

— Definitions —

INTRODUCTION

The recent report *Not Enough : Canadian Research into Inclusive Education* (Bunch & Persaud, 2003), outlining the findings of a national consultation into strengthening research into inclusive education indicated wide-spread support for regular class placement of students with disabilities in community schools with age-appropriate peers. Of the 165 Canadian organizations contributing to the consultation only one, ~~the Canadian Association for the Deaf~~, dissented from the view that persons with disabilities should be educated in regular classrooms in the company of typical peers. There was greater difference in whether these organizations believed that all students could or could not be educated together in the regular classrooms of community schools.

Groups favouring inclusion tended to use terms such as “include; inclusion; all students; every student; children’s rights”, etc. Those favouring placement of some learners with disabilities in more specialized settings tended to use terms such as “alternative setting; in keeping with the philosophy of inclusive education; to the greatest possible extent; the needs of some children can be better met in centralized education programs; degree of integration should change as the children’s needs change; inclusion as a goal” and “continuum of services”.

Bunch, Persaud, and representatives of various of the organizations participating in the national consultation are not the only ones aware of a definitional problem existing around education of Canadians with disabilities. Winzer (1999) notes, that even among those favouring the inclusive approach, confusion exists. “Proponents of the various kinds of inclusion do not agree on definitions Inclusion means different things to different people who want different things from it” (p. 39).

It was recognition of such differences in use of crucial terms which signalled definitional confusion among decision-makers and resultant need for clarity which led to this study of crucial terms employed in description of the special education and inclusive education models.

INCLUSION

Bunch and Persaud (2003) state "Inclusive education is generally taken to refer to placement of persons with disabilities in regular educational environments to best meet their academic and social needs" (p. 4). They tie this definition to the philosophy of inclusion for all Canadians articulated by the Government of Canada in publication such as *Equal Citizenship for Canadians: The Will to Act* (Federal Task Force on Disability Issues, 1996).

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 also supports programs and policies that help all Canadians participate effectively in the economic and social mainstream. Canadians have a right to expect inclusiveness, equality and the opportunity to achieve equal outcomes, no matter where they live.

However, the above is a general statement of what inclusive education might be. Other Canadian writers have attempted to elaborate and make clear what this newer approach to education for Canadians with disabilities means and what they see as its promise.

Winzer (1997) offers a definition of inclusion, and also, citing various authorities, notes that the advent of inclusion as an alternative approach for education of persons with disabilities has been met with the resistance commonly accompanying change.

In the broadest sense, inclusion applies to cultural, social, linguistic, racial, gender, and physical and mental differences. Within special education, inclusion is today's hot issue.' The inclusion of students classified as disabled in mainstream schools and classrooms

has been the dominant discourse among special educators during this decade ‘
(Brantlinger).

Inclusion is associated with a growing concern about the quality and delivery of special education in contemporary schools. The effects of the excellence in education movement stimulated professionals to question seriously the appropriateness of classifying and placing some students in special education classrooms for the majority of their educational experiences (Obiakor, Algozzine, & Ford, 1993).

Inclusion defies easy interpretation. At an essential level, it describes a merger between general education and special education. On another level, it is concerned where children sit - where they are placed. On a more philosophical level, the issue is how children can be treated equitably within the school system. (p. 92).

In a second publication Winzer (1999) goes on to compare inclusion, mainstreaming, the least restrictive environment, and integration.

Inclusion or inclusive schooling implies subtle but real differences from mainstreaming, the least restrictive environment, and integration. Advocates of inclusive schooling argue that the social-cultural realities of mainstreaming and integration are that one group is viewed as the ‘mainstream’ and the other is not; hence, one group must ‘push in’ to the activities and settings occupied by the other (Salisbury, 1996). Under the principles of inclusion, children do not push into the mainstream because the underlying supposition in inclusive programming is that all children would be based in the classrooms they would attend if they did not have a disability. (p. 39)

Following this rather academic and complex examination of inclusive education and

what it means, it may be of value to note succinct definitions offered by a number of Canadian writers.

Inclusion: Term used to describe a professional belief that students with disabilities should be integrated into general education classrooms whether or not they can meet traditional curricular standards and should be full members of those classrooms. (Friend, Bursuck, and Hutchinson, 1998, p. 454)

This review of definitions is not the place to extend into discussion of implications of the definitions noted. That is more properly sited in the responses of questionnaire participants in this study and reported in the companion report on those responses. However, it should be noted that Hutchinson of Queen's University was the Canadian contributor to revision of an American text by Friend and Bursuck through addition of material on the Canadian situation. That Hutchinson seems to accept a United States definition of inclusion may suggest that the same definition fits both nations. Of interest, beyond a possible internationally acceptable definition, is that the term "integration" is employed as part of the definition of "inclusion". Such intermingling of terms, in itself, has implication. Are the terms integration and inclusion synonymous? Do they have different import? Integration is a term used to describe certain placements in the special education model. If inclusion is a model of education for persons with disabilities distinctly different than the special education model, and rooted in a separate philosophy as Winzer suggests, can the term integration be employed when discussing inclusion?

There seems to be no doubt regarding whether some Canadian authorities regard the terms inclusion and integration as synonymous. Weber and Bennett (1999) in their 4th edition of the popular text *Special Education in Ontario Schools*, equate integration and inclusion. Though

they point to the absence of the term inclusion from Ontario educational legislation as their rationale for such equating of terminology in their text, doing so certainly may be contributing to the confusion around terminology, as least as far as Ontario goes. That such a dynamic may be real is suggested by Weber and Bennett's recognition that, though integration is the preferred term for education of students with disabilities in Ministry of Education policy, the term integration "has other contexts for some people [and] many educators and parents prefer the term 'inclusion'" (p. 17).

Webber and Bennett then go on to coin the term "full integration" as a synonym for inclusion. Whatever the local validity for their rationale for such a strategy, the apparent subsuming of inclusive education simply as a variant of integration as defined under the Ontario Ministry's official publications is questionable, particularly in the national context. In this context, such strategies add to confusion, rather than to clarity.

Other authorities are more definite that inclusion is not attached in any way to the special education model, that it is a term indicating a different approach to education for students with disabilities.

Andrews and Lupart, professors at the University of Calgary, are among the most prolific writers on inclusive education in the nation. They state:

Inclusive education means that all children have the right to be educated in their community schools and that classroom teachers have the ultimate authority and responsibility for educating them (Andrews and Lupart, 2000, p. 14)

Bunch, now associated with the Marsha Forest Centre of Toronto, researches and writes on inclusive education. He views inclusion in regular classes of community schools as the right

of a student and her/his family. “ Choice of placement in a regular classroom, if such is desired, is advanced as an issue of human rights and natural social justice (Bunch, 1994). He defines inclusive education in a text co-written with Valeo (1997).

[Inclusion means that] all children, regardless of degree of disability ... attend their community schools in classes with their neighbourhood peers.... guidelines for inclusive practice [are] parental involvement, positive learning outcomes, opportunities for friendships, positive learning for regular students, collaboration, and curricular modifications. (P. 3)

Academics are not the only people with deep interest in education and disability. An important group is that composed of parents and their advocates. One such group is the New Brunswick Association for Community Living. NBACL published *Achieving Inclusion: A Parent Guide to Inclusive Education in New Brunswick* (2000). It is the belief of NBACL that high quality education can best be achieved in an inclusive setting where children with disabilities spend their days in neighbourhood schools in regular classes with students their own age. NBACL defines the key features of inclusive education as:

The unconditional acceptance of all children into the regular classes and the life of the school.

Children receive as much support as necessary to be successfully included in neighbourhood schools in regular classes.

A commitment to talking parents seriously, and especially the parents’ dreams and goals for their child’s future.

A commitment to looking at all children for what they can do, rather than what they

cannot do.

Accepting and understanding that children do not need to have the same educational goals to be able to learn together in regular classrooms.

Strong leadership from school principals to be able to learn together in regular classrooms.

Schools are restructured in ways that focus on individual achievement and student learning.

Teachers and other educators look at their roles in different ways.

A commitment to providing children with and without disabilities opportunities to develop friendships.

Alternative Placement

- Many jurisdictions in Canada have used variations of the Range-of-Setting Model as their philosophical basis for arranging special education placements. The distinguishing feature of this model, often called “Cascade” is that a range of different settings is available on a formal, more or less permanent basis. An important philosophical principle inherent in the model is that as much as possible, exceptional students be placed in the regular classroom, and that alternative placements always be regarded as temporary. It is important to recognize that most systems which have integration as the underpinning philosophy, nevertheless do make at least minimal use of alternative settings (Weber, 19, p. 28)
- Proponents of absolute integration contend that the mere availability of a spectrum of services is offensive. The very existence of alternative settings, they say, can make it fail for the simple reason that it does not have to work. Supporters of a range of settings, meanwhile, point to the fact that even those jurisdictions committed to integration have had to make special accommodations in some cases that amount to a form of segregated placement (Weber, 1994, p. 21)
- Although the right to an “appropriate” placement may mean a regular class for some, for others it may be necessary to maintain a continuum of [alternate] services (Andrews and Lupart, 2000, p. 70)

Cascade/Continuum of Services

- Many experts in the field recommend that in order to provide appropriate education for students who are exceptional a cascade, or continuum of services is necessary. Settings on the cascade involve a series of options that move from contrived to more natural arrangements. Within a cascade of services, the wider the pyramid, the more children are encompassed; throughout are increasingly restrictive environments, with the point of the triangle generally considered to be the most restrictive because it denotes children on home-bound instruction, who have little opportunity for social interaction with their peers (Winzer, 1999, p. 19)
- The distinguishing feature of this model is that a range of different settings for exceptional students is available on a formal, more or less permanent basis. The settings or learning environments are progressively more specialized, and students therefore, if it is deemed necessary and beneficial, may be “administratively” placed in these alternate settings on a short or longer term basis. Important philosophical principles of the model are that students always be placed in the most enabling environment, and that no restricted placement ever be considered as permanent (Weber & Bennett, 19, p. 40)

Collaboration

- A style of interaction professionals choose to use in order to accomplish a goal they share, often stressed in inclusive schools (Friend, Bursuck, & Hutchinson, 1998, p. 451)
- Collaboration and Consultation: Ideally, when children with disabilities are in regular classrooms, teachers receive support in the form of training, help, and consultation from special education teachers and other professionals, instructional aides and so on (Winzer, 1999, p. 22)
- Friend, Bursuck, and Hutchinson describe the characteristics of collaboration as follows:

Collaboration is voluntary

Collaboration is based on parity

Collaboration requires a shared goal

Collaboration includes shared responsibility for key decisions

Collaboration includes shared accountability for outcomes

Collaboration is based on shared resources

(Friend, Bursuck, Hutchinson, 1998, pp. 70-71)

- Any mutual effort by teachers to plan, implement, or evaluate programs for a student or students with exceptional learning needs (Andrews & Lupart, 2000, p. 548)
- Collaborative problem-solving to promote inclusive education is typically carried out between teachers and other support professionals who get together

to solve specific problems, usually concerning a student or group of students focussing on classroom-based interventions to increase the students' chances of success. The relationship in collaborative problem-solving is based on mutually defined goals and a common framework, involves shared authority for idea generation, mutual accountability for success, and the sharing of resources and rewards (Andrews & Lupart, 2000, p. 234)

- Consultation and collaboration are vehicles for the educational reform and renewal process under way in inclusive schools and school systems. In order to succeed as mediums of change and growth, collaboration and consultation must occur in a professional climate in which several essential characteristics are valued and encouraged. These include: a) parity among the participants, b) voluntary participation, c) mutual goals, d) common resources, e) shared responsibilities, f) shared accountability, g) cooperative values, and h) shared expertise (Andrews, 1996, p. 39)

Congregated Class

- Proponents of the congregated class model argue that a totally separated (but not isolated) environment can offer a much more enriched experience where students are challenged by interchange with others like themselves, by special teachers, by an atmosphere of intellectual ferment, and by the exclusivity where elevated goals will pertain (Weber & Bennett, 19. p. 89 -- with regard to giftedness)

Note - mention in CTR analysis

Curriculum Adaptation/Modification

Note: The terms adaptation and modification are often seen as having different meanings in the literature. In addition, a third term, accommodation appears in the literature.

- Adapted education program: For an exceptional student, a program based on ongoing assessment with specific goals and approaches that meet the student's needs (Friend, Bursuck, & Henderson, 1998, p. 450)
- Adapted Education Program: Education program for a student with special needs means a program based on the results of ongoing assessment and evaluation, and includes an individualized program plan (IPP) with specific goals and objectives and recommendations for educational services that meet student needs (Alberta Education, 1996, p. 1)
- Adaptive instruction requires regular and special teachers to respond and adapt innovatively and collaboratively to the unique learning needs of all students. Adaptive instruction assumes that each teacher will identify and provide a wide range of instructional supports to effectively master the learning and behavioural objectives (Andrews & Lupart, 2000, p. 17)
- Curriculum Modifications: Decades of special class teaching of children with exceptional learning needs has yielded a wealth of highly effective techniques and procedures known to be helpful in supporting the learning of those students. The special education teacher has been exposed to a variety of them in teacher preparation and is the likely colleague team

member to assist regular educators to make a variety of relatively minor, though highly effective, alterations in the regular classroom (Andrews & Lupart, 2000, p. 221)

- Good teachers adapt materials, teaching techniques, and activities to the particular needs of their students. They build curricula, use concrete techniques, generalize skills, apply learning at the appropriate level, and begin instruction at children's tolerance level. They provide individual and small group instruction, evaluate programs carefully by means of various evaluative techniques, and keep careful records (Andrews & Lupart, 2000, p. 24)
- Modifying curriculum means that the content and concepts of the program or course have been significantly simplified to allow for student success. This will usually happen when it is clear that a child is having a lot of difficulty that cannot be dealt with in other ways (for example, by making accommodations or changing teaching techniques). Remember that making accommodations for your child does not mean that his or her curriculum is being modified. Modifications occur only when the subject content is changed and simplified (New Brunswick Association for Community Living, 19, pp.89-90)
- Modified Curricular Expectations: Individualized expectations, different from those of other students, set for exceptional students on the basis of goals and objectives summarized in the IEP (Friend, Bursuck, &

Hutchinson, 1998. p. 456)

- An accommodation is a minor change that assists a child's functioning in the environment. For example, an FM system for a child with a hearing impairment; seating close to the teacher for a child with a behavioural disability (Winzer, 1999, p. 66)
- Adaptations are changes to the regular curriculum that retain the same outcomes as those for normally developing children. Adaptations refer to how teachers modify planned instruction beyond their routine adaptations in light of difficulty (Winzer, 1999. p. 66)

Full Inclusion

- For students with disabilities, full inclusion means that a) the students are educated for all or most of the day in ordinary classrooms with their peers, b) the educational program is adapted for their social and academic needs, and c) the students and teachers receive the assistance they need to succeed. Full inclusion never means placing a student with challenging needs in an ordinary classroom without adaptations or supports (Lusthaus, E., & Lusthaus, C., 1996, p. 214))
- Inclusive education means that everyone is welcomed and valued in their neighbourhood school. To be included in your community school means that you have the same opportunities as every other child in the school, you have a variety of choices available to you, and you can be in the same classes as your peer (Andrews, 1996, p. 46)
- Full inclusion is the integration of students with disabilities in the general education classrooms at all times regardless of the nature or severity of the disability (Friend, Bursuch, & Hutchinson, 1998, p. 5a)
- This term is primarily used to refer to the belief that instructional practices and technical supports are presently available to accommodate all students in the schools and classrooms they would otherwise attend if not disabled. Proponents of full inclusion tend to encourage that special education services generally can be delivered in the form of training or technical assistance to “regular” class teachers (Rogers, 1993, p. 1)
- Full inclusion, in the educational sense argues that all students must have the

opportunity to be enrolled in the regular classroom of the neighbourhood school with age appropriate peers, or to attend the same school as their brothers or sisters.

Inclusion in the regular classroom requires that both regular students and those with some type of challenge receive appropriate educational programs that are geared to their capabilities and needs, as well as any support and assistance they and/or their teachers need to be successful in the mainstream. Conversely, full inclusion does not suggest that any student with special needs should be enrolled in a regular classroom unless that classroom is welcoming, unless an individualized program designed to address learning needs and styles is put in place, and unless the specialist support personnel, services, and materials necessary to support inclusion are available as and when needed (Bunch, 1994, p. 150)

- Full inclusion means the education of all students with identified disabilities in the schools and classrooms they would attend if not disabled, via collaboration by general and specialist educators to bring support services to the students. Those promoting full inclusion insist that the general classroom is appropriate for every child, regardless of degree or type of disability. A cascade or continuum of services is no longer necessary and regular class teachers, with appropriate support and collaboration, can teach all children (Winzer, 1999, p. 39)

Functional/Authentic/Dynamic Assessment

Note: These three assessment approaches are similar in that all focus on assessment of students in real-life settings doing meaningful activities. No recourse is made to standardized tests. However, they all have different ways of accomplishing the assessment task.

- Functional Assessment is used for children with more severe disabilities. It stresses the assessment of specific observable behaviours that form the mode of the current and future existence of the child. It is based on direct collection of performance data; the identification of factors that affect performance, such as those under teacher control; the presentation and examination of repeated teaching trials; and close assessment to assess the success of teaching. It is related to Authentic Assessment (Winzer, 1999, p. 60)
- Authentic Assessment begins with a vision of intellectual achievement rather than a set of assessment procedures. Authentic Assessment supports classroom instruction; is multidimensional; assesses conceptual understanding, problem solving, application, and interpretation;; and reflects local values and standards. Authenticity refers to the extent to which a test, performance, or product used in an assessment bears a relationship to its real-world referent (Andrews and Lupart, 2000, p. 354)
- Authentic Assessment supports classroom instruction; includes students in the assessment process; is multidimensional, assesses conceptual understanding, problem solving, application, and interpretation; and reflects local values and

standards. One of the most common authentic assessment strategies is the portfolio, a collection of work assembled over the school year by the student in collaboration with the teacher (Andrews & Lupart, 2000, pp. 247-250)

- Based on the premise that traditional types of assessment fail to measure a student's performance in an authentic way, this type of assessment focuses on forming a complete "realistic" picture of what a child can or cannot do. Authentic assessment allows for a collection of data based on real situations in which students can be engaged in an interactive way during which they can access help from teachers and peers alike. The focus is on allowing students to translate information that is taught in a classroom situation, and apply this knowledge in a problem-solving way (Weber & Bennett, 19, p. 158)
- Dynamic Assessment: Feuerstein and his colleagues propose an alternative that is most exciting, conceptually, for special education. Generally critical of traditional assessment procedures for its habit of assessing a student statically, i.e. at a single point in time, with all the drawbacks, Feuerstein argues for dynamic assessment. In essence, this is a test-teach-test model that stipulates the subject first needs to be assessed to reveal needs; then it direct the examiner to interact constantly with the subject, teaching him the content and concepts that were first assessed in an attempt to address the needs; and third to re-assess t see if the subject has learned and to identify what strategies were most successful in the process (Weber & Bennett, pp. 159-160)
- Dynamic assessment is an interventionist approach to assessment that is directly

Facilitator

- **Facilitator:** In inclusive schools, inclusion specialists are responsible for providing some student instruction, problem solving with teachers, and coordinating the services the student receives. As schools become more inclusive, this role is likely to increase in prominence. In an interview study conducted in the Toronto area, Beveridge found that support facilitators played an important role in schools and classrooms that were commended for a high level of inclusion of exceptional learners. (Friend, Bursuch, & Hutchinson, 1998, p. 40)

opposite to the one-tester, one-child, norm-referenced approaches. A child is not asked to do something and marked right or wrong. Rather a “test-teach-test” format is used. This process determines the amount and type of intervention that brings about change in a child, measures the amount of change that can be produced in a guided teaching and learning situation, and may identify obstacles that may be hindering a child’s performance (p. 63)

Inclusion

- Efforts to bring about basic structural changes in the fundamental operating mode of special education and to improve educational practice are encompassed under a concept and practice variously termed inclusion, inclusive schooling, and inclusive education. (Winzer & Mazurek, 1998, pp. 93-94)
- The hottest debate in special education today is about inclusion. There are many definitions and versions of inclusion, but essentially, it means that all children will be placed in the classrooms they would attend if they did not have a disability. There are subtle but real differences between inclusion and the older terms that it has displaced, mainstreaming, least restrictive environment, integration. In inclusive programs, the diverse needs of all children are accommodated to the maximum extent possible within the general classroom (Winzer, 1997, p. 28)
- Inclusion is what happens when we consider the needs and dignity to an individual with disabilities or special needs to live within the community. Inclusion promotes mutual benefits for both the community and the individual (Toronto Parks & Recreation, Adapted and Integrated Services, 2004)
- Inclusion: Term to describe a professional belief that students with disabilities should be integrated into general education classrooms whether or not they can meet traditional curriculum standards and should be full members of those classrooms (Friend, Brusuch, & Hutchinson, 1998, p. 454)

- It is the general classroom that provides the child who is exceptional with the least restrictive environment and the opportunity for maximum interaction with normally developing peers. When a child is included in the regular classroom, the regular class teacher holds primary responsibility for that child and must ensure appropriate program and curriculum modifications are made. The class teacher also works with a number of professionals to tailor education to the needs of the individual child (Winzer, 1999, pp. 14-20)
- As early as 1989, a group of Canadian researchers wrote that inclusion or inclusive education represents the belief or philosophy that students with disabilities should be integrated into regular education classrooms, regardless of whether they can meet regular curriculum standards. Advocates of inclusive education believe that if students cannot meet traditional academic expectations, then those expectations should be changed (Friend, Bursuch, & Hutchinson, 1998, p. 6)
- Inclusion is based on the firm belief, based on experience, that all children have value and can best learn in regular classrooms alongside children their own age. Inclusion is not just for some children. Children who have disabilities described as “severe” can also learn and participate successfully in regular classrooms and neighbourhood schools. Inclusion is also not something that a child must be ready for. All children are at ALL TIMES ready to attend regular schools. Their participation is not something that must be earned. Meaningful inclusion, where students with disabilities receive

needed support in regular classes, enables children to gain self-confidence, a positive self image, social behaviours, academic and other skills, and to feel valued as persons and to be accepted by society (New Brunswick Association for Community Living, pp. 1, 13)

- Inclusive education embraces the concepts of normalization, integration, and mainstreaming (Andrews, 1996, p. 5)
- Inclusion, or inclusive schooling implies subtle but real differences from mainstreaming, the least restrictive environment, and integration. Advocates of inclusive schooling argue that the social-cultural realities of mainstreaming and inclusion are that one group is viewed as the “mainstream” and one group is not; hence one group must “push in” to the activities and settings occupied by the other. Under the principles of inclusion, children do not push into the mainstream because the underlying supposition in inclusive programs is that all children will be based in the classrooms they would attend if they did not have a disability (Winzer, 1999, p. 39)

Inclusive Philosophy

- In the main, Manitoba educators have adopted a philosophy of inclusion as the foundation for delivery of special education. The most common delivery model is grounded in inclusive philosophy couple with a continuum of programming and supports. First choice programming for students with exceptionalities is in regular education classrooms in neighbourhood public schools with their same age peers (Manitoba Education and Training, 1998, p. 16)
- Inclusive philosophy transcends the idea of physical location, and incorporates basic values that promote participation, friendship, and social interaction (p. 106-107)
- The practice of placing exceptional students in regular school environments falls under the philosophy of inclusion. While some school programs adhere to a broad interpretation of integration, integrating students to the maximum extent possible with general education students, others have a more restrictive interpretation in which students with exceptionalities are placed in general education for a part of the day.

Integration

- Integration: A situation where there is equal opportunity for a minority group or individual to join the majority. Basically, integration is a concept based on fairness. This does not mean everyone must be treated the same; it means every person has access to the same opportunities (Toronto Parks & Recreation, 2004)
- Integration: Full participation of exceptional students in regular education classes (Andrews & Lupart, 2000, p. 552)
- Weber and Bennett (19) do not specifically define integration. A reading of their discussion of integration and the Range of Settings (?Cascade) Model suggests that integration generally refers to placement of students with disabilities in regular classrooms. This can mean full-time in the regular classroom with various levels of support, including withdrawal assistance, to variable shared time between a regular class and a self-contained class.
- [Integration] can be thought of as placing children with disabilities in regular classrooms only when they can meet traditional academic expectations, or where these expectations are not relevant (Friend, Bursuch, & Hutchinson, 1998, p. 6)
- In the 1950s and 1960s, integration was the common term used to refer to the education of students with exceptionalities in regular classrooms. Mainstreaming, often used as a synonym for integration,

emerged in special education in the 1970s (Winzer, 1999, p. 38)

- Two major characteristics defined mainstreaming (as opposed to inclusion). First, it usually applied only to some children, most especially those with mild disabilities. Second, the target population generally consisted of students identified as needing special education services and often moving from special classes into regular classrooms (Friend, Bursuch, and Hutchinson, 1998, p. 38)

Mainstreaming

- Mainstreaming, often used as a synonym for integration, emerged in special education in the 1970s. As a process mainstreaming provided services along a continuum so that a range of variable services allowed pupils to be integrated in the manner best suited to their individual needs. It demanded individual programming, cooperative planning, as well as the range of educational options and support services. (Winzer, 1999. p. 3)
- Mainstreaming refers to the practice of teaching exceptional pupils in the regular classroom for more than 50 % of the school day. For this chapter, the terms mainstreamed and integrated will be used interchangeably (Duquette, 1996, p. 149)
- Mainstreaming or integration implies delivery of sufficient resource support services based on recognized educational needs (Andrews & Lupart, 2000, p. 13)

- Inclusive education is a relatively new term, replacing such terms as mainstreaming from the 1970s and integration from the 1980s (Friend, Bursuch, & Hutchinson, 1998, p. 16)
- The basic goal of mainstreaming was the provision of free, appropriate education in the most suitable setting for all youngsters with exceptionalities. Philosophically, mainstreaming focused on the integration of children with exceptionalities with their non-disabled peers within the context of the regular neighbourhood school. As a process, mainstreaming provided services along a continuum so that a range of available services allowed students to be integrated in the manner best suited to their needs. It demanded individual programming, co-operative planning, as well as the range of educational options and support services.

Resource Room

- Classroom to which students come for less than 59 % of the school day to receive special education, often for 30 to 60 minutes per day (Friend, Bursuch, & Hutchinson, 1998. p. 458)
- Today, resource rooms stand at the point between self-contained and regular classrooms. Pupils receive part of their education in the regular classroom and part of it in the resource room (Winzer, 1999, p. 22)
- A student may be withdrawn to a resource room where a different instructor, who works in close concert with the regular teacher, will deliver the modified learning experience called the IEP. Significant in this arrangement is that the student remains a regular member of the regular class (Weber & Bennett, 19, p. 38)
- Often a special education teacher carries out intensive instruction on basic skills and learning strategies. This approach assumes that basic skills and learning strategies are prerequisites for successful general education experiences. Unfortunately, research indicates that such skills taught in pullout programs often do not transfer to the general education classroom (Friend, Bursuch, & Hutchinson, 1998, p. 31)

Resource Teacher

- Special education teacher who provides direct services to students with disabilities either in a special education or general education classroom and who also meets to problem solve with teachers. Resource teachers often work with students with high incidence disabilities (Friend, Bursuch, & Hutchinson, 1998, p. 458)
- Resource teachers design, alter, and present instruction across a number of curriculum areas, and address elements that facilitate students' success in the regular environment. They may provide support in academic learning of both the core and remedial curricula, and training in social and communication skills that will help the student to interact better in the regular classroom (Winzer, 1999, p. 22)
- Resource teachers are usually responsible for managing and coordinating the services a student receives, including the writing, implementation of the student's individual education plan (IEP). They may also provide direct instruction to exceptional students

Segregation

- To separate, keep apart. Segregation is usually associated with exclusion from a group, generally for mutual benefit, and rarely involves choice. It separates and isolates (Toronto Parks and Recreation, 2004)
- In order to give a specific kind of learning experience, it may be deemed appropriate to place an exceptional student in a special setting full-time (Weber & Bennett, 19, p. 39)

Standardized Assessment

- Standardized achievement tests can inform teachers how students level of academic ability compares to other students their age. This is a norm-referenced comparison. Standardized intelligence tests can provide valuable information about a child's problem-solving abilities, verbal reasoning, abstract visual-spatial abilities, and mathematical reasoning (Andrews & Lupart, 2000. p. 357)
- The assessment of needs will usually be more detailed and may even be supported with school-administered standardized test results
- A common source of information for making educational decisions is the standardized achievement test. These tests are designed to measure academic progress, or what the students have learned in the curriculum. Standardized achievement tests are norm-referenced. In a norm-referenced test, the performance of one student is compared to the average performance of other students who are the same age and grade level (Friend, Bursuch, & Hutchinson, 1998, p. 244)
- Psycho-educational assessment relies heavily on

testing. Tests are defined as controlled structured procedure that attempt to elicit particular responses that the child might not demonstrate spontaneously. Many tests are standardized – they use standard materials, administrative procedures, scoring processes, and score interpretation. The purpose of standardization is to ensure that all children taking the test receive essentially the same experience, are expected to perform the same tasks with the same set of materials, receive the same amount of assistance from the evaluator, and are evaluated to a standard set of criteria (Winzer, 1999, p. 61)

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