learning, communication, friendships, and general quality of life?
- In what ways might inclusion act as an impediment to educational progress for students with disabilities and/or other students in regular education environments?
- In what ways might inclusion enhance educational progress for students with disabilities and/or other students in regular education environments?
- What does initial placement in a special education environment prior to inclusive placement benefit a student with disability?
- What is the impact of class size on regular classes and is any difference caused by inclusion of students with disability?

- What is the effect of a model of consultancy when consultants consult with the family as well as with the school?
- What effect does placement in an inclusive regular classroom environment have on students with disabilities compared to placement in a special education environment?
- What differences in effect does placement in an inclusive regular classroom environment have on students with a specific disability (e.g. developmental disability, learning disability) compared with placement in a special education environment?
- What long term vocational, social, and academic outcomes arise for students with disabilities from education in inclusive educational environments compared to placement in special education environments?
- What are the effects for students with disabilities of non-inclusive education on family and individual expectations?
- What are the effects for students with disabilities of non-inclusive education on community participation and inclusion?
- What are the effects of participation in an inclusive educational environment for non-disabled students in terms of academic and social progress?
- Does experience in an inclusive educational environment produce stronger overall progress for all students?
- What correlation exists between a school considered to be above average in providing a strong education and inclusiveness?
- Does effort to create an inclusive environment contribute to building generally stronger schools?
- What are the impacts of life long inclusion on the lived experiences of people with disabilities?
- What are the impacts on early educational inclusion and later segregation on the lived experiences of people with disabilities?
- What are the impacts of early educational segregation and later inclusion on the lived experiences of people with disabilities?
- What is the impact of increased educational expectations for students with developmental disabilities in an inclusive environment?
- What is the impact of being educated in an inclusive environment on an individual's capacity for long-term involvement with society?
- What is the impact of the structure of specific structural elements of a high school on its capacity of inclusion?

- What are the differences in outcome for students using various strategies for inclusion at the post secondary level of education?
- What is the effect of inclusive educational experience compared to special education experience on students with disabilities leaving high school and seeking employment, post-secondary education, and independent living?
- What are the outcomes for children with disabilities and other children of experience in inclusive early childhood programs?

National, Provincial, Territorial Level Studies:

- What policies and funding mechanisms around placement of students with disabilities have been developed cross Canada and what is their effect on movement toward inclusive education?
- What effect have negotiated union – school system agreements across Canada had on teachers and paraprofessionals in terms of movement to inclusive education?
- What barriers do parents encounter in becoming involved in the education of their children with disabilities across Canada?
- What total numbers of students with disabilities and numbers of students identified under specific labels are educated under inclusive and special education models in Canada?
- What school board, territorial, provincial, and federal government policies in place create support or lack of support for movement to inclusive education?
- What degree of commitment to supporting movement to inclusive education exists at territorial, provincial, and federal levels and how is it demonstrated?
- What steps need territorial, provincial, and federal governments take to demonstrate leadership in the move to inclusive education?
- What level of knowledge of inclusive education policy and practice and motivation to move to inclusive education exists among decision makers at provincial, school system, and individual school levels?
- What results are apparent as a result of increased communication and collaborative planning amongst service providers such as educators, governments, and non-governmental organizations, consumers, and care-givers in various regions of Canada?
- What is the impact of national support for inclusive education on provincial school systems, departments of education, and governments across Canada?
- What is unique within the Canadian context with regard to movement toward inclusive education policy and practice?

Teacher Preparation:

- What standards for knowledge of theory and practice in inclusive education should be set for university level inservice teacher preparation?
- What knowledge of curriculum modification/adaptation strategies do teachers require in order to manage an inclusive classroom?
- What alterations need to be made to present teacher preparation programs in order to facilitate teacher preparation for inclusive settings?
- What is the preferred model of ensuring that university-based teacher preparation programs result in graduates being knowledgeable in the area of inclusive education?
- What teacher variables are most related to development of inclusive philosophy and practice?
- What elements of competency instruction will contribute to the formation of teachers knowledgeable across areas of inclusive education from identification, to assessment, to classroom practice?
- How might teachers be prepared to translate assessment information into effective inclusive individual education plans for students with disabilities?
- What unique areas need to be addressed in teacher education programs for teachers working inclusively with Aboriginal and Inui communities?
- How is an inclusive classroom community developed by teachers and students?
- What inservice professional development systems are in place to assist practicing teachers in strategies for modifying and adapting curriculum for included students and what are their qualities?
- What inservice professional development systems are in place to ensure that trustees, central office staff, superintendents, directors, and school administrators are aware of arguments for inclusive education and associated and appropriate structural and other supports?

Attitudes:

- What effect does negotiation of contracts have on attitude of teacher associations toward inclusive education?
- What effect does negotiation of contracts have on attitude of educational assistant associations toward inclusive education?
- How do differing funding models for education of students with disabilities impact on educational decisions to include or segregate?
- How do individual student achievement levels effect teacher attitudes toward inclusive and segregated placement of students with disabilities?

- What aspects of teacher preparation programs impact on development of attitudes in favour of inclusive placement as compared to special education placement of students with disabilities?
- Why do many teachers appear to believe that students with disabilities can be taught effectively only in special education segregated placements?
- What understandings do teachers have of the concept that students are best served in their homes and immediate neighbourhoods when education is being considered?
- What understandings of education persuade many administrators that the special education model is to be preferred to the inclusive model?
- What understandings of education persuade many trustees, government officials, and politicians that the special education model is to be preferred to the inclusive model?
- What experiences lead younger teachers to accept inclusive practice more readily than teachers with greater degrees of experience?
- What effect does involvement in inclusive education have on attitudes of teachers, administrators, and educational assistants?
- How do parent attitudes and family characteristics affect the degree of inclusion their child experiences and/or specific outcomes for that child?

Educational Assistants:

- What national training standards are required to support the preparation of
- Educational Assistants for inclusive education settings?
- What is the minimal set of skills required by Educational Assistants working in inclusive regular classroom settings in support of students with disabilities?
- What are best practices regarding the role of the Educational Assistant in an inclusive education setting?
- How might the understanding that student programming is determined for each child based on that child's needs be communicated to Educational Assistants working in inclusive education settings?
- What are the qualities of existing professional preparation programs at the post-secondary and school system levels and how are such programs designed to meet the needs of Educational Assistants working in inclusive education settings?
- What research should be conducted into the roles of other paraprofessionals (e.g. facilitators for deaf-blind students, interpreters for deaf students) working in inclusive education settings?

- What are the roles of teachers and Educational Assistants and how are they similar and different in educating students with disabilities in inclusive education settings?

Identification and Assessment:

- Can assessment determine if an individual student with disability is “ready for inclusion”? If so, what are the characteristics of that assessment?
- How might assessment of readiness for inclusion be conducted in fair manner in school districts characterized primarily by segregated placements for students with disabilities?
- What strengths and limitations do achievement tests have in providing an appropriate assessment of students with any specific category of disability (e.g. autism)?
- What would be the characteristics of diagnostic assessment tools appropriate for assisting teachers to identify the needs of students with disabilities and to develop appropriate intervention strategies to be used in inclusive settings?
- What would be the characteristics of culturally and linguistically diagnostic assessment tools appropriate for use in inclusive education systems?

Transitions:

- What knowledge and skills relevant to transition to adult responsibilities are held by people with disabilities on graduation from education systems characterized by special education or inclusive models?
- What characteristics of transition from inclusive elementary to secondary settings for students with disabilities operate to impact on changes in teacher and parent expectations?
- What types of supports exist for students with disabilities as they transition from one level of education to another? What is the consistency of such supports and what is their impact?
- What are the specific organizational characteristics of a secondary school education program (e.g. timetabling) and how do they impact on the secondary school’s capacity to include students with disabilities transitioning from elementary school?
- Is there a measurable difference in degree of inclusion experienced by students who have support through transitions from one level of school to another compared to those who do not?

Human Rights:

- How do concepts and practice of human rights apply to a student with disability when placed in a regular classroom setting but not treated as an equal member of the classroom

community by being included in routine classroom activities?

- How are basic concepts of social justice and human rights apparent under special education models of education and under inclusive models?
- How are concepts of social justice and human rights realized when placement of students with disability who come from diverse family backgrounds (e.g. low income, minority racial group, single parent) are made?
- How are social justice and human rights principles and belief that all children are to be included, valued, and respected regardless of ability realized in educational systems supporting inclusion for some and segregation for others?
- What frameworks of accountability are in place to ensure that principles of social justice and human rights embedded in provincial/territorial policy and legislation apply to educational placement of students with disabilities and how are they enforced when inclusive educational placement is desired?

Breadth of Inclusive Education Practice:

- What parameters for inclusive education practice in terms of students with disability are perceived by various groups of educators, parents, people with disabilities, advocates for inclusion, advocates for special education, and department of education officials?
- What type of student would educators, parents, people with disabilities, advocates for inclusion, advocates for special education, and department of education officials perceive as too disabled to be included in a regular classroom, and what leads one to this position?
- How might consistency of inclusive leadership and practices be maintained in light of the fact that key players routinely move from school to school and position to position in education systems?
- What are the characteristics of an inclusive leader and how might this knowledge impact on professional development programs for teachers and administrators?

Cost of Inclusive Education:

- Is inclusion of students with disabilities subsidized by regular students to the detriment of their education?
- If implementation of inclusive education for students with disabilities is seen as a cost issue, how does action taken on this basis relate to action taken on similar bases for other student minority groups?
- What is the comparative cost-effectiveness of inclusive and special education models?

- What is the comparative cost-effectiveness of inclusion and special education in both the long and short term?
- What degree of care is required by adults who have experienced inclusive education to that required by adults who have experienced segregated education and what are the cost implications?

Other Areas of Needed Attention:

- Research and develop a definition of inclusion as it focuses on the regular classroom.
- What is the relationship between the ability of the community to meaningfully include children and youth with disabilities and that of the education system to meaningfully include these same children and youth?
- In what ways may community members knowledgeable in including children and youth with disabilities in community-based activities contribute to educational inclusion in their communities?
- Why do educators at times consider it appropriate to send children and youth with disabilities home from school due to shortage of funding when no other students are send home for this reason, and what is the relationship of this dynamic to discrimination?
- What is the fit between Intensive Behavioural Intervention for students with autism and the inclusive model of education?
- What inclusive educational approaches are most appropriate for supporting students with fetal alcohol syndrome/fetal alcohol effect?
- What is the impact of various health conditions (e.g. anemia, nutritional deficiency, otitis media, premature birth) on learning, particularly in terms of inclusive settings and remote communities?
- What resources and strategies may be developed to increase participation of parents in the process of identification and support of students with disabilities in inclusive settings?
- Are parents who have positive inclusive experiences at the pre-school level more or less likely to request inclusive settings for their children later in their educational careers?
- What correlation exists between parental experience with their local school system and that system's policy on inclusion, and what is the meaning of the correlation found?

Atlantic Provinces

Best Practices:

- How can policy be implemented appropriately to ensure all schools are fully inclusive for persons with disabilities?
- How do best practices and policy compare?
- Why factors contributed to successful inclusion stories? (Factors analysis and case studies of successful inclusive practice)
- What are the current practices in provincial school systems and how do they compare (amongst provinces)?
- How can we do inclusive education?
- What does the implementation of inclusive education look like? — IPP development, curriculum adaptation, monitoring and evaluation of learning and effective communication about learning between parents and teachers.
- What works in inclusion? What doesn't work?
- How can we work with students with severe behaviour challenges?
- What is effective inclusive practice? What does it look like? What strategies are successful?
- What are inclusive pedagogical practices?
- What are the best practices for inclusive education? (teacher strategies)
- What are the common elements of best practices? What are efficient and effective ways to implement best practices?
- What types of accommodations and supports make a difference? What do we need more of?
- How can the curriculum be made accessible for all children?
- What are practical inclusive best practices in a French immersion setting?
- How can we integrate service delivery?
- What effective service delivery models exist across Canada?
- How can we develop culturally relevant assessment tools? (race- and ethno-cultural equity assessment practices)
- What are best practices for changing classroom practice and restructuring schools, school boards, and the responsible government Department/Ministry?

- Within a census-based funding, what are best practices for allocating human and financial resources between and within schools?
- What are the best practices for the empowerment and decisive involvement in the schools and the educational process of ALL students, their families and the communities around the school?
- What are best practices as they relate to: service delivery, inter-agency support, family factors, specific programmed initiatives, funding models and cost analysis related to effectiveness and efficiency?
- What are best practices for students with emotional/behavioural issues?

Preparation - Education and Training:

- What constitutes adequate and appropriate pre and in service training on inclusive education of non-teaching professional staff?
- What classroom and resource teacher preparation supports inclusion?
- What practical training opportunities (professional training - preservice, inservice) assist in implementing full inclusion strategies?
- How can we educate on A inclusion?@
- What modules and materials help educators to understand the technical aspects of inclusion (development of Individual Program Plans, adapting curriculum, communication, roles and responsibilities)— Does this exist elsewhere? If so, does it work?
- What training do classroom teachers have in exceptional learners?
- What is the training for resource teachers, administrators and teacher assistants? What are the roles and responsibilities of the district and school based administrator, the classroom and resource teacher, the teacher assistant, the paraprofessional, and rehabilitation specialist?
- What constitutes adequate and appropriate pre-service and in-service training of teachers, principals and other educational administrators (including board and government/ministry administrators)?
- What support and/or training are desired and needed by educators and administrators in order to create effective inclusive educational settings? What, if any, institutions provide this training?
- What is the success rate of university students who have taken courses in inclusive education when they become teachers?
- What would be the result of mandatory post-secondary training in Inclusive Education for educators and student teachers?

- Are teachers who have taken special courses specific to inclusion and the role of the teacher more able to meet the challenges of inclusion? Are these teachers more accepting of their role and their students?
- What is the impact of the lack of adequate professional training for inclusion of staff on students?
- What resources and professional development need to be in place to be effective in inclusive education?

Teacher Assistants:

- What is the role of teacher assistants in middle levels?
- Are teaching assistants the solution to inclusion?
- What is the nature of paraprofessional assistance?
- How should paraprofessionals be trained and utilized?
- How do para-professionals support progress?
- What are definitions of the roles of paraprofessionals?

Outcomes – Accountability:

- What are the outcomes for children with disabilities?
- What are long-range outcomes of inclusion?
- How can we measure the success (social, academic...) of inclusive education?
- What makes a difference in terms of educational indicators and outcomes?
- How can we ensure that we are moving forward? Is inclusion working? How well did the inclusive education system serve students with special needs? i.e. examine at graduates.
- How can we tell if we are maximizing student potential?
- How can we measure the effectiveness of the range of student programming options?
- Does a poorly implemented policy impact student learning and student efficacy?
- In an outcome driven system, where does inclusion fit? Are there better models of evaluation?
- What are efficient and effective methods for appropriate accountability (to parents, students)?

Attitudes Towards Inclusive Education:

- What are attitudes towards inclusive education (community, teacher...)?
- How do attitudes towards inclusion, teaching training programs and professional development intersect when teachers say that integration or inclusion is responsible for the poor performance of Canadian students on international studies?
- What are current perceptions and ideas about inclusive education and individuals with special needs? What are effective ways for dispelling inaccurate views and creating positive perceptions in all areas (schools, community, employers, etc.)?
- What are teachers' views of inclusion? What are their needs?
- How do teacher attitudes impact their approaches to teaching diverse learners?
- How can we change attitudes in our society?
- What are public perceptions of inclusive education?
- What are efficient and effective ways to bring about appropriate attitude adjustment within the research community as a whole?

Cost and Inclusive Education:

- How do provincial funding policy and how the funds are accessed compare?
- How do effective provincial financial models to address the growing special needs population compare?
- What are some effective funding models?
- Accountability — are we spending money effectively?
- What are the economics of inclusion? What is the price of inclusion - is it more or less costly?
- What is the impact of cutting programs such as fine arts on people with special needs?

Inclusive Secondary Education:

- How can we integrate subjects in the second year of high school? What does Trans disciplinary teaching mean?
- How can we better support teenagers with disabilities?
- How can we integrate into semester courses when time is limited and the study program is the top priority?

- Does the inclusion of special needs students in high school classes impact results of national and international evaluations?

Inclusive Post-Secondary Education:

- What inclusive learning opportunities exist for students leaving the public school system? (Transition planning and programs)
- What are the benefits, challenges, best practices, etc. of Inclusive Post-Secondary Education (IPSE)?
- What are the values and successes of integrated education at the post-secondary level?
- What models work best at the post-secondary level?

Employment:

- What are the curriculum options for daily living skills and employment skills currently used in inclusive classrooms?
- What are the best ways to go about developing inclusive school-to-work or post-secondary transition programs, being mindful of local circumstances?
- What options exist at high-school and post-secondary levels and in terms of employment (career and vocational development) for students with disabilities?
- What is the income attainment of persons with disabilities?
- What will inclusive education do for employability? (What are the rewards?) What is the availability of residential, social, and employment opportunities that offer quality of life, interest based planning and meaningful opportunities within environments equally inclusive to that of our schools?

Peer Support:

- What is the social impact of inclusion on non-disabled peers?
- What is the impact and quality of peer support on the disabled child and the (non-disabled) peer (and the teacher)?
- What is the impact of peer helping programs in high schools?

Parental Involvement:

- How can teaching assistants, specialists, and parents collaborate to improve real inclusive practices?
- What do families feel would be the most beneficial support for the student and the family unit?
- What impact does involving parents have on the outcome of inclusive education?
- What leads to positive parent-teacher relationships, team work for inclusive education?

Labelling:

- Does early identification of disabilities have an impact on the student's school experience in terms of socialization and academics?
- What effect has school experience on labelled students?
- What is the relevance and the impact of labels?

Other Areas of Needed Attention:

- What do students want and value in their education? (During elementary and secondary school and lifelong learning beyond public education, ie. Post-secondary education.)
- What are the educational rights to inclusive education of exceptional children?
- Are delivery models and the interpretation of associated language (ie. adaptation, modification, inclusion, resource, special needs) consistent?
- How do we integrate social abilities in various study programs?
- Are there common factors among students who are at ease with their disabilities?
- How can we include students with disabilities in extra-curricular and co-curricular, play activities?
- What is the availability of related services (ie. Speech language pathology, occupational therapy ...)?
- What factors contribute to positive inclusive experiences for students? What factors contribute to positive inclusive experiences for teachers?
- What is the impact of behavioural disorders on the regular class, staff, students? Compare Canadian statistics?

- What is the impact of French Immersion programs streaming students into the regular education classes?
- How do provincial guidelines compare (ie. Data on inclusive education across Canada)?
- What are the roles of other government departments, of the community, of parents, etc. within various jurisdictions?
- How do services and functional integration models in small schools (less than 100 students) compare with large schools? (rural schools versus urban schools)
- What is the impact of serving the special needs population in the regular classroom on the regular teacher?
- How can we do collaborative research?
- How do we develop and improve inter-agency and inter-ministerial partnerships?

APPENDIX D

Concerns Relative to Strengthening Research

Ontario

Canadian Mental Health Association (CMHA)

- Very little research has taken place to date on inclusive education for children, youth and adults with mental health problem.
- Locating the concept of psychiatric disabilities within a cross-disability framework is relatively new and there is some concern on how to proceed. Recognizing and respecting the diversity of opinions and perspectives on issues and concerns of people with mental health problems will be a necessary pre-condition for developing research agendas.
- The division of responsibilities among federal and provincial/territorial governments for different levels of education will need to be addressed in this national research agenda.
- Developing innovative models that allow for regional diversity and still ensure a basic minimum of access for all Canadians will be a key challenge for the research, education and disability communities to meet.
- Collect statistical data on the number of students in elementary, secondary, and post-secondary education who experience mental health problems, including the development of standard definitions across the educational systems.
- Compile successful transition strategies from the secondary school system to post-secondary, employment or other meaningful activity.

Canadian Paraplegic Association

- It is important to understand how Inclusive Education has evolved in other jurisdictions (conduct pilot projects).
- Consider potential costs without focusing exclusively on fiscal aspects.

- Encourage research to find success stories and analysis of the factors that contributed to their success

The Hamilton Family Network

- Students are unnecessarily labelled of students and placed in segregated settings
- (Reduced) budget matters must be considered.
- Labels often limit curricular options of those labelled as having disability
- System's focus is on the academic versus other aspects of child development

Ontario Coalition for Inclusive Education

- Research should be participatory, involving wide participation in design and implementation and interpretation. (Parents, community, school board, school based parent groups, parent advocacy groups, students, teachers—build in adequate funding for this.)
- Appropriate dissemination and communication of the results. (Build in adequate funding for a dissemination and communication plan)

Early Childhood Resource Teacher Network of Ontario (ECRTNO)

- Research must go beyond exemplary practices to empowering [educators] with learning tools and training materials that support inclusion.
- There is a reduction of funds and accessible facilities for training in urban, rural, and Northern areas across Canada.
- Inclusion can no longer be considered exclusively within the domain of educating children with disabilities. Educators' sensitivity to diverse cultural, ethnic, linguistic, and learning expectations of children with disabilities and their families within a Canadian context@ must be considered.

Elementary Teachers' Federation of Ontario (ETFO)

- Involve classroom teachers in the research process, as they are well-informed professionals who see the day-to-day needs of their students with disabilities . . . [They] have the practical knowledge of what these students need in order to succeed in the classroom

Hamilton-Wentworth Catholic District School Board

- Research should be current, ie. evolve with times.
- Research should have comparisons (include, for example, different people in different regions and then compile results.)
- Examine current practices — what we're doing and how we're doing it.
- Research should be ongoing.

York Catholic District School Board

- Cannot rely on past models and/or models developed elsewhere as the Canadian make-up is so very unique) but need Areliable, valid, and provincially pertinent research.
- Include input from Directors to students, their families, and their teachers directly so that an accurate picture may be formed rather than relying on elaborate vision statements. . .
- Identify and articulate principles for the systematic implementation of the process.

OISE/UT

This post-secondary institution stated that a response to this section required consultation with Dean's office. Observed elsewhere, however, was support for the creation of an Inclusive Education Newsletter produced by persons managing disabilities and supplemented by a CHAT — line which has the potential for networking relationships.

Fanshawe College

- How might technological advances contribute to education of persons with disabilities?

Learning Disabilities Association of Ontario (LDAO)

- Make students and parents aware of the benefits of the necessary progression from research into practice
- Future research initiatives should not exclusively focus on promoting the philosophy of inclusion, but . . . consider the needs of all learners and the delivery of an appropriate education to all in the most enabling educational placement.

Canadian Association of the Deaf (CAD)

CAD expressed particular concern regarding the participation of, and support for promoting, deaf individuals (including those who use ASL and English) to develop as researchers. Questions of concern included:

- Why do many highly intelligent deaf persons not attend classes at university?
- Why is university inaccessible to deaf, hard of hearing or deafened, including those who sign?
- What exactly is inclusive education?

Small Group Points:

- Include input from rural or distant school settings-
- Keep the child in environment when doing research - clinical research is not the normal setting
- Access to research — Who has the knowledge and how does it (not) get out?
- Make findings accessible to all (school/parents/teachers . . .)
- Make the research valid so the government acts.
- Do not repeat research that has already been done.
- New research should be qualitative and quantitative, and include positive and negative findings in research (examine experiences of parents, teachers, and students)
- Include voices of teachers and students in research
- Develop researchers who are actually involved in the field of inclusive education.
- Students are often aware of their specific needs and should not be overlooked as a source of information.

Saskatchewan – Manitoba – NWT – Nunavut

Society for Manitobans with Disabilities (SMD)

SMD fully endorsed the need to strengthen research on inclusive education. The association saw ongoing benefits in:

- Minimizing inconsistencies of policy and practice
- Strengthening the community's collective ability to influence funders/funding on decisions dealing with inclusive education.
- Ability to enhance/develop training programs and ongoing professional and parental development.
- Development of uniquely Canadian approaches dealing with different languages and issues of multi-culturalism.

Local Parent Support Group:

A member of this Winnipeg area parent support group spoke on behalf of group members.

- Biggest concern is funding. Where does a consistent supply come from?
- How do you evaluate success of current programs?
- How long will research take before the findings can be transferred to practice?
- How do we change the attitude of society with regards to social integration?
- Research on all topics of special education needs to be done, not just inclusion.

The Manitoba Association of School Trustees (MAST)

- Research on this topic should draw on evidence from a wide variety of contexts. At the same time, findings and recommendations for practice must be filtered through the realities of public education systems in Canada.
- If the research results are to impact meaningfully on educational practice in Canada, they must be widely disseminated and understood at all levels in the education system. Most importantly, recommendations for practice flowing from the research must make sense and be realistically achievable in the view of those responsible — teachers, administrators and school boards — for the delivery of inclusive education programs and services in schools.

Assiniboine South School Division # 3

- Elementary and secondary education are strictly concerns of provincial governments, therefore various levels of response to inclusion have evolved in each province.
- There still remains a largely nebulous definition of inclusion that is wide open to interpretation. The context for inclusion seems ambiguous.
- Students that learn together, learn to live together. Why are educational models that clearly contradict inclusive philosophy still being supported/maintained?
- The teaming process is still very much in the early stages [of being understood].

Faculty of Education, Brandon University

- Funding always seems to be an issue in working with populations having exceptionalities. Society needs to direct more money and effort toward developing programs and research in the area of inclusive special education.
- We should consider better coordination between provincial and federal jurisdictions in terms of distribution of resources. Many individuals with special needs require programming from both systems, thus increasing costs and administration fees.
- A national organization should be created for educators and researchers with broad interests in the area of inclusive special education.

Small Group Points:

- How do we create the environment for people with disabilities to become role models?
- What should response be to freedom of choice of schools when non-inclusive schools are chosen?
- How do private schools address inclusion?
- If collaboration with advocacy groups or other organizations occurs in research, where is the educational piece re ethics, methodology, etc.?
- Develop a set of guidelines for advocacy groups, schools, etc. to use in deciding on whether they will participate in research projects or not.
- What are the issues in doing research with vulnerable populations, gaining consent and assent of parents and children? Does this restrict participatory and action research methods?
- Would establishing a lab school be a way to avoid the resources and time required for ethics approval?
- It is difficult to collect data on less severe or less visible disabling problems as many do not wish to talk about them. How could research in this area be undertaken?
- How can researchers engage educators in research without making them feel they are being evaluated, criticized, or threatened?

British Columbia – Alberta – Yukon

British Columbia Association for Community Living

- National research must provide outcomes that have a direct effect on the students and teachers throughout Canada
- National research must have relevancy to provincial government responsibility and school board practices within provinces and territories.

Alberta Association for Community Living

- The “strengthening” of any research capacity should be in the context of an unequivocal stand and an understanding of the nature of the struggle for inclusive education, which AACL sees as a function of values.
- The research needs to be accessible to those at the heart of the struggle to achieve quality inclusive education, that is families.... The primary allegiance of the research should be to the aforementioned constituency and secondarily to the practitioners.
- The “strengthening” of research will be directly related to the degree it embraces a collaborative spirit and the principles of transparency in its practices and engagement of its allies. These are principles and values, which are not universal in place in many research contexts.

Gateway Association for Community Living Youth Group

- Research on the knowledge of teachers regarding inclusion is essential. If teachers are not familiar with modification of curriculum, a child’s time in a class will be without value.
- Communication between parties engaged in research is essential.
- A system of funding must be established for research.

Getting Ready for Inclusion Today

- Research must be qualitative as well as quantitative.
- Stories of parents and parents’ identification of areas of research must be part of the research.

Families for Effective Autism Treatment of Alberta:

- Plain language must be used in support of ready access to findings.
- Best research practices must be employed so that research is unbiased.
- Research must cover all ages and all regions of Canada.
- Effective dissemination of research to all players/organizations is ensured.
- The voices of parents and persons with disabilities must not be lost in the research.
- Previous research should serve as a base so that findings in other countries is incorporated in Canadian knowledge.

Individual Parent:

- Research is necessary to create an awareness which in turn will initiate a change in culture and society in support of inclusive education.
- Effective dissemination of research is necessary to inform professionals and thereby reduce feelings of intimidation and discomfort while inculcating attitude change.

Individual Parent:

- That research is accurate, reliable and unbiased must be ensured.

Edmonton Catholic Schools

- A Canadian perspective must be maintained as the Canadian experience is different and important to research.
- Longitudinal research is important.
- Research should span two or more provinces, go beyond individual curricula, and find common threads.

Yukon College

- Care must be taken that funds are not tied up in pure research to the exclusion of best practices.
- Research should not foster unrealistic expectations but should develop strengths.
- Research from outside Canada must not be ignored, but should be built on to take advantages of the experience of others.

University of British Columbia

- Funds. Not just # of dollars but reliable/consistent funding across time. We need a long-term commitment from funding sources.
- There needs to be cross-university collaboration. Who's doing this work? Where's the network? Perhaps there should be a Centre of Excellence.
- Most scholars have a program of research that focused on specific areas of special needs (e.g. learning disabilities, gifts and talents, hearing or visual impairment). Is inclusion more of a global topic?
- Competing interests and agendas.

Canadian Union of Public Employees – B. C.

- What are the differences in Provincial/Federal/school board policy/focus/funding relating to inclusion?
- What inclusion practices are required for successful implementation?
- Are there local and national frameworks for inclusion which successfully consider diversity in setting, population, language, etc?
- What is the role of Education Assistant relating to inclusive education?
- How does the federal mandate on immigration affect the ability of the provinces to deliver diverse education support?

Note: Concerns may be seen in these responses, though they are phrased as questions.

Persons with Developmental Disabilities

- Research must be characterized by ecological validity in research design (sample size and composition, instruments and measures, replication limitation, researcher bias, etc.) to enable findings to be acceptable.
- Both qualitative and quantitative research must be undertaken.

Learning Disabilities Association of Alberta

- Research should focus on meeting the diverse needs of students regardless of educational placement chosen and should not be conducted around one concept of appropriate placement.

Edmonton Autism Society

- Will school boards and communities accept and understand issues raised in research pertaining to inclusive education? Will they answer questions and concerns and invest the time required to study inclusive education?

Developmental Disabilities Resource Centre of Calgary:

- Research should not be framed to prove/disprove the value of inclusion but rather to investigate the informed practices that create effective inclusive settings.
- Who will set the research agenda? Would more powerful institutions (governments and universities) have a disproportionately large voice as opposed to individuals in schools who might be supported by having some very specific questions answered?
- Research should not be an end in itself, but be used to impact on reform/change of Canadian educational practice.
- Research funding should be spread equitably across all regions of the country and all levels of the education system.

The Center for Excellence for Children and Adolescents with Special Needs

- Research must be conducted in rural and remote areas of Canada to obtain a complete research picture.
- Care must be taken to use culturally appropriate research methodologies.
- Research must be linked to practice and policy in ways that support children, families, and communities.

Alberta Learning

- Alberta Learning does not have concerns related to strengthening Canadian research around inclusive education.

Government of Nunavut

- Research should include Nunavut and develop data specifically for aboriginal, rural, and remote populations.
- Research should consider interdisciplinary service delivery models, especially models that utilize paraprofessionals.
- Research must link policy and practice.

Saskatchewan Education

- There is need to heighten awareness of current initiatives across Canada, and to work collaboratively to strengthen the Canadian research agenda in inclusive education.
- Funding must support inclusion of students in broad scale assessments, for example the development of accommodations to support participation of students with exceptional needs in the Program for International Student Assessment.
- Longitudinal studies must be undertaken.
- Authentic assessment in measurement of student outcomes should be used.
- Research findings should be disseminated effectively to all regions of Canada.

Atlantic Provinces

Families for Inclusive Education

- Need to investigate education funding comparatively for research into inclusive education and special education
- Research must have a dual focus on policy and actual implementation
- Research must be undertaken in conjunction by all levels of government and educational institutions as an indication of positive commitment to improving inclusive education in Canada

Integration Action Group

- Omission of parents and advocacy groups in research
- Need to guard against research results filtered through bureaucracy of government and senior education administrators being re-interpreted/misinterpreted to serve political purposes

Halifax Association for Community Living

- Need for outcome of the national consultation to be a commitment for action endorsed by Federal, Provincial, Municipal governments and educational institutions to ensure that inclusive education becomes a reality for all children across Canada
- Need to recognize jurisdictional differences from province to province such as 1. Funding allotted for education, 2. Policy, implementation and practice issues

PEI Association for Community Living

- There is need for a national policy with regard to research into inclusive education
- Little Canadian research has been done around inclusive education
- Funding issues relative to inclusive must be examined

Community Action Coalition to Implement Kendrick Report

- Need for research initiatives and findings being shared with federal and provincial bodies responsible for strengthening the education system for all
- Need for all jurisdictions to receive equal funding supports
- Need for commitment at the federal and provincial levels for creation and implementation of inclusive education research programs and practices within all provinces

New Brunswick Department of Education

- Need for research into inclusive education to have practical application as an end product.
- Need to ensure collaboration with appropriate partners despite distance from research institutes
- Need for timely sharing of research initiatives and findings and for follow-up research.
- Problems that distant research institutes would not have sufficient grasp of local circumstances with impact on reasonable and applicable recommendations.
- Need for more global research that looks broadly at issues that are inclusive and are relevant across types of exceptionality.
- Lack of Canadian research and dependence on that from the U. S.

Eastern School District PEI

- Need for a common interpretation of the notion of inclusion to serve as a basis for research
- Lack of policy development that would form a basis for research
- Lack of commitment on part of community to extend inclusive opportunity past the public school education system to post secondary, employment, and social settings

School District 2 NB

- Need to provide sufficient funds to address research needs identified by qualified personnel

- Need for collaborative research involving appropriate partners
- Need for pooling of resources to go beyond research Band-Aids resulting from limited funds
- Need to develop regional strategies for research

Department of Education, Student Services Division PEI

- Need for collaborative action research between researchers and practitioners to make research applicable at school level.
- Need for research institutions and universities to cooperatively organise and identify research priorities to stimulate complementary research and avoid redundancy.
- Need for researchers and research to recognise and account for uniqueness of provinces and regions.
- Need for research that explores issues surrounding aboriginal students with consideration of cultural differences and over-representation of this group in special education programs to identify best practices.
- Need for clear definition of inclusive education for effective communication across environments.
- Purist belief in inclusive education for all without recognition that individuals need change.

School District 8 NB

- Need for quality Canadian based research to meet Canadian situations with less dependency on research designed to meet U. S. situations
- Need for more readily available research funding to support quality research
- Need for follow-through on research to improve quality of classroom instruction and benefit students and teachers

School District 18 NB

- Need for a common definition of inclusive education
- Agreement from each provincial jurisdiction on what research needs to be undertaken and for the analysis and dissemination of findings
- Need for sufficient resources to collect research data
- Challenge to government departments, schools, and school districts to support the number of research activities in which they are requested to participate.

- Need for research designs which permit comparative analysis between and among studies
- Presentation of research in forms understandable and meaningful to all interested partners
- Need for research focused on Best Practice
- Need for reliable, objective, and relevant research

Nova Scotia Teachers Union

- No particular concerns other than that research be useful and that time needed could be an issue

University of PEI ACE Program

- Widen the range of those involved in research past the experts.
- Include student voice in research.
- Need to develop research into inclusive post-secondary levels.
- Need to strengthen specifically Canadian research and reduce dependency on research based on the U. S. situation.
- Need for research to result in concrete plans and actions, for research to affect students' lives.
- Recognise the diversity of inclusive education delivery across Canada in designing research.

Canadian Hard of Hearing Association PEI

- Need to conduct research into inclusive education with a focus on hard of hearing students.
- Need to ensure that research funding is not all committed to universities, but that organisations such as CCHA are able to conduct research.
- Need to ensure that universities do not become sole arbiters of what research is undertaken and that advocacy groups for different disabilities are forced to lobby universities for needed research.
- Need for research to be pan-Canadian and not restricted to one geographical area.
- Need to ensure that research has a Francophone component.
- Need for research that is clear in its methodology and meets recognized academic ethical standards.
- Need for research results to be popularized and disseminated, but also academically credible and meeting journal standards.

APPENDIX E

Players and Relationship to Strengthening Research

Ontario

Canadian Paraplegic Association

- Inclusiveness should be a feature of how all the players are asked to participate in the promotion of this subject.
- Partnerships between various organizations
- Although interests may vary, organizations such as so-called disability groups must be kept involved through the information process even if they have varying degrees of involvement.

The Hamilton Family Network

- Involvement and contribution of parents, teachers - preschool, elementary, secondary, post-secondary, administrators, school boards, students and people with disabilities and advocates, parents.

Toronto Family Network

- Collaboration and partnership are key
- Families must be directly involved and must include families of varying racial, cultural, and socio-economic circumstance (communicating in their language.)
- Use expertise of self-advocates, work with educators (train the trainer approaches)
- Participation in the public consultation process being undertaken by the Ontario Human Rights Commission would be beneficial.
- Forge linkages with families and community groups promoting inclusive education elsewhere.

Ontario Coalition for Inclusive Education

Players include parents, community, school board, school based parent groups, parent advocacy groups, students, teachers.

Durham District School Board

An attached document AHow We Can All Work To Create More Inclusive Schools@ (Taken from A.S.C.D Inclusion Series) cites the following players and details their roles/responsibilities in supporting inclusive schools:

- State and local school board members and central administrators, associations and unions, principals, teachers, paraprofessionals, support service staff, related services staff, parents, colleges and universities.

York Catholic District School Board

- Education is the shared responsibility of all stakeholders/players.
- Researchers, government ministries, public and private organizations, parents, students and teachers

OISE/UT

- Faculty members cited as potential contributor[s] towards greater understanding of inclusive education.

Canadian Association of the Deaf (CAD)

- Deaf persons as significant players in the research community.
- No mention of other players.

Saskatchewan – Alberta – NWT – Nunavut

Society for Manitobans with Disabilities (SMD)

- Parents of children with special needs are integral members of any groups discussing and/or researching inclusive education
- Organizations that provide supports for children with special needs, such as daycares, therapy providers, education systems, administrators, policy makers, and front-line professionals are key stakeholders
- University and research partners are a desirable link to provide expertise around research methodology and in influencing training programs
- Government departments are essential as primary funders, and essential to ensure inter and intra provincial collaboration resulting in equity and access.

Local Parent Support Group:

- Continue role of parents and organizations such as the Association for Community Living. This is essential to the momentum of this project.
- Increase role of school professionals (i.e. teachers, administrators, trustees) in partnerships. These people are often not involved initially. The impetus for research does not come from them. Then they have to be “sold” on the idea later.
- Governments need to legislate the right to an appropriate education with definitions of “appropriate” education which should include “inclusion”.
- School boards must have policies which state their policies of inclusion.

The Manitoba Association of School Trustees (MAST)

- Perspectives of parents, teachers, administrators and school board members will yield valuable insights into the practical challenges and dilemmas of inclusive education in schools.
- The perspectives of agencies dedicated to the well-being of persons with disabilities must also be included in the research process.
- Medical and health service providers groups and agencies should also be consulted.
- Schools and school systems may be a valuable resource in identifying innovative approaches to inclusive education. Their experiences in this area will also yield valuable information about both successful and unsuccessful strategies and approaches.

Assiniboine South School Division # 3

- Parents/Community as team members working on teaming, collaboration, and communication goal/outcome identification and evaluation/follow up, extending the understanding of inclusive educational support.
- Community organizations such as ACL, SMD, CNIB as partners working toward improved articulation of the transition process and including community organizations on teams and in planning.
- Other school divisions/districts exemplifying best practices and models that successfully include students.
- Government services such as Family Services, Child and Family Services, Justice developing interagency support in the planning process identifying and using resources effectively, and making the process more fluid.
- Canadian Ministers of Education (CMEC) providing visionary leadership, agenda and structure for future initiatives around students with special needs.
- Students participating as much as possible and feeling empowered.

Faculty of Education, Brandon University

- Teams of researchers should be comprised of respected professionals with preparation in diverse areas (for example, education, social work, health, speech-language pathology)
- National centres of excellence that aim to address the unique needs of students should be created. These national centres of excellence may assume leadership roles in research and teaching.
- A mechanism to collect information regarding children with exceptionalities (for example provincial or national data bases) may facilitate access to meaningful data by researchers, administrators and policy makers.
- The development of national standards for the practice of inclusive education may be useful for determining the extent to which standards are met or exceeded.

Small Group Points:

- How do you educate all the players?
- What are the strategies to implement all the players?
- Advocacy groups should have input/participate, but not be responsible for design, data analysis, etc. Consideration should be given to what this “partnership” would look like.

- Establishing a “Centre for Inclusive Education” would identify whom to call if groups had a question or issue they wanted researched.
- Include kids with disabilities as well as their class peers.
- Parents must be included (parents, foster parents, grandparents, the primary caregivers)
- Direct service providers, classroom teachers, teaching assistants, other educational staff, must be involved.
- School divisions, advocacy groups, and universities must be involved.

British Columbia – Alberta – Yukon

British Columbia Association for Community Living

- Education faculty and practitioners in school district should form research partnerships.

Alberta Association for Community Living

- The approach to research should be akin to a virtual research community.
- Players, assuming a common values base, vision and understanding of the nature of the problem, enter the community, or are invited in, and participate in different ways.
- Different groups of players would organize themselves as collectivities within the community to undertake various activities.

Gateway Association for Community Living Youth Group

- Research teams should include youth members as consultants.

Getting Ready for Inclusion Today

- Partnerships should be formed on a broad base involving parents, provincial Associations for Community Living, the Canadian Association for Community Living, the Roeher Institute, the federal government, universities, school districts, schools, and early childhood programs.

Families for Effective Autism Treatment of Alberta

- Players should be formed on a broad base and include persons with disabilities, parents, educators, teacher educators, typical students, researchers, governments, school districts and boards, health specialists, related organizations.
- Partnerships should emphasize collaboration and strong research expertise.

Individual Parent:

- Players should include Alberta Learning, school boards, superintendents, consultants, principals, teachers, teacher aides, and others.
- The relationship should be collaborative and meaningful with all players accorded equitable roles.

Individual Parent:

- Players should come from a wide base of parents, teachers, students, and others.

Edmonton Catholic Schools

- Those closest to inclusive education should be involved – parents, teachers, students, special education coordinators.
- Those who deal with funding/teacher/site issues should be involved – Education Ministries, school boards
- Other government agencies working with students and whose recommendations impact a school's work should be involved.
- Research should be based on a collaborative model.

University of British Columbia

- Universities have a primary responsibility to build knowledge.
- Partnerships between universities, schools, families, and communities could lead to innovations in pedagogy and technology, as well as creative solutions to perceived and real problems.
- Governments and funding agencies should demonstrate a clear commitment to funding research in this area.

Canadian Union of Public Employees – B. C.

- Develop networks of current information around inclusive education.
- Share research projects across provincial borders.
- Clarify willingness to participate in research.
- Include the full spectrum of players; students, parents, professional and paraprofessional support staff, administrators and federal and provincial ministry representatives, as well as community members who represent the diversity of Canada linguistically, ethnically, culturally. Together we can explore all the riches in potential of inclusive education.

Yukon College

- Players should include front line educational practitioners from all levels, federal and local funding organizations, Non-Government Organizations including advocacy groups, parents, caregivers, consumers, and the community in general.

Persons with Developmental Disabilities

- Individuals and families should be key figures in guiding research.
- Service providers, post-secondary institutions, and community members, such as employers should be involved.
- Educators, paraprofessionals, administrators, and students should be involved.
- Strong leadership from post-secondary institutions will be needed as trained and experienced researchers are necessary to the research process.
- A collaborative culture featuring honest and frank communication should be developed.

Learning Disabilities Association of Alberta

- Research capacity by those close to the consumers of the service under investigation should be developed outside the traditional university research community.
- School jurisdictions, with their enormous potential which has not been used well, should be more active participants.

Edmonton Autism Society

- Players should include parents, educators, researchers, faculties of education, community advocates, and peers.
- University research centres can become focal points for communities and encourage and advocate for teacher preparation for inclusion.

Developmental Disabilities Resource Centre of Calgary

- Players should include those who currently make inclusion work, teachers in classrooms, administrators, support staff, research institutes, granting foundations, provincial ministries of education, the federal government, faculties of education, home and school parent associations, human rights associations, provincial teacher associations, individual school boards, students with disabilities, typical students in inclusive schools, parent groups.

- These players should form a collaborative in which each does what her/his agency does best in a mutually supportive fashion.

The Center for Excellence for Children and Adolescents with Special Needs

- Specific universities and other agencies with developed programs of value for inclusion should be among the key players.

Alberta Learning

- Key players should be students, parents, educators, communities, government, the private sector, and community groups.
- Representatives of organizations acting on government and school system special education advisory committees should be involved as advisors and be active in dissemination of research findings.

Government of Nunavut

- A range of university based and other agencies which have developed particular expertise and services in educational support for students with disabilities should be among the key players.

Saskatchewan Education

- Key players exist in all regions across Canada.
- Among them are students, families, school and school division personnel, community members and service providers, departments of education, teachers' federations, trustees' associations, associations of education administrators, various related government departments, advocacy groups, and the broad range of varying disciplines at universities.

Atlantic Provinces

Families for Inclusive Education

- Regular consultation and communication
- Active partners in receiving and dissemination of information
- Each acts as an advocate at the local level
- Involved in the interpretation of the research & recommendations that result from it

Integration Action Group

- Parent/advocacy groups. A formal mechanism for being recognized as researchers is needed
- Regular classroom teachers in practice
- People who span the interest stakeholder groups

Halifax Association for Community Living Family Support Program

- Community involvement and partnerships (Associations for Community Living, Employment Agencies, Residential Services, etc.) are essential in order to share knowledge and expertise such as: transitioning from high school to community life — invite partners who have expertise in areas such as employment/volunteer work, residential options, funding programs, etc. to be part of the transition process for students; curriculum adaptation — welcome teaching institutions/individuals who have a level of expertise in the area of modifying and adapting the curriculum from P to 12 to do regular in-servicing There is a need for community development in regards to raising awareness within our communities so that they become actively involved in life education and creating opportunities for all children to have success.
- Parents as full and active partnerships regarding their child's education
- Working relationships should be developed with the community and families by way of regular contact, consultation, and the dissemination of information
- Community groups can share this information with their own membership and other community organizations, to have input into the research from their own experience and perspective, advocate at the local level in support of the research, to assist in the interpretation of the research being done and develop relationships within the education system in preparation of the results/outcome of the research

PEI Association for Community Living

- Association for Community Living, Department of Education & Industry, Health and Social Services, teacher unions/federations, teacher assistant unions, university teacher preparation programs, advocates, people with disabilities

Community Action Coalition to Implement Kendrick Report

- CACK believes that the following tasks need to be followed in order to be successful with the consultation and networking process:
- Active partners in the dissemination of information (receiving and providing input throughout the process)
- Regular consultation and communication between community partners across the provinces in the sharing of knowledge, resources and support

New Brunswick Department of Education

- New Brunswick Department of Education believes that the model of collaborative consultation provides the best way of communicating and working together in a cohesive manner. The players in Canadian research regarding inclusive education should endeavour to enhance the quality of communication, participation, and follow-up with the educational community. Quality research helps to bring about positive change, if needed that addresses local issues and leads communities to more effective and practical methods.
- As such is the case, researchers need to spend time in various school settings in various locals working together with the educational community in recognizing the current effective practices and also those that need to be changed. Effective communication and collaboration with the educational community will provide maximum results.
- Addressing the needs of students with exceptionalities is not solely the responsibility of education. The players involved who should provide the “wrap-around service” for these children need to be included in the research as well. This would include departments of health, family and social services, psychologists, medical practitioners, nurses, employers, etc.

Eastern School District PEI

- The players are:
 1. Parents of children and young adults with exceptionalities
 2. Community organizations (Association for Community Living, Queens County — Residential Services, Canadian Mental Health Association, Camp Gencheff, Special Olympics)

3. Schools, school boards, Department of Education
4. Related health professionals
5. Post secondary education institutions
6. Human Resources Development Canada, Child & Family Services and Departments of Health and Justice
7. Business and professional community
8. Service organizations

These groups must become involved in a collaborative way. Planning for such collaboration needs to start early (at birth) and have greater emphasis during major transition periods, i.e. school entry, school leaving, employment assistance, residential support and social opportunities.

School District 2 NB

- Defining roles and responsibilities of all parties involved in providing services
- Establish guideline for all parents on what services are available to them if they have a special needs child
- Breaking down the barriers between the different departments or services so there is a more collaborative process
- Networking and communication amongst all parties with the child as the focus

School District 18 NB

- The Pan-Canadian model utilizing research centres at universities used for women's issues and longitudinal health studies may not be as effective because of the provincial authority in delivering education. Some provinces have been very reluctant to take part in such studies in the past, so an endorsement by the Ministers of Education is critical if such research is to be applied evenly across the country. It is my understanding that several provinces are initiating comparative studies of Special Education that may provide some of the required information. Having the research centred at a university is probably the most effective, but the partnership with other organizations is critical to ensure relevant factors are being considered. An alternative might be to have the Council of Canadian Ministers of Education (CMEC) be the primary organization to develop and carry out the research.
- Quality Inclusive Education presents an important challenge to the public education system. Presently, there is very little comparative data for Canadian school systems to discuss while reviewing policy decisions. It is also important to document progress in this area to demonstrate impact that inclusive education has on the development of Quality Education programs.

Nova Scotia Teachers Union

- A network to share research would be helpful

University of PEI ACE Program

We feel there are a variety of individuals and groups who should be a part of a strategy to strengthen Canadian research in the area of inclusive education. Some of these people and groups are as follows:

- **Students:** As noted previously, we feel it is important to keep students and their wants and needs in the forefront of research and decisions in this field
- **Families:** These individuals participate in the daily lives of students with special needs and can offer valuable insights
- **Community Organizations:** (CACL/ACL, People First, Parent Groups, etc.): Groups such as these often have the first hand knowledge of what the current areas of importance are with regard to research and needed changes.
- **Service Providers:** This group of people is who provides support and services to students once they have left the public education system. Their input into what areas are most pressing might provide a fresh and different outlook.
- **Educational Professionals:** (Teachers, Teacher Assistants, Administrators at the school, Department and Board levels): Having the input and support of this group of people is paramount. In most cases they will be the ones implementing any recommendations put forward by research.
- **Universities:** The role of universities is two fold – one as a setting for increased inclusive educational opportunities; the second, as major research institutions where many research grants and activities are possible
- **Government:** (Federal and Provincial): As the major decision making bodies of the country it would be important to have individuals from this sector on side or at least familiar with the need for research in this area and the benefits of inclusive educational practices.

Canadian Hard of Hearing Association PEI

The Canadian Hard of Hearing Association is an important player in all hard of hearing and late-deafened issues in Canada. It is a national body with representatives on the board from sea to sea to sea. One of the objectives of the organization is to promote research into problems of hard of hearing people and to foster solutions.

To maximize the success of research around inclusive education, a collaborative effort is required by a wide range of players.

- Research requires a formal process that should be led or supervised by post-secondary educational institutions
- The Federal and Provincial governments should provide financial assistance for research and the implementation of research results that are shown to be significant in inclusive education
- Teachers, therapists and other professionals working with students with disabilities should have a vital role in the research process. These individuals have insights into the challenges of inclusive education that could guide areas to be researched. These professionals would also be essential in implementing results of research studies.
- Support organizations are comprised of individuals who have lived with a disability. They have personal experiences in educational settings and have special understanding of the challenges of their disability. Support organizations are able to provide valuable insights and assistance to the research process as experts of their disability
- More important are all the students with a disability and the parents who face the related daily challenges. Parents and students know the obstacles encountered in the educational system. They know what makes a student with a disability feel good about being in school; they know about the successes and the challenges. Students and parents can provide unique insights regarding inclusive education and areas that need to be researched.

The last three groups could be part of research studies as subjects, as consultants or experts in their fields, or identifiers of needed areas of research. Regardless of the individuals involved or their roles in the research process, quality education and socialization of students with disabilities should be the focus.

Conseil Scolaire Acadien Provincial N.É.

- Les universités doivent s'assurer que la recherche est empirique et reflète les besoins ainsi que les recommandations pour des solutions
- Les conseils scolaires doivent participer activement à la recherche
- Les associations spéciales doivent participer à la définition des paramètres à suivre lors des recherches
- La vision de chacun doit être clarifiée afin de s'assurer qu'ils fonctionnent tous avec les mêmes attentes.

APPENDIX F

Organizations Participating in National Consultation

Ontario

- Canadian Association for Community Living
- Canadian Association for the Deaf (CAD)
- Canadian Council on Social Development
- Canadian Mental Health Association
- Canadian Paraplegic Association
- Cerebral Palsy Association
- Dufferin-Peel Catholic District School Board
- Durham District School Board
- York Catholic District School Board
- Early Childhood Program, Humber College
- Early Childhood Resource, Resource Teachers' Network of Ontario
- Elementary Teachers' Federation of Ontario
- Faculty of Education, OISE/UT
- Faculty of Education, Queen's University
- Fanshawe College
- Hamilton Family Network
- Hamilton-Wentworth Catholic District School Board
- Integration Action for Inclusion Ontario
- Toronto Catholic District School Board
- Learning Disabilities Association of Ontario
- London Family Network
- Ontario Association for Community Living
- Ontario Association of the Deaf
- Ontario College of Teachers
- Ontario Human Rights Commission
- Ontario Institute for Studies in Education/University of Toronto
- Ontario Ministry of Education
- Ontario Secondary School Teachers' Federation
- Ontario Teachers' Federation
- Roeher Institute
- Toronto Family Network

- Ontario Coalition for Inclusive Education
- York University

Saskatchewan – Manitoba – Northwest Territories – Nunavut

- Assiniboine # 3 School Division
- Assiniboine Community College
- Association for Community Living – MB
- Association for Community Living – Winnipeg
- Autism Society of Manitoba
- Brandon University
- Canadian Centre on Disability Studies
- Canadian Council for Exceptional Children
- Canadian Council for the Blind – MB
- Canadian Hard of Hearing Association – MB
- Canadian Mental Health Association
- Local Parent Support Group
- Manitoba Association of School Superintendents
- Manitoba Association of School Trustees
- Manitoba Epilepsy Association Inc.
- Manitoba School Counsellors Association
- Network South Enterprises
- Seven Oaks # 10 School Division
- Society for Manitobans with Disabilities
- St. Boniface # 4 School Division
- The Manitoba Council for Exceptional Children
- Turtle Mountain School Division
- Turtle River School Division
- University of Manitoba
- University of Winnipeg

British Columbia – Alberta – Yukon

- Alberta Association for Community Living
- Alberta Community Development
- Alberta Learning – Special Programs Branch
- BC Association for Community Living
- British Columbia Teachers' Federation
- Centre for Excellence for Children and Adolescents with Special Needs
- Child Development Centre – Whitehorse
- Community College Project

- Community Options
- Canadian Union of Public Employees – BC
- Edmonton Autism Society
- Edmonton Catholic Schools
- Edmonton Public Schools
- Edmonton Regional Coalition for Inclusive Education
- Education and Disability Consultant
- Families for Effective Autism Treatment of Alberta
- Gateway Association for Community Living
- Gateway Association for Community Living Youth Group
- Government of Nunavut
- Greater St. Albert Schools
- Getting Ready for Inclusion
- J P Das Developmental Disabilities Centre, University of Alberta
- Learning Disabilities Association of Alberta
- Local Parent Association
- Louis Bull Health Office
- Persons with Developmental Disabilities – Alberta Provincial Board
- Red Deer College (Teacher Assistant Program)
- Saskatchewan Association for Community Living
- Sturgeon School Division No. 24
- The Developmental Disability Resource Centre of Calgary
- University of Alberta
- University of British Columbia
- Wetaskiwin Regional Public Schools
- Yukon College – Learning Assistance Center

Atlantic Provinces

- Annapolis Valley Regional School Board, NS
- Atlantic Provinces Special Education Association
- Avalon East School Board, NF
- Canadian Down Syndrome Society, NF
- Canadian Hard of Hearing Association, PEI
- Cape Breton-Victoria Regional School Board, NS
- Community Action Coalition to Implement Kendrick Report, NS
- Conseil Scolaire Acadien Provincial, NS
- Department of Education, Student Services Division, PEI
- Eastern School District, PEI
- Families for Inclusive Education, NS
- Greenfield Elementary School, PEI
- Halifax Association for Community Living
- Inclusion InterAmericana
- Integration Action Group, NS

- Memorial University, NS
- Association for Community Living, NB
- NB Department of Education
- NFLD & Labrador Teachers' Association, NF
- Nova Scotia Teachers' Union
- NS Department of Education, NS
- NWT Early Childhood School Services
- Parents' Education Network, NF
- School District 18, Fredericton, NB
- School District 2, NB
- School District 8, NB
- South Shore District School Board, NS
- SW Regional School Board, NS
- Universite de Moncton, NB
- University of Prince Edward Island
- University of Prince Edward Island, ACE Program, PEI

Quebec

- ADEHUQAM
- AQEA Montreal – Laval
- AQIS
- AQPEHV
- Association du Quebec pour l'Integration Sociale
- Association provinciale des enseignants du Quebec
- C. Lester B. Pearson
- C. S. D. M.
- Carrefour d'education populaire de Pointe St. Charles
- Cegep du Vieux Montreal/SAIDE
- Centre d'arts et loisirs Les Muses
- Centre Quebecois de la deficiance auditive
- Commission scolaire Riverside Mount-Bruno
- Commission scolaire des Bois-Francs
- Commission scolaire des Hautes Riveres
- Commission scolaire des Samare
- Commission scolaire Marie-Victorin
- CRADI
- Ecole Lalande
- Ecole Mount Bruno (Commission scolaire Riverside)
- English Montreal School Board
- Groupe DEFI Apprentissage (Universite de Montreal)
- Kanehsatake Education Centre
- Lester B. Person School Board
- MEQ – Direction de la formation generale des adultes

- Ministère de l'Éducation
- New Frontiers School Board
- Office des personnes handicapées du Québec
- RAAMM
- RAAQ
- Regroupement de parents de personnes ayant une déficience intellectuelle de Montréal
- Regroupement pour la trisomie 21
- Riverside School Board
- Sir Wilfrid Laurier School Board
- Step by Step Early Intervention Centre
- Université d'Ottawa
- Université de Montréal
- Université de Sherbrooke
- Université du Québec
- Université Laval
- UQAR (campus de Lévis)
- UQTR

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