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**An ethnographic study of the integration of students with
special needs in a regular class**

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February, 1999**

**A thesis submitted to the Faculty of Graduate Studies and Research in
partial fulfillment of the requirements of the degree of
Doctor of Philosophy**

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ABSTRACT

This study used ethnographic research methodology to examine the process of including children with special needs in a regular split grade 4/5 classroom. Participant observation was conducted over a ten month period. In-depth interviews were held with students, parents, regular classroom teachers, special educators, and administrators. Other sources of data included documents collected in the field, notes from informal discussions, videotapes, diagrams, and photographs. The thesis provides rich description and detailed analysis of the processes and supports used to address the diverse needs of all of the children in the class. Among the findings: (a) participants' definitions of integration had an effect on the process of addressing the diverse needs of all of the children in the regular classroom, (b) the characteristics of the teacher and the strategies he employed were seen as critical to the success of this integration effort, and (c) reallocation of personnel and resources and provision for scheduled collaborative sessions for teachers were considered to be desirable adjustments to further balance the integration effort and to better fit resources and personnel to the people and areas of greatest need. The goal of this study was to provide a richly detailed, comprehensive portrait of the integration process which can serve as a medium through which regular classroom teachers can familiarize themselves with the issues surrounding integration, anticipate problem areas and areas of strength, and plan strategies for success.

SOMMAIRE

Pour la présente étude, nous avons utilisé une méthodologie de recherche ethnographique dans le but d'examiner le processus d'inclusion, au sein d'une classe de quatrième et de cinquième années, d'enfants ayant des besoins spéciaux. La période d'observation s'est échelonnée sur dix mois. Nous avons effectué des entretiens poussés avec les élèves, avec les parents, avec les enseignants de classes régulières, avec les éducateurs spécialisés et avec les administrateurs. À titre de données supplémentaires, des documents recueillis sur le terrain, des notes prises au cours de discussions informelles, des bandes vidéo, des diagrammes et des photos sont également inclus. La thèse fournit une riche description et une analyse détaillée des processus et des ressources utilisées dans le but de répondre aux différents besoins de tous les enfants dans la classe. Voici quelques-uns des résultats de l'observation: (a) le sens donné par chacun des participants au processus d'intégration scolaire a influencé le processus de gestion des divers besoins de tous les enfants dans la classe; (b) la personnalité et le style pédagogique du professeur ainsi que les stratégies qu'il a utilisées ont joué un rôle déterminant dans la réussite du projet d'intégration; (c) la répartition du personnel et des ressources et la planification de séances de soutien pour les enseignants ont joué un rôle important dans l'équilibre du processus d'intégration et dans l'utilisation appropriée des ressources et du personnel. Le but de la présente étude a été de broser un tableau complet et détaillé du processus d'intégration scolaire. Nous espérons que cet outil sera utile aux enseignants des classes régulières et leur permettra de se familiariser avec les différents aspects du

processus d'intégration, d'en prévoir les forces et les faiblesses et d'élaborer des stratégies gagnantes.

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CHAPTER 1

INTRODUCTION

Over the past four decades, legal, monetary, and social pressures have increased the likelihood that students with special needs will appear in regular classrooms with greater frequency (Lipsky & Gartner, 1997; Stainback & Stainback, 1995). As a result, it has become increasingly necessary to restructure education systems in order to meet the diverse needs of all students. In particular, it is necessary to provide regular classroom teachers with information about integration practices since they have the primary responsibility for implementing these practices. However, to date, there has been little research that identifies the interactions and processes occurring in regular education settings where children with special needs are included. Instead, three of the most prevalent bodies of literature on integration pertain to: (a) efficacy studies, (b) advocacy, and (c) factors related to successful integration. This study adds to a fourth, emerging body of research in which the process of integration is examined and analyzed through qualitative methods.

Efficacy Studies

From the 1950s to the 1980s, there was a great deal of research conducted to examine the efficacy of special education services (Hallahan & Kauffman, 1988). According to Hallahan and Kauffman, it was the preoccupation of researchers to compare the desirability of various types of service delivery options (e.g. special classes versus regular classrooms and special classes versus resource rooms) for educating students with special needs (Affleck, Madge, Adams & Lowenbraun, 1988; Wang & Birch, 1984). However, as Danby and

Cullen (1988) pointed out, the results of efficacy studies were less than conclusive. They asserted that while there was very little unequivocal support for integration, there was no body of research that would support the continued segregation of children with handicaps. Hallahan and Kauffman stated that one complication in interpreting efficacy studies was the fact that results tended to be different for academic versus social outcomes. For example, they said that researchers found that regular class placement tended to result in low acceptance of students with handicaps among non-handicapped peers, yet special class placement was of little benefit in terms of academic achievement.

By the 1980s, researchers seemed less interested in examining the efficacy of various placement options. Hallahan and Kauffman (1988) suggested several reasons for the decline in efficacy studies: (a) after thirty years, these studies yielded no clear cut answers; (b) numerous authorities pointed out that efficacy studies, on the whole, were methodologically inadequate; (c) the majority of efficacy studies were conducted so long ago that, in all probability, the results were no longer relevant since mainstreaming practices had changed so much; and (d) there was increased recognition that efficacy studies focused exclusively on physical placements to the exclusion of what went on in those settings. In short, efficacy studies did not address issues of instructional practices and processes that were occurring within the classroom setting.

Advocacy Literature

Since the decline of the efficacy studies, many professionals writing about integration have emphasized an advocacy orientation (Hallahan & Kauffman, 1988). For these professionals, the question of where children with special needs should be educated was less of a

research issue than an ethical or moral one (Biklen, 1985). According to Hallahan and Kauffman, although advocates for integration may have referred to research when appropriate, their emphasis was more on the philosophical conviction that integration was desirable because it was more ethical than segregating students with disabilities from their peers. The following quote from Biklen exemplified this position:

The question of whether or not to promote mainstreaming is not essentially a question for science. It is a moral question. It is a goal, indeed a value, we decide to pursue or reject on the basis of what we want our society to look like. (p. 3)

Peck (1991) noted the importance of clearly articulated values as a major impetus toward the inclusion of people with disabilities in society. He pointed out that human values play a critical role in shaping both research and social policy. Furthermore, many authors, like Skrtic (1991), began to recognize that many students were identified as handicapped simply because they had needs that had not been accommodated in the regular classrooms of the general education system. This recognition led to the claim that it was time for a complete restructuring of education systems so that they would be able to meet the needs of all children (Lipsky & Gartner, 1989; Stainback, Stainback & Bunch, 1989). Hence, advocates were striving to make ordinary classrooms into communities in which all children could grow, learn, and contribute (Forest & Lusthaus, 1990).

Parents of children with special needs have been among the most vocal advocates for integration. These parents argued that they were entitled to the same kinds of things from schools that parents of non-handicapped students could expect. Biklen (1985) noted that parents have increasingly come to regard educational rights as their silent

partner in advocacy. PL 94-142 in the United States and section 15(1) of the Canadian Charter of Rights and Freedoms were two important initial pieces of legislation for advocates. In general, the legislation in the United States went further in terms of stipulating mainstreaming goals. However, during the 1980s, an increasing number of school districts in Canada began making a commitment to full integration for all students (Forest, 1987). Those who espoused this philosophy accepted the challenge of creating learning environments that could accommodate children with a wide variety of needs and recognized that it was the responsibility of the school personnel to problem-solve and make adaptations in order to ensure that this goal was achieved (Forest & Lusthaus, 1990). The advocacy literature, therefore, has been instrumental in the push towards full integration of all children in North American schools. It has not, however, resulted in an understanding of the actual processes that must occur in order for integration efforts to be successful.

Factor Studies

A further body of literature on integration deals with those factors that are thought to contribute to the success of integration efforts. Such factors include: (a) positive attitudes from administrators (Garvar-Pinhas & Schmelkin, 1989), teachers (Goupil & Brunet, 1984; Mitchell, 1976), parents and community members (Gottlieb & Corman, 1975) and non-handicapped students (Fox, 1989; Simpson, Parrish & Cook, 1976; Voeltz, 1980); (b) appropriate teaching strategies (Anderson, 1985; Johnson & Johnson, 1986; Larrivee, 1982; Logan, Bakeman & Keefe, 1997); (c) collaboration among educators and others (Chalfant, Pysh & Moultrie, 1979; Sparks & Bruder, 1987; Villa, Thousand, Nevin & Malgeri,

1996); (d) visible and consistent organizational support (Ayres, Meyer, Erevelles & Park-Lee, 1994; Riediger, Hillyard & Sobsey, 1986); and (e) comprehensive teacher preparation and staff development programs (Gear & Gable, 1979; MacMillan, Jones & Meyers, 1976; Werts, Wolery, Snyder & Caldwell, 1996). Factor studies have made a substantial contribution to our knowledge of what is helpful in integrated settings. However, they have also been widely criticized as an inappropriate method for researching integration efforts.

Several criticisms have been levied against factor research. First, factors contributing to the success of integration efforts are most frequently assessed through questionnaires and, as with the efficacy studies, these research efforts yield varying and often conflicting results. One reason for the conflicting results may be the lack of clarification of the terms used in questionnaires (MacMillan, 1982). Second, much of the factor research involves comparisons of groups of individuals who are supposedly engaged in similar practices. However, the similarity within groups is often questionable. For example, many individuals may consider their situation "integrated" and yet be engaged in widely divergent practices. Third, much of the factor research looks at attitudes and integration practices. However, as suggested by Danby and Cullen (1988), attitudes are poor predictors of behavior. Fourth, as Hayes and Livingstone (1986) point out, factor research relies on strategies that only allow researchers to examine each factor as a single element rather than attempting to capture the complexity of the interaction of factors and patterns. Fifth, factor research relies heavily on examination of pre-defined factors (Hayes & Livingstone). However, the issues or factors that have already been identified in the literature, and are thought to be

related to successful integration, could be quite unimportant to regular classroom teachers who are expected to employ integration efforts. Therefore, an alternate means of investigating integration efforts must be employed.

Qualitative Studies

In recent years, researchers and writers have repeatedly called for qualitative and ethnographic investigations of integration efforts (Ayres et al., 1994; Bogdan & Lutfiyya, 1992; Peck, 1991; Stainback & Stainback, 1989). They maintain there is a need for ethnographic methodology whereby a researcher can enter the classroom setting and develop an analytical description of the environment and the participants' own views of the situation (Edmond, 1984). Others have been arguing for more exploratory, process-oriented investigations of a longitudinal nature (Emanuelson, 1997).

Researchers have presented four important reasons for using qualitative research methods for the investigation of integration efforts. First, researchers in the field do not know if all the factors related to integration have been identified, making a priori definition of observational categories and dependent variables impossible (Peck, Hayden, Wandschneider, Peterson & Richarz, 1989). Qualitative research methods allow the researcher to develop and modify concepts and categories for describing phenomena as they become more clear during the study (Bogdan & Biklen, 1982). Second, qualitative research methods are suitable for examining the richness and the complexity of the processes and relations contributing to integration efforts. Third, the longitudinal nature of some qualitative methods can enable researchers to understand the developing perspectives of the teachers and pupils

involved in the integration process and to examine the evolution of the process itself. Fourth, qualitative research methods that enable researchers to gain the perspectives of practitioners may help close the gap between current practices and those validated in the literature as most promising practices (Ayres et al., 1994).

During the 1990s, researchers have increasingly turned toward qualitative methods for studying integration in schools. To date, research projects have focused on four main areas: participants' perceptions of or attitudes toward integration, effects of integration on participants, participants' characteristics and roles, and what is occurring in integrated schools and classrooms.

Participants' Perceptions of or Attitudes Toward Integration

Qualitative methods have been used extensively to examine the perspectives and attitudes of a range of people involved in integration efforts. The majority of these studies have involved the use of in-depth interviews as the primary mode of data collection. Researchers have spoken with parents, students, educators, administrators, and community members to determine their understandings of and responses to integration.

Peck et al. (1989) examined the sources of resistance to the development of integrated preschools among parents, administrators, and teachers and found that the movement toward integrated programs was viewed as a threat to the local "negotiated order" (p. 361). That is, various stakeholders feared that integration would result in a loss of their control over aspects of the program and thus, they resisted the change.

Bunch, Lupart, and Brown (as cited in Bunch and Valeo, 1997) conducted in-depth interviews with regular classroom teachers, school

administrators, resource teachers, and special class teachers to determine educator attitudes toward inclusion. They found that educators held generally positive attitudes regarding professional ability to accept primary responsibility for included students and the need to develop collaborative relationships between regular and special educators. Respondents also articulated potential benefits of inclusive experiences for all students. However, educators were concerned about workloads, adequacy of professional development, and administrative support in inclusive settings.

Erwin and Soodak (1995) used qualitative methods to examine the perspectives and experiences of parents who were interested in inclusive education for their children with disabilities. Results indicated that parents desired inclusion for their children because they believed their children deserved the opportunity to be full members of society. Parents in this study also reported employing numerous strategies, some involving courts and the media, to obtain general education placements for their children.

Other researchers have examined the perspectives of parents of children with disabilities who were engaged in or making the transition to integrated programs (Gibb et al., 1997; Ryndak, Downing, Jacqueline & Morrison, 1995). Gibb et al. investigated the perceptions of parents whose children with disabilities were included in a junior high pilot program based on teacher and student collaborative teams. Parents recognized increased student self-esteem as a positive outcome of the program. They pointed to personal attention for students and positive attributes of teachers as strengths of the program. Ryndak et al. found parents held positive perceptions of inclusive general education settings

and attributed many academic, behavioral, and social outcomes to the placement of their children in these settings.

Schnorr (1990) is one of a very limited number of researchers who have looked at students' perspectives on integration. She used participant observation and in-depth interviews in her investigation of a first grade class in which a student with mental retardation participated on a part-time basis. The student spent most of his school day in a self-contained special education class. Schnorr concluded that there were significant discrepancies between the students' understandings of what it means to be a part of the first grade and the teacher's effort to include the child with disabilities. The regular education students did not consider the child, who was being partially integrated, to be a member of their class.

Effects on Participants

Another large body of qualitative research looks at the effects of integration on the participants. The vast majority of studies in this area focus on the social outcomes of integration for students with and without disabilities. Academic, personal, behavioural, or other outcomes are given much less attention. In addition, very few studies look at effects on other participants. However, some studies have looked at the ways that teachers are affected by integration.

A number of researchers have looked at the social outcomes of integration on children (Demerath, 1994; Staub, 1995). Murray-Seegert (1989) studied the social relationships between high school students with severe intellectual disabilities and their non-disabled peers. Her study revealed insights into the way one school's integration program affected student relations and teacher practices. However, students with

special needs in that school were not included in regular classes for the majority of their day.

Schnorr (1997) again used qualitative research methods to delve further into the issue of membership and belonging in regular classes. She looked at how general education students perceived membership and became members in secondary classes. She compared these typical interaction patterns with the participation of students with disabilities and discussed implications for enhancing membership of students with disabilities.

While the majority of studies looking at outcomes focused on outcomes for children who were considered to be integrated, some studies have focused on the outcomes for non-handicapped students. Peck, Donaldson, and Pezzoli (1990) interviewed non-handicapped high school students to determine their perceptions of benefits they had experienced as a result of developing relationships with students with disabilities.

Rainforth (1992) was one of few researchers who described the way teachers were affected by the inclusion of students with special needs in their classes. In this study, educators expressed overwhelmingly positive effects of the inclusion. Some of the benefits they noted were increased knowledge about disabilities, new skills and materials that benefitted all children, renewed understanding and commitment to the belief that all children can and will learn well, use of collaborative problem solving, and increased flexibility.

Participants' Characteristics and Roles

Yet another body of qualitative research looks at the characteristics and roles of participants in inclusive settings. Particular

attention has been paid to the changing role of special educators and the characteristics and attributes of regular educators who are deemed successful with integration.

Goessling (1994) interviewed integration facilitators whose role had changed from special education teacher. She found that integration facilitators were uncertain about their roles and responsibilities in their first year of work. The establishment of collaborative relationships with regular educators helped them to gain confidence in their new roles.

Katul (1995) also looked at the role of the inclusion facilitator in schools. She concluded that inclusion, as practiced in the settings she observed, was almost entirely focused on students with disabilities and was characterized by the relocation of special education personnel and practice into regular classrooms.

Olson, Chalmers, and Hoover (1997) interviewed teachers who were identified as skilled at including students with disabilities in their classrooms. Through the analysis of these interviews, Olson et al. developed themes related to the characteristics of these teachers. Among their findings was the fact that teachers described themselves as tolerant, reflective, and flexible.

York-Barr, Schultz, Doyle, Kronberg, and Crossett (1996) looked at the characteristics and attributes of people involved in the initiation of inclusive schooling in one school district. Their findings suggested that people were central to the process of change and that effective teaching extended beyond classroom management and instructional competence to teachers' characteristics and attributes.

What is Happening in Integrated Schools and Classrooms

Given the growth in the number of qualitative studies aimed at investigating integration efforts, there have been surprisingly few that attempt to look holistically at what is actually happening in sites where integration is occurring. In addition, the majority of these tend to focus on school wide or board wide changes that occur to facilitate integration (Salisbury, Palombaro & Hollowood, 1993). While this information is extremely useful and necessary, it does not answer the questions of many classroom teachers who are concerned about what they must actually do in integrated regular classrooms to accommodate the diverse needs of all of their students.

Studies that have primarily focused on what is happening in regular classrooms have also frequently placed so much emphasis on what is happening for the included child or children that it is difficult to envision what is happening for the rest of the children in the class (Downey, Morrison & Berecin-Rascon, 1996). Other studies have focused on the teaching of just one subject (Gormley & McDermott, 1994).

To date, numerous studies have looked at the benefits of various supports and practices in integrated settings. However, there has been very little examination of how one teacher juggles the potential array of strategies and supports that are available and how the application of strategies and the utilization of supports enables that teacher to address diverse needs in the regular classroom.

Present Study

The present study, with a focus on full time integration in an elementary classroom, adds to the qualitative studies and, in particular, the process-oriented research that looks at what is happening in regular

classrooms. It provides practical information that will be particularly relevant to the regular education teacher. Most studies focusing on full time integration efforts look at the whole school rather than focusing on the activities in a particular class. Furthermore, it has frequently been recognized that full time integration becomes more challenging as children grow older and the differences between those with disabilities and those who are labelled "normal" become more apparent. This study focuses on an upper elementary class. Finally, the questions guiding this research contribute to its uniqueness among other process studies.

This thesis is a study of how the process of integration of students with special needs occurred in a regular classroom. The primary purpose of this study is to provide a detailed and comprehensive description of the interactions and processes that occur in a class where children with special needs are being educated along with students not identified as having special needs. The second purpose is to ascertain and describe the ways participants in the setting viewed the process of integration. The overall objective is to produce a richly detailed, comprehensive portrait of the integration process which can serve as a medium through which regular classroom teachers can familiarize themselves with the issues surrounding the process, anticipate problem areas and areas of strength, and plan strategies for success.

To guide this study, four broad questions were asked. These questions evolved from a series of visits to the research site, discussions about the visits (arising from fieldnotes), and interaction with the literature. The questions are:

1. How do participants in this setting define *integration*?
2. How does physical, social, and academic integration occur?

3. How do participants seem to influence the process of integration? Conversely, how does the process of integration affect the participants?

4. How does the environment (setting, activities, resources) seem to affect the process of integration? Conversely, how does the process of integration affect the environment?

The first question, "How do participants in this setting define integration?", is an essential starting point for this research. A careful reading of the literature on integration reveals that different people hold differing definitions of integration. Although many people write about integration as though there is a single definition of the concept which is commonly held by all people, the reality is that multiple definitions exist. These definitions vary with respect to whether integration is considered a process or a state, who is considered to be eligible to be integrated, where people who are being integrated spend their time, why integration is happening, and finally, how it is facilitated. It is possible that even people who share the same workplace and projects may hold differing definitions of integration. It is also possible that researchers investigating integration may hold definitions that are quite different from the definitions held by the participants in their research. These possibilities for differing definitions are rarely discussed by researchers or writers. However, in order to facilitate fruitful discussion of the concept of integration, it is imperative to be clear about what it is that we are actually talking about. Hence, a major focus of this research was on understanding integration as it was defined by the participants and examining how participants' interpretations of integration affected what occurred in the setting.

Once the participants' definitions of integration have been described, discussion can proceed to the other questions posed in this thesis. The second question, "How does the physical, social, and academic integration occur?", goes beyond previous process studies which have focused primarily on the social integration of children with special needs and have neglected the physical and academic aspects. The third and fourth questions, "How do participants seem to influence the process of integration and conversely, how does the process of integration affect the participants?", and "How does the environment seem to affect the process of integration and conversely, how does the process of integration affect the environment?", provide a framework for examination of the process from several points of view.

The next three chapters of this thesis detail the methodology employed in this research. Chapter 2 includes the criteria for selection of the research site, followed by a detailed description of the site itself and the participants. Chapter 3 provides a description of the methods of data collection, the types of data collected and the researcher's role and rapport. Chapter 4 overviews the methods used to conduct data analysis, extract findings and draw conclusions. It is the intention of the researcher to provide a description so detailed that the reader can clearly imagine the setting, and perhaps relate the various participants, activities, and resources to his or her own classroom experience.

With the portrait of the research site drawn and the methods of data collection and analysis detailed, the discussion can then proceed to the consideration of the questions posed by this thesis. Thus, the next six chapters of the thesis detail the findings of the study, using the guiding questions outlined in chapter 1. Chapter 5 is a response to the first

question posed in this thesis and deals with how participants in the study defined integration, and how these definitions affected the process itself. Chapters 6 through 10 discuss in detail each aspect of the definition of integration, as it was presented by participants, including who was involved, where it was happening, why it was carried out, and how it was facilitated. Chapter 6 addresses the *who* of integration as it occurred in this setting: Who is considered to be a suitable candidate for integration (and who is not), and who decides what will be the criteria for integration. Chapter 7 describes where integration took place: school, classroom, or both, and how the setting affected, and was influenced by, the integration effort. Chapter 8 discusses *why* integration was considered to be an important advance in the education of children. The *how*, which is somewhat more complex than the other aspects, is dealt with in two chapters, 9 and 10. Chapter 9 addresses the significant role of the classroom teacher in the integration process. Chapter 10 describes some of the supports that were available to the regular teacher. Finally, in chapter 11, some reciprocal effects of the various aspects of integration are discussed. Implications of this research and suggestions for future research are also presented.

CHAPTER 2

THE RESEARCH SITE

Preliminary Visits and Site Selection

In the Spring of 1991, I completed 9 preliminary days of observation in 14 classrooms from 2 school boards located in a large Canadian city. Within the city, both of these school boards were perceived to be successful in their integration practices. The observed classrooms within these boards were selected by school board representatives who had been asked to nominate sites where "successful integration" was occurring, using their own definitions of successful integration.

These preliminary visits served many purposes. They enabled me to gain experience in field research while helping me to focus the research and to define guiding research questions. That is, they gave me some idea of the kind of things I might be interested in looking at and the kinds of data that would be available to me when it came time to enter the field for the actual research project. Finally, these visits enabled me to select the most appropriate school board for the study.

Following the selection of the Constellation School Board¹, I approached the director of educational services from that board, Ms. Julie Ryan, and requested permission to conduct the larger study. Once permission had been granted, the next task was to select a classroom within that board that would serve as the primary site for the study. The selection of the site involved the application of "theoretical sampling"

¹All names of organizations, people and places mentioned in this thesis are fictitious. A complete list of pseudonyms and participants' roles is provided in Appendix A.

(Glaser & Strauss, 1967) which emphasizes the selection of participants because they possess some specific characteristics of substantive concern to the focus of the study rather than their representativeness of some larger group.

Several criteria were employed in the selection of the research site. These included:

1. The classroom must be a regular education classroom within a regular school.
2. Students with special needs who traditionally might have been educated in segregated settings must be integrated in the regular classroom for the majority of the day.
3. The integration effort must be perceived as successful by the teachers, administrators, and school board representatives involved in the effort.
4. The educators, administrators, parents, and children must show a willingness to participate in the study.

Since Ms. Ryan had been deeply involved in the development of the integration policy of the board, and the initiation and implementation of the integration practices there, I approached her for assistance in selecting the final research site. I discussed the selection criteria with Ms. Ryan and requested that she nominate one successful example of integration from within her school board, using these criteria and again using her own definition of success. Ms. Ryan selected a split grade 4/5 class and then made initial contacts with the principal and teachers in the selected site. Once these educators had tentatively agreed to participate in the study, I contacted the regular classroom teacher, Mr. Elliot Furlong, to provide him with additional information and to allow him the

opportunity to ask me questions. He willingly agreed to participate in the study. Parent consent forms and cover letters (see Appendix B) were sent to all parents on September 23, 1991. All parents, with the exception of two, returned the signed form. The children of the two who disagreed with their child's participation were not asked to participate in any interviews.

Setting and Context

Although Mr. Furlong's classroom was the site where most observation took place, other classrooms and spaces within and around the school, the school board, and the community were all considered as part of the context in which the integration was taking place. Hence, some description of these is warranted.

Mr. Furlong's classroom was in a large elementary school called Appleton. The school was a two storey building containing 23 classrooms, a gym, a library, a computer room, a music room, a large open area called "the pit" for showing movies, a principal's office, a nursing station and a staff room. Visitors to the school would enter through a foyer into a large, wide hallway with a staircase leading to the second floor at the far end of the hallway. On the right side of the hallway was a reception area where the school secretary worked. The principal's office and a nursing station were accessible through the reception area. On the left side of the hallway was the gym.

Appleton was originally constructed as an open school but a few years prior to this research, walls had been constructed, creating individual classrooms. Some walls were made to be removable so that classes would have adequate space to get together if they so desired.

Mr. Furlong's classroom was on the second floor of the school. It was a very busy and colourful room. Bulletin boards were jammed with

newspaper articles, photographs, artwork, and notices. Walls were plastered with children's tests and completed projects, maps, flags and posters, and flip chart pages of information which had been taught in earlier classes. There were shelves filled with books, tubs containing material for various science activities, plants and wildlife in aquariums and ice cream containers, and audiovisual equipment of all types (see Figures 1 & 2).

The seating arrangements in the classroom changed many times during the course of the year. Mr. Furlong was largely responsible for these changes. However, he did allow the children a certain degree of latitude in choosing their tablemates or neighbours. Mr. Furlong explained that he changed the pattern of seating for a couple of reasons. First, some patterns were more compatible with the various activities of the class. Second, the changing pattern permitted him to focus on different students throughout the year (see Figures 3 & 4).

Outside Mr. Furlong's classroom was a large, open area that was sometimes used by several classes coming together for assemblies. Other upper elementary classes were located around the perimeter of this area. The music room and library, two places where Mr. Furlong's class spent some time each week, were also located on the second floor. The classroom where the grade 5 students from Mr. Furlong's class attended math was located on the first floor. It was a "spare" classroom that did not regularly accommodate a class. The walls and shelves in this room were relatively bare compared to Mr. Furlong's classroom. Eight posters advertising travel destinations were the only adornments on the walls.

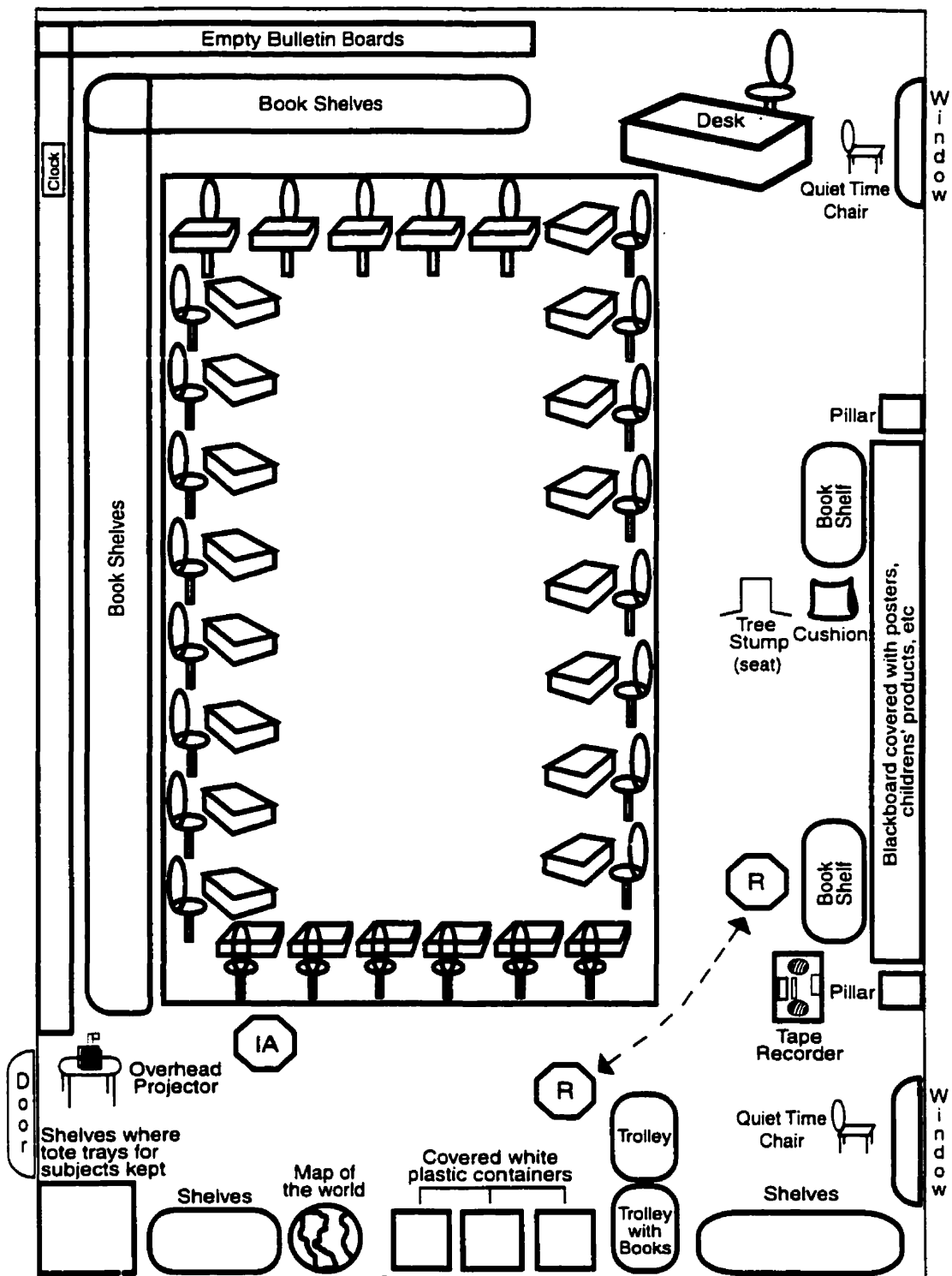


Figure 1: Drawing of top view of Mr. Furlong's classroom. Octagonal shapes show where Gloria, the integration aide (IA), and I, the researcher (R), were seated.

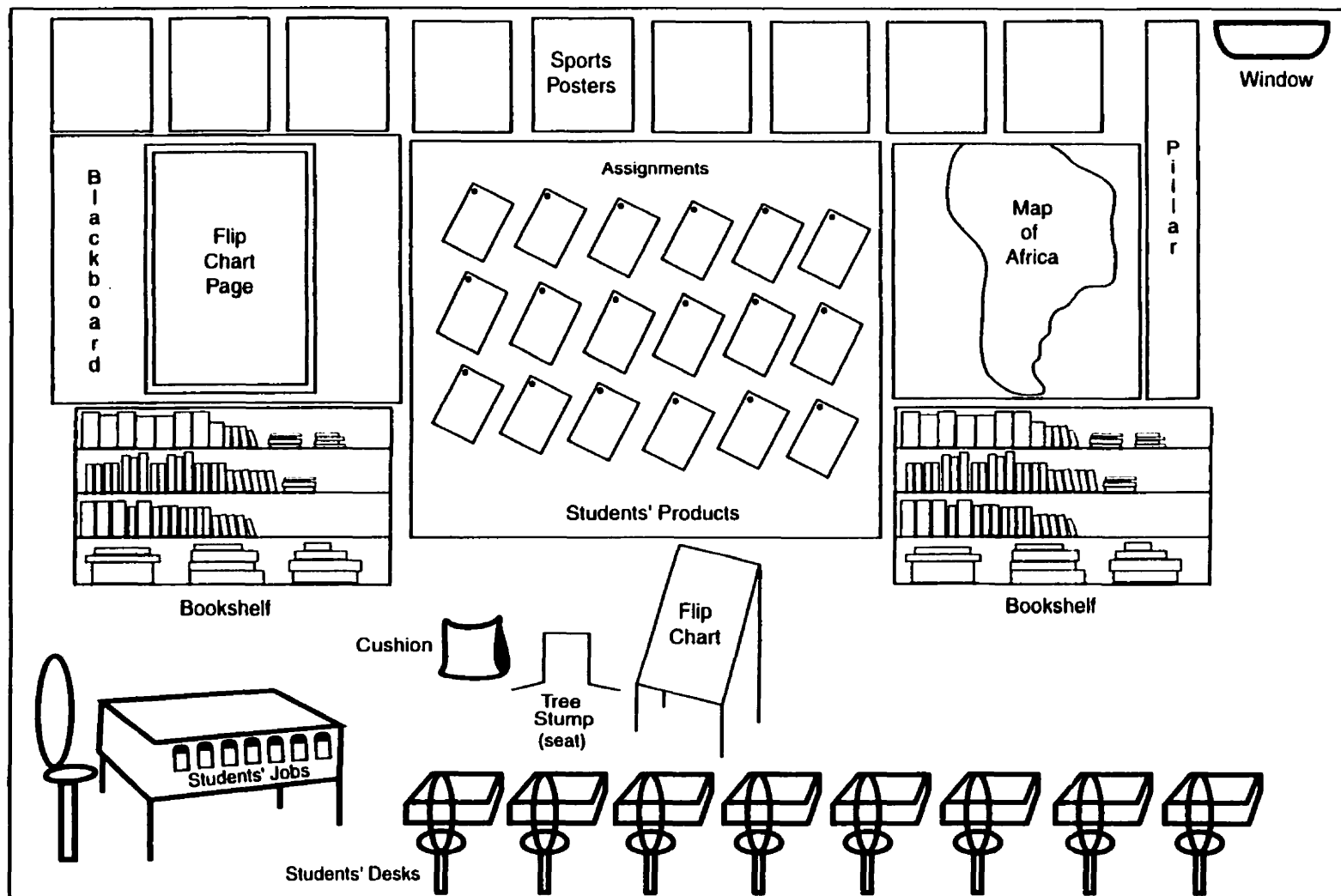


Figure 2: Drawing of one wall in Mr. Furlong's classroom.

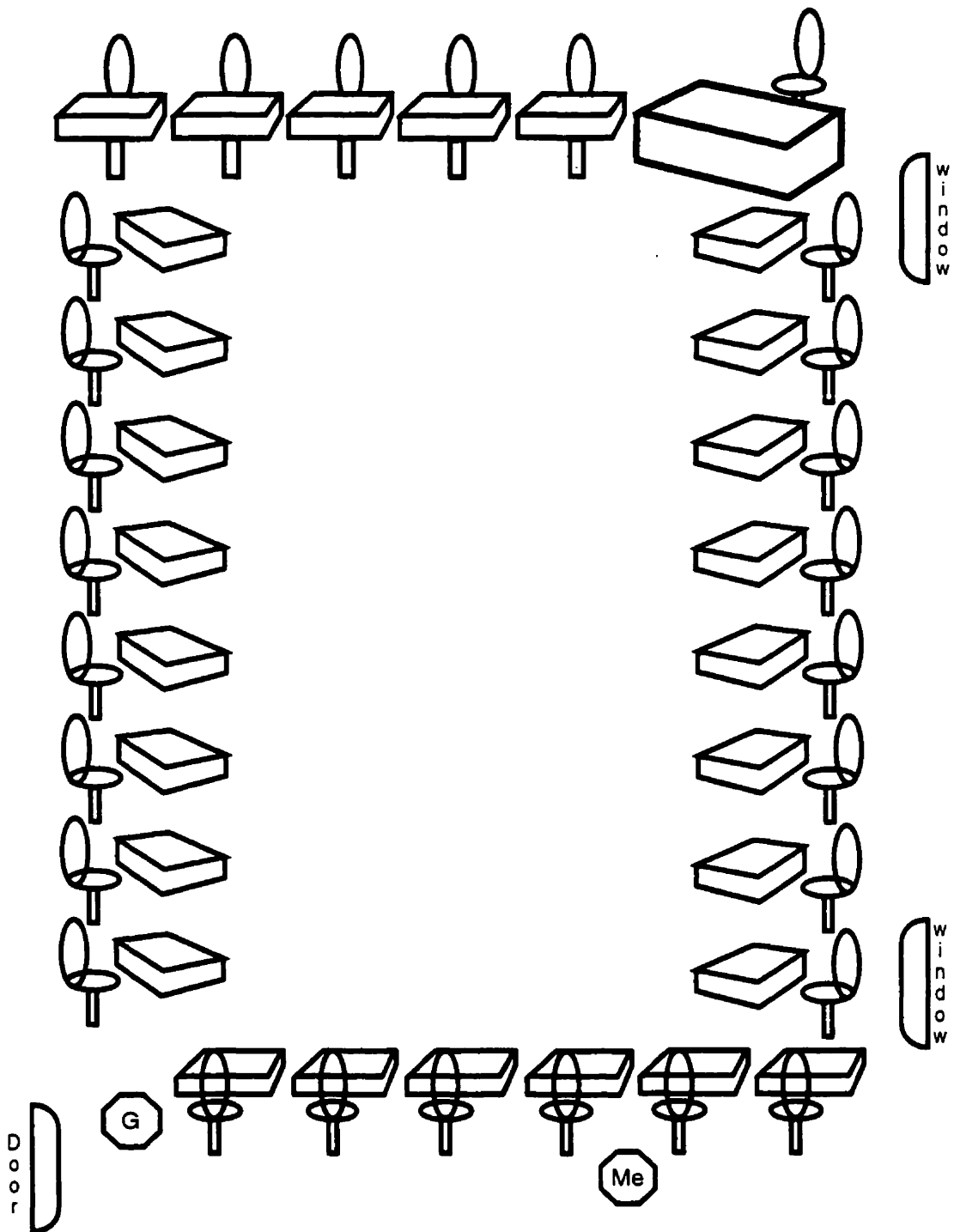


Figure 3: Diagram of the seating arrangement in Mr. Furlong's classroom on the first day of class. Much of the morning was spent by Mr. Furlong going around the room having each student introduce themselves and talk a little about their summer.

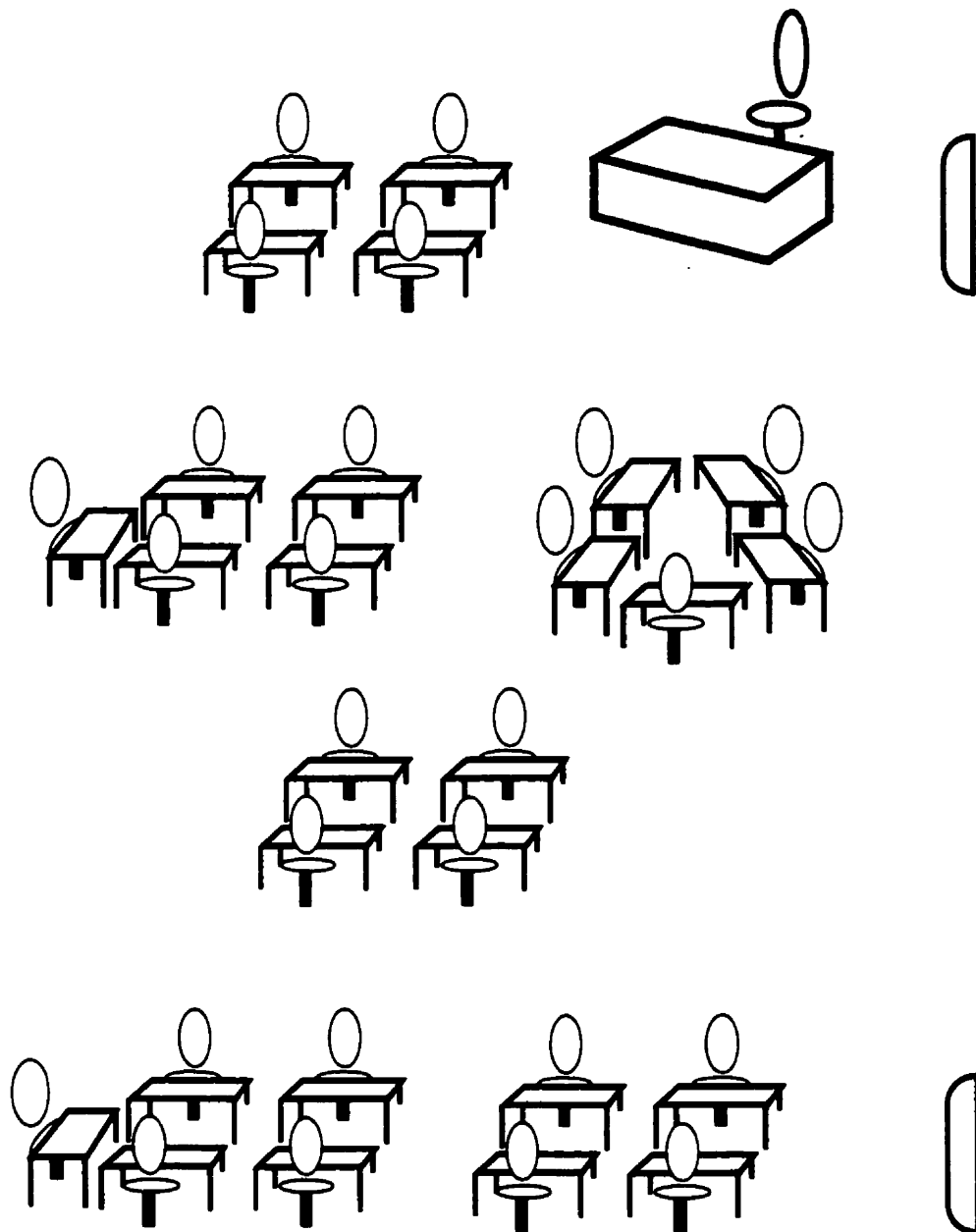


Figure 4: Diagram of the seating arrangement in Mr. Furlong's classroom on February 12. At that time, students were engaged in cooperative learning activities.

The staff room was also on the first floor and it was a very bright space with lots of tables and chairs for eating or working and comfortable couches for lounging and relaxing. The room had a fully equipped kitchen that was used by staff to prepare snacks and lunches. A cloud shaped poster on one wall listed the names of teachers, and their birthdays. There were also notices about social gatherings planned by teachers for the teachers. A list of substitute teachers with their phone numbers was posted near the phone. Over it hung a sign which read, "Welcome substitutes". A notebook on a table at one side of the staff room contained messages that were written daily by the principal or other staff members. The messages pertained to births, marriages, deaths, illness, special visitors, and events occurring in the school.

There were a few small rooms in the school that had been used by teaching teams during the open school era and which were now utilized for tutorial purposes by resource teachers or integration aides working with one child or a small group of children. Interviews for this research were conducted in one of these smaller rooms on the second floor. A piece of paper hanging on the outside of the door of the room was used for booking time in the room. The room was small with 2 desks and a counter around the perimeter of three sides of the room. Although it was on the interior of the building and had no external window, on one wall there was a large window overlooking the main staircase near the front entrance of the school. The room seemed cluttered with books, boxes, Christmas decorations, and wrapping paper. There was very little in this room that gave the impression it was meant to be used for educational purposes. It seemed like a storage area.

This school was in a quiet residential neighbourhood of a municipality on the outskirts of the city. The streets in this neighbourhood were tree lined with large, detached homes. The community was largely comprised of white, middle class families with approximately 20% of the population representing other racial and cultural backgrounds.

Appleton was one of 27 schools in the Constellation School Board. The school board was in a province "favouring" integration into regular schools and classes, although there was a great deal of variation in integration practices between school boards within the province. The Constellation School Board had begun integrating children with disabilities in regular classes in 1979 following the development of a "Least Restrictive Environment" policy by the Ministry of Education for the province. In 1984, the board developed its own policy regarding the education of children with special needs. This policy promoted the use of a cascade model of services in which children would be assigned to educational support services ranging from a regular class in a regular school to a separate education in a segregated school.

In the period between 1979 and 1992, the practice within the board was to move increasingly toward regular class placement and away from segregation. In 1991, the 1984 policy was replaced by a by-law which more definitely favoured integration. It stated that students with special needs would normally attend their community school and be members of regular classes. They would also receive support services as indicated by an individualized education plan. Students within the school board would only have their needs met elsewhere in the "unusual circumstances in which the special needs of the student are so extreme" that they could not be met within the regular school program.

The Constellation School Board was known within the province and the community as being a board with a good track record for including children with special needs. In fact, school and board administrators, as well as some parents, suggested that families sometimes moved to the school district in order to avail themselves of the integrated educational opportunities in the school board.

Participants and Schedule

Approximately 500 children attended this school in grades Kindergarten to six. The staff at the school included a principal, 23 regular classroom teachers, 2 resource teachers, a gym teacher, a music teacher, 4 integration aides, a secretary, and a janitor. A nurse visited the school one day each week. The population of children attending the school reflected the racial distribution of the larger community. However, the administrator, educators, and other staff were almost exclusively white, middle class.

There were 2 split grades in the school: a 4/5 and a 5/6. As well, half of the upper elementary classes were French immersion. Several children with special education needs were included in different classes throughout the school. However, in the upper elementary classes, the students identified as having special educational needs were reportedly mostly in the English stream. Mr. Furlong's split grade 4/5 class was an English stream class that included 27 children, 5 girls and 22 boys.

There were two children in the class, Brian and Moira, who would traditionally have been educated in a separate educational setting such as a segregated classroom or school. Brian, who was in grade 5, had Fragile X Syndrome and was academically a few years behind his age peers in most subject areas. At 12 years of age, he was older than

everyone else in his class. Moira, who was 9 years old and in grade 4, was experiencing social, behavioral, and learning problems. However, she was academically on a par with her age peers in most subject areas. These children were described by participants as being "integrated". There were also 9 students who were identified as being in need of resource support for particular areas of academic weakness. The large number of children identified was often attributed by participants to the French immersion. It was said that the English stream accommodated a disproportionate number of children with special needs because these children could not succeed in the French immersion.

Mr. Furlong, the regular classroom teacher, was a 40 year old man who had been teaching for 18 years. Most of his teaching experience had been at Appleton. At the time of this research, he was the vice principal of the school as well as a classroom teacher. Mr. Furlong was a dynamic and enthusiastic teacher who created a very stimulating environment for the students. He also expressed the belief that children with diverse needs were successfully included in his class.

An integration aide, Mrs. Gloria Firth, was assigned to the class primarily to provide assistance to Brian and Moira. While most educators in the school were referred to by title (e.g. Mr., Mrs., or Ms.) and their family name, the children and everyone else in the school referred to Gloria by her first name. She spent the first hour and a half of each day with Mr. Furlong's class and the rest of her day was divided between a grade two class and a kindergarten class. Gloria had been a volunteer mom at the school for 8 years, beginning when her daughter, who was now in his first year of high school, attended Kindergarten there. She

began working as an integration aide in December of the year preceding this research.

The principal of the school was Mr. David Pinsent. At the time of this research, he had been principal at the school for 4 years. Other teachers of Mr. Furlong's class included Mrs. Marlene Tyler, the grade 5 math teacher, Mr. Keith Sparkes, the gym teacher, Mrs. Veronica Shortall, the music teacher and Mrs. Ramona Stewart, the resource teacher. Mrs. Tyler, who was about 50 years old, was a part time teacher at the school. In the past, she had been a special education teacher. Mr. Sparkes, who was about 30 years old, was one of the youngest teachers in the school. He was a very humorous teacher who seemed to have a friendly rapport with the students. Mrs. Shortall was also about 50 years old. She was often absent due to illness, so I had very little opportunity to observe the students in her class. Ms. Stewart was a 45 year old woman who, prior to becoming a resource teacher, had taught in a closed special education classroom.

Another teacher with whom I had regular contact was Mr. Richard Clancy, the teacher of the split grade 5/6 class. His grade 5 students attended Mrs. Tyler's math class with Mr. Furlong's grade 5 students. Mr. Clancy was not a permanent teacher in the school and thus his status there was renegotiated each year. He also had a student, named Paul, who had developmental disabilities and who also exhibited very challenging behaviors.

Mr. Furlong's class, including Mr. Furlong himself and the educators who worked with his class, were the primary group being studied. However, I frequently turned my attention to Brian since he was the child who was initially presented as the child who was being

successfully integrated. Later, I became aware of and also turned my attention to Moira, who was also considered to be integrated, but less successfully. While at times I was very uncomfortable observing a situation where a child was not successfully integrated, it was a unique opportunity to simultaneously observe one successful and one unsuccessful attempt at integration and it perhaps provided insights that might not otherwise have been found. The fact that many variables thought to contribute to successful integration were the same for both children allowed me to question and pose possible explanations for why one child was considered to be successfully integrated while the other was not.

The schedule at Appleton was typical of most elementary schools (see Figure 5). It was a 5-day, Monday through Friday, schedule with classes beginning at 8:28 a.m. and ending at 3:06 p.m. There were three half hour periods before a fifteen minute recess at 10:00 am. In Mr. Furlong's class, these periods usually involved writing and social studies. Recess was almost always held outdoors except in exceptionally poor weather. Math was held during the two periods that followed recess. Lunch occurred between 11:20 a.m. and 1:00 p.m. Many of the children were bused or walked home for lunch. However, a substantial number remained at the school and these children were involved in a lunch program that was run by parent volunteers. In the afternoons, there were four half hour periods and reading, physical education, and French commonly occurred in these periods. Mr. Furlong frequently scheduled short fitness breaks mid-afternoon. If the weather was fine, the break was held outdoors.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Log/ Lang. Arts	Music	Log/ Lang. Arts	Log/ Lang. Arts	Log/ Lang. Arts
9:00	Social Studies	Log/ Lang. Arts	Social Studies	Music	Spelling
9:30	Art	Spelling	Social Studies	Art	Library
10:00	Recess	Recess	Recess	Recess	Recess
10:20	Math	Math	Math	Math	Math
10:50	Math	Math	Math	Math	Math
11:20	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	USSR/ Soc. Stud	USSR/ Soc. Stud	Phys Ed	USSR/ Soc. Stud	USSR Soc. Stud
1:30	Phys Ed	Science	USSR/ Soc. Stud	Science	Phys Ed
2:00	French	French	French	Social Studies	French
2:30	French	Literature or French (Mrs. Liddell)	French	Social Studies	French

Figure 5 : A typical week in Mr. Furlong's class. Log refers to writing (students were encouraged to write in Log books). USSR stands for uninterrupted, sustained, silent reading. Soc. Stud refers to Social Studies.

During the week, Mr. Furlong's class spent the majority of its time in the regular classroom described above. However, on Mondays, Wednesdays, and Fridays, Mr. Furlong's class usually left the regular classroom and went to the gym for a period of physical education. They also attended the music room two morning periods each week. The grade 5 students left the room to attend a math class with Mrs. Tyler every day during the two periods after recess and before lunch. Throughout the year, small groups of students were taken out of the classroom by the resource teacher for four half hour periods each week for six to eight weeks in succession. The groups varied and usually consisted of four or five students, some who had special needs and others who were not identified as having special needs.

CHAPTER 3

DATA COLLECTION

Two aspects of data collection are addressed in this chapter. The first is the description of the strategies employed to collect the various forms of data such as fieldnotes, interview transcripts, and documents. The second is the overview of my role as researcher and how it evolved during the time that I was in the setting.

Methods

Participant Observation

The primary mode of data collection was participant observation. The school year extended from August 28, 1991 to June 23, 1992 with children attending classes a total of 183 days within that period (see Figure 6). I spent 41 (22%) of these days in the setting, beginning with the first four days of school. I visited at least one day a week for 34 of the 40 weeks that the children were in school throughout this period: children did not attend school for 2 weeks at Christmas, 1 week in February, and 1 week in April. In addition to the first week, visits also occurred more frequently before Christmas break and at the end of the school year. Following the first week, visits were scheduled so that I had an opportunity to observe on different days of the week throughout the school year.

Thirty-nine of the visits to the school were for a full day, two were for half days. On the majority of these days, I arrived before school began at 8:28 am and left after the children had been dismissed for the day at 3:06 pm. I attempted to maximize the variety of activities I observed by staying with the children throughout the day and observing them in their regular classroom, in the grade 5 math room, at music, at gym, and in the

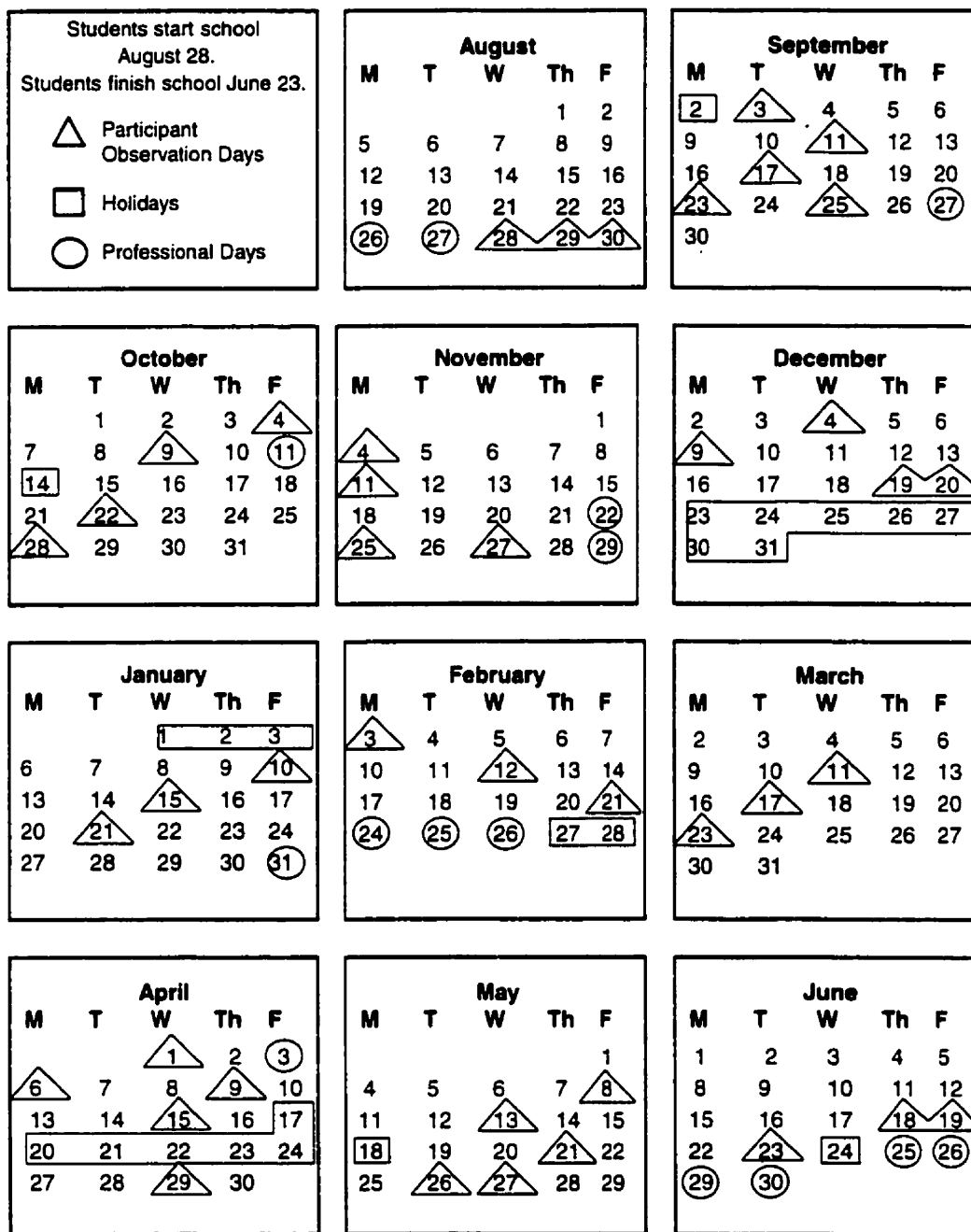


Figure 6: Calendar of school days during the academic school year.
Participant observation days, professional days, and holidays are indicated on the calendar (see legend).

resource room. Throughout the year, I varied my physical position within each classroom in order to have opportunities to observe different children. I also modified my position in response to the seating arrangement changes being made by Mr. Furlong. On many occasions, I observed the class outdoors at recess and lunch hour. I also attended many special events such as assemblies, recreational outings, and school plays. I wanted to get a sense of the whole school experience of children: arriving, socializing, learning, playing, lunching, leaving, etc. I also spent considerable amounts of time observing the activities and interactions of teachers in the staff room during recess and lunch. I made every effort to become aware of, observe and/or participate in all activities that would benefit or enlighten this research. I attended Individual Education Plan (IEP) meetings, staff meetings, and workshops. I participated with staff in social activities and informal events such as a fashion show and a trip to a bookstore to purchase books for the library.

During observation periods, I usually carried a small notebook and pen and would jot down notes on the activities and interactions I observed. Some dialogue was captured verbatim, while the essence of other dialogue was reconstructed from notes made during observation. As soon as possible after leaving the setting, I would begin transcribing and expanding the notes taken in the field. This process took about 2.5 times the amount of time spent observing. Hence, one 7 hour day in the field required about two and a half - 7 hour days at the computer. All data were typed on a Macintosh computer using Word 4.0 software and printed using a Hewlett Packard DeskWriter Printer.

The fieldnotes included observational notes (ON), observer comments (OC), theoretical notes (TN), and methodological notes (MN).

The observational notes were the most extensive and included the statements through which I attempted to accurately record the observed activity. The latter three types of notes were distinguished from the observational notes by being placed in square brackets and labelled OC, TN, or MN. Observer comments were notes about the process of observation, how I felt as a researcher, and what I was or was not able to do. Theoretical notes included interpretations, inferences, tentative hypotheses, and descriptions of concepts and relationships between concepts. The theoretical notes constituted the beginning stages of data analysis. Methodological notes included suggestions or ideas for future research activities that came to me as I was observing or writing up notes and comments. They included such things as potential interview questions and reminders to collect copies of particular documents. The following are examples of observer comments (OC), theoretical notes (TN), and methodological notes (MN) that were included in the fieldnotes:

Mr. Furlong says to the class, "OK, line up for computer class." The students immediately begin to leave their desks and line up at the door of the room.... They then proceed to go to the computer class.... Other students, from a French immersion class, have already arrived in the room and are seated on the floor at the front near the T.V. monitor, computer, and presenter. Mr. Furlong's students file in behind this class. The teachers, Gloria, and I sit on small chairs on the two sides of the class....

[O. C. In this setting I was uncomfortable about taking notes since no one else in the room was taking notes and I was sitting so close to the French teacher. Also, because I and the other adults were sitting in chairs while the children were all on the floor, I felt that the fact that I was taking notes would be in full view and very obvious to the presenter. Therefore, I opted for listening and observing and taking notes afterwards. However, I did jot down one or two things during the class - feeling that Mr. Tricco would not think it too unlikely that I might be interested in taking down

one or two things to remember what he was saying in relation to how the software works.] (FN: March 11)²

[T. N. Mr. Furlong's classroom is very distinctive in terms of its decor. This room seems a lot more busy with art, assignments, and other things than most other classrooms. There is not a lot of concern for having everything 'neat' as there is in many other classrooms. I like this. It seems very relaxed.]

[M. N. I want to take photographs of the classroom so that when I am trying to write the thesis, I will have the visual reminder of what the classroom looked like.] (FN: December 4)

During the first days in the field, I was rather uncomfortable, especially with notetaking in the classroom. But, as the field research progressed, I became more comfortable in Mr. Furlong's class and felt that Mr. Furlong, the students, and other participants became more comfortable with and accustomed to my presence. I believe that being there for the first four days and so frequently throughout the year assisted my integration and acceptance in the setting. On a couple of occasions, children asked about the note taking and, when this occurred, I answered them frankly, simply stating that I was taking notes on things that I was observing in the class. I compared the notetaking with the "log" activity with which they were familiar.

I refrained from taking any notes in the staff room during recess and lunch when other people were in the room. I felt that this would be much too intimidating for others and would lessen my rapport with the teachers and staff. When I was not comfortable with extensive notetaking, I would observe and then excuse myself from observation for a brief period, go to a private space in the school or on the school grounds,

² Throughout this thesis, there are excerpts of fieldnotes and interviews. Each fieldnote is identified by the abbreviation "FN" followed by a date which appears in parentheses after the excerpt.

(bathroom, the deserted staff room, a bench outside the school) and write notes on the recent observations.

The content of the fieldnotes changed over time. Initially, notes were broadly focused as I attempted to gain an awareness of the environment and the activities that went on there and came to know the participants. Over time, the notes became more narrowly focused and contained more detail and analysis. There were two reasons for this evolution of fieldnotes. First, because the setting, the participants, and the environment were all new to me, I had a sense that I wanted or needed to capture everything. Early in the field, I did not want to limit myself. I wanted to be open to all possible avenues of investigation. Second, as data were being collected, I was engaged in review and preliminary analysis of the data. This process, coupled with discussions with my advisor and committee, helped to focus the study more and more over time.

Informal Discussions

In addition to the fieldnotes, in which I mostly captured my own perspective on the activities observed, I also engaged in informal discussions with participants in order to gain their perspectives, help clarify events, and support or discount insights. Informal discussions occurred most frequently with Mr. Furlong, the regular classroom teacher. We would often speak in the staff room, during recess and lunch, and in the car during the 30 minute drive home from school (since we lived in the same area and usually drove together). During these discussions, I asked questions related to activities that had occurred during the day. I tried to elicit his interpretations and understandings of these activities. Over the course of the year, I increased the number, and changed the

quality of the interactions that I had with Mr. Furlong in order to ensure that I understood his perspective more fully. I did this by speaking with him about the need to move toward a more interactive phase in our communication. I explained that the nature of this study was such that it was necessary that he and I communicate about what was happening so that I could become aware of his perspective. Later in the year, I also began showing Mr. Furlong segments of fieldnotes and diagrams of seating arrangements and friendship patterns. I used these to stimulate discussions about particular incidents and to determine his opinions, perspectives, and understandings of events and relationships.

Informal discussions with other staff mostly occurred in the staff room during recess or lunch. I had frequent discussions with Gloria, Mr. Sparkes, and Mrs. Tyler. Similar discussions were also held, but less frequently, with students, other teachers, and resource personnel.

While discussions were held with a wide range of people throughout the year, there were clearly some people with whom I developed a much closer and trusting relationship and these people proved to be my best sources of information and commentary. Mr. Sparkes, the gym teacher, proved to be a surprisingly helpful informant, especially given the fact that he readily admitted his failure to achieve successful integration. However, it was his honesty about his ability, or lack of it, and his interpretation of the contributing variables that made him a valuable informant. Again, the opportunity to look closely at both a teacher who believed he was successful with integration and another who felt he was not, provided an excellent comparative situation and enlightened this research.

All informal discussions were recorded in the same way that field observations were recorded. I took some notes about the discussions while I was in the setting and then expanded on these shortly after I left. I never took notes during the discussions but waited for an opportunity, as soon as possible after the discussions, to jot down a few notes. Notes on informal discussions were included in the fieldnotes for the day they occurred.

Formal Interviews

The second most extensive collections of data were the interview transcripts arising from the 44 formal, in-depth interviews that were conducted with educators, students, parents, and administrators. Twenty-four interviews were conducted with the children in the class whose parents had granted permission for them to participate in the study. One of these interviews was conducted with two children who were known to be friends. Hence, 25 students were interviewed, although only 24 interviews with students took place. Three interviews were held with the homeroom teacher of the class that was being observed and one interview was held with each of the following subject area teachers: gym, math, and music. The resource teacher, integration aide, principal, and the director of educational services were also interviewed. In April, a letter and interview form (see Appendix C) were sent to all parents of children in Mr. Furlong's class asking them if they would be willing to be interviewed. Ten parents, including one parent of a child who was said to be "integrated", agreed and were interviewed.

The interviews were scheduled during the last three months of school. I began the formal interviews with the students and the homeroom teacher since most of my observations had been focused on

them and I wanted to begin by gaining a better understanding of their perspectives. Interviews with the other teachers, the parents, the principal, and the director of educational services took place in late May and June.

The interviews were semi-structured in that they were cast in a conversational mode but supported by a predetermined structure (Goetz & LeCompte, 1984) (see Appendixes D-M). I made a conscious effort to utilize "emic" terms, or terms that were used by and familiar to the participants, throughout the interviews. Questions for interviews were developed as the data collection and preliminary analysis was proceeding. I would periodically review fieldnotes and think about what I wanted to know from each of the participants. I also brainstormed and discussed questions with my advisor. I would write potential questions in methodological notes in the fieldnotes or in a notebook and as the time for interviews grew near, I reviewed these questions, the fieldnotes, and the evolving conceptual framework in order to finalize the interview protocols. Questions for later interviews were also influenced by responses given by participants of earlier interviews.

The following excerpt from the fieldnotes illustrates how questions arose:

Bev (an integration aide from another class), laughing, says: "Here let me show you the bruises (she pretends to roll up her sleeves) ...No, it wasn't that hard really - but its the whole principle: I will not stand there and be hit in front of 27 other children."

Elliot replies, "Maybe other children who might act out might get something out of this. Maybe they will see Paul acting up and they may be less likely to do it themselves because they see him as having difficulties. They may think, 'Well if Paul does this, it's because he has problems'..."

[O. C. Interesting that Elliot would attempt to present a potentially positive outcome of this: A benefit for the other kids. Bev seemed to be more focused on the costs.]

Bev: "Yes, there is some intellectualizing going on. He may not seem to be gaining anything academically, but he's learning how to manipulate the system."

[O. C. It sounded as though she missed his point. Again, she was focusing on a negative perspective.]

Elliot, who had been smiling, stopped smiling. He got up from his seat and went over to look in the staff book.

[O. C. He actually looked as though he did not like what she had said, but he dropped the subject. M. N. I must ask Elliot if he thinks that his attitude about children with behavior challenges is similar to the other teachers and integration aides. If so, how? If not, how does his attitude differ? Is his attitude more similar to some than to others? Does this effect his job or his performance? If so, how?]

(FN: February 3)

In the end, I elected to ask the question, "Do you think your conception of integration is similar to that of other teachers in this school? If not, how does it differ?"

In developing questions, I was very conscious of my relationship with the various participants, the sensitivity of the topics, and my beliefs about the potential influence of the interviews and the questions themselves. I spent a great deal of time sorting out my thoughts and feelings on these issues, writing notes and potential questions, and engaging in numerous discussions with my advisor about the interviews.

One example of the challenges I faced in the development of the interview questions related to the issue of "difference" and "acceptance". I was aware that children perceived the integrated children as part of the class and that Brian had a history of not wanting to seem different. Therefore, although I was interested in knowing how children understood his presence and integration, I was reluctant to ask questions that might highlight his difference and possibly have an influence on his integration. In the end, I elected to ask more general questions about support

personnel, who needed them, and why. I avoided naming children who I knew were identified and waited for children to bring them up. The following excerpt from my methods notebook describes the dilemma I faced:

Note: I feel that the children will more than likely name integrated children first. But, if they don't, I may be obliged to mention them first although this is the part I am uncomfortable with. I do not in any way want Brian and Moira to be singled out as "exceptional" just because of my study, especially if they are not singled out as such now.

After several interviews had been conducted, my advisor and I listened to some interviews and analyzed the content and interview style. We both agreed that I had not asked enough about participants' thoughts and feelings. Too much emphasis was placed on factual information. Also, I often brought closure to discussion by making evaluative statements. These reflections were taken into consideration during later interviews.

Interviews with children took about 30 minutes and were conducted in a small resource room on the second floor. Mr. Furlong allowed the children to be absent from the regular classroom activities so they could participate in the interviews. Interviews with teachers, administrators, and resource personnel were of much longer duration, lasting about one hour. Interviews with teachers usually occurred in the staff room if it was empty during the teacher's break or in the teacher's classroom during recess or lunch. The principal and the director of educational services were interviewed in their offices. Interviews with parents usually lasted between 10 and 20 minutes, with the exception of the interview with Brian's mother which lasted approximately one hour. Some parents were interviewed in person in the resource room where

children's interviews were conducted. Others were interviewed on the phone.

I began all interviews by stating that the overall purpose of the interviews was to understand events from the perspective of participants. I offered assurances of confidentiality and spoke about the voluntary nature of the interviews. I then asked participants if they wanted to proceed with the interviews. All participants willingly participated. All interviews, with the exception of the telephone interviews, were tape recorded with the permission of the interviewee. Detailed hand written notes were taken during telephone interviews and these were typed and expanded immediately following the interviews. Some tape recorded interviews were transcribed during the data collection phase of the research. However, most were transcribed after I left the site. Again, the process of transcription took considerably longer than the interviews themselves. One 20 minute interview took about 2 hours to transcribe. Fieldnotes, including observations on the settings for the interviews, non-verbal communication, and other aspects of the interview experience that might not be captured on the audiotapes, were also recorded for each day of interviewing.

Diagramming and Photography

Each day that I was at the site, I made a diagram of the seating arrangements and general layout of the furniture and fixtures in Mr. Furlong's classroom. The practice of documenting changes in the physical aspects of the room enabled me to develop questions that helped focus the study. The diagrams also proved very helpful later in the year when I was conducting interviews and wanted to get feedback from the teacher and the students on the physical aspects of the classroom

and how these influenced or were influenced by the social and academic aspects. Diagrams were also made of the general layout of the classrooms and other spaces in the school, the grounds surrounding the school, and the seating arrangements in the grade 5 math. A total of 48 diagrams were made. Photographs of the classroom and the children were taken near the end of the school year. These were a visual reminder of the participants and also provided vivid cues for recollecting and reporting on the physical appearance of the classroom.

Videotaping

I did not include videotaping as a primary source of data because I felt that this particular setting was not conducive to videotaping. One of the main reasons for this was that the seating arrangement in the classroom changed from day-to-day and, therefore, it was impossible to plan a reasonable approach for videotaping. In addition, a typical pattern of seating involved a whole class arrangement where children were seated in one large square around the periphery of the room. The placement of a video camera in the room when this arrangement was in place would be very obtrusive. However, I did feel it would be beneficial to do minimal videotaping in order to attempt to capture a sense of the environment and the flow of activities there.

On May 26, from 2:05 to 3:05 and May 27 from 8:35 to 10:00 and 1:30 -2:30, I videotaped in the classroom. This approximately 3.5 hours of videotape captured in motion picture what a day looked and felt like in Mr. Furlong's classroom. No taping was done during the period from 10:20 to 11:20 since that was the time that I usually spent in Mrs. Tyler's math class. In order to facilitate the analysis of the videotapes, they were viewed several times and detailed notes were taken on them. Revisiting

the classroom via videotape, following the coding and analysis of the fieldnotes and interviews, was very enlightening. It enabled me to get a sense of the whole classroom once again and test ideas that had arisen through the data analysis process.

Collection of Archival Documents/Materials

Throughout the year, I collected documents such as resource reports, educational plans for students, a school booklet, a manual for integration aides, and a copy of the school board's policy guidelines. I was also given a wide range of materials such as gifts, notes, photos, student products, and handouts that were given out during class. The children, especially the girls, frequently gave me pictures they had drawn or copied for me or copies of poems or stories they had written. Gloria, the integration aide, also gave me several gifts and loaned me books. Student products were viewed during class time and during recess and lunch periods. As well, children would occasionally offer me photocopies of their work. Usually these were products of which the children were particularly proud. I made no effort to systematically collect samples of students' products since I was not attempting to evaluate their academic progress. I was more interested in ascertaining the participants' evaluations of progress. Handouts included worksheets, music sheets, class schedules, and parent permission slips for various events. On the first day of school, Mr. Furlong announced to the class that I should be given copies of all handouts that were circulated in the classroom.

Brian begins to give them out. He greets many of the students as he hands them their paper, "Hi man!"

As he passes me, Elliot says, "Give one to Gloria and to Mrs. Neary." Brian hands me a sheet and says, "It's a test." I say, "Thank you, Brian." Elliot says that whenever there are sheets being given

out, one should be given to Gloria and one should be given to Mrs. Neary.

(FN: August 28)

Acquired documents and materials were all catalogued and filed as part of the research. It is not likely that the documents collected are a complete portfolio of the relevant documents available in the classroom, school, or school board. The primary modes of data collection for this research were participant observation and interviewing, I was not, therefore, attempting to do an exhaustive search for all relevant or pertinent documentation that might be available. Rather, I focused my efforts on obtaining documents and materials that were mentioned by participants or were proffered readily and were related to the focus of the study. They were obtained in order to complete the picture being drawn by the other means of data collection.

Researcher Role and Rapport

While "participant observation" is recognized as one of the best known strategies of qualitative research (Bogdan & Biklen, 1982), most researchers and writers in the field recognize that, rather than being a single strategy, the term actually refers to a continuum of roles that a researcher can play in the field. At one extreme is the complete observer who observes in an inconspicuous manner and who does not participate in activities at the setting. At the other extreme is the complete participant who conceals his or her purpose for being at the site and is accepted as a member of the group being studied. My role evolved during the time that I spent at the site, but always remained somewhere between these two extremes.

My identity as a researcher was revealed to all parents, administrators, educators, and other staff from the outset of the study. As

well, the general purpose and scope of the research was made known to them. These participants were informed that I was a Ph.D. candidate at McGill University and was interested in looking at the integration of children with special needs in regular classrooms.

From the outset of the research, I was concerned that if the children in Mr. Furlong's class really did accept students with special needs and did not consider their presence in the regular classroom to be out of the norm, then the fact that I was there to observe the integration of such students might cause them to be viewed somewhat less positively. Therefore, my presence and role were explained to the children in slightly less explicit terms. During the opening assembly on the first day of school, Mr. Furlong introduced me to the students as, "Mrs. Neary, from McGill". He added, "She's going to be spending time with us this year."

Throughout the period of data collection, I tried to physically blend in as much as possible with the teachers at the site. I dressed in casual clothes similar to those worn by the classroom teacher and the integration aide. Jeans, T-shirt and sneakers were common apparel. During observation days, I arrived and departed at the same time as most other adults. Students, with the exception of one who occasionally called me "Michele", referred to me as "Mrs. Neary".

My relationships with participants evolved over the course of the year. At the beginning, while I was getting acquainted with the setting and participants, and finding out what was "get-able", my role was very much one of passive observer. I maintained a friendly distance from children and adults alike and generally did not speak unless spoken to. Conversations, when they did occur, were usually of a social nature. Participants would comment to me about the weather, their extra-

curricular activities, my change in hair style, or other inconsequential topics. Some children approached me to show me items they had brought to school, such as games or photographs. I responded in a friendly and welcoming manner to these comments and approaches and would offer similar comments in return.

As the study became more focused, I became increasingly interactive with participants, engaging in informal interviews or discussions and participating in some sports, extra-curricular, and other activities. This shift toward greater participation, particularly with the children, began around Christmas and continued in the new year. My increased involvement with participants facilitated a more relaxed rapport and enabled me to communicate more openly with them in a manner that enriched my observations. I would ask questions of children, educators, and others as I observed different activities in order to gain a better understanding of their perspective or point of view about activities. I tried to ask the questions in a non-intrusive manner and explained them simply as part of my desire to understand what was going on. My approach was to indicate to the participants that I would like to have their assistance in understanding something. For example, I would say, "I'm not sure about the rules here, can you tell me..." Participants were usually quite willing to respond and be of assistance. I believe these interactions also built a good foundation for the formal interviews that occurred at a later stage in the research process.

The increased involvement with participants began earliest and was most extensive with the regular classroom teacher, Mr. Furlong. As the educator of the focal group under study, I felt it was most critical to gain his understanding and interpretation of events. Beginning mid-

October, I began engaging him in frequent, informal discussions about activities and events in order to understand things from his perspective. I also had conversations with him about the evolving research process and the need to be more interactive with him. I sought and received his advice regarding interviews, videotaping, and other aspects of the research process. We talked extensively during recess and lunch breaks, after school on the way home in the car, and during his free periods. Mr. Furlong worked very collaboratively with me throughout the year. He often used language, such as "our research", that indicated he considered himself a partner in the research process. He also made suggestions regarding the methodology.

Mr. Furlong spoke about Mr. Clancy's class. He said that he feels that Mr. Clancy's class is even more challenging. There are children with very challenging problems in Mr. Clancy's class. Mr. Furlong added that Mr. Clancy's problems are compounded by the fact that he is not in a position to really complain about his situation since he is really just like a substitute teacher. He is not a permanent teacher. Mr. Furlong suggested that I should try to get an opportunity to go and observe in Mr. Clancy's class. I told him that I would like to keep this option open for later in the school year. (FN: November 4)

My rapport with the integration aide was very relaxed and friendly throughout the year. Although our roles were officially participant observer and integration aide, we both often found ourselves in the observer role as Mr. Furlong lectured, provided directions, or otherwise engaged the children. Gloria often greeted me by asking about my week or weekend, and she shared information about her personal life. She also frequently sat next to me during Mr. Furlong's lectures, music class, assemblies, and other activities. She was very interested in my research and in the topic of special education.

While I attempted to physically blend with the teachers, I deliberately tried to avoid being perceived as an authority figure for the children. I did this by refraining from teaching and disciplining the children. One of my preconceived notions was that in the presence of authority figures, many children act in ways they believe will please the authority figures. I wanted to try to maximize the likelihood of observing all behavior of the children, not just that reserved for teachers' view. I also avoided teaching and disciplining because I felt that providing that kind of support and assistance would potentially interfere with the activities such that it would be impossible to observe what was happening between educators and students and it would seriously compromise my time available for observation. As the following excerpts indicate, the children did not seem to view me as an authority figure:

Noel is flicking little pieces of paper at people. He picks something up off the ground, looks over at me (sees that I am looking at him), then he proceeds to stick the item down the inside-back of Reggie's sweater. (FN: January 15)

The children begin to throw a basketball around. Max, Stan, and others are laughing. [O. C. I continue to sit there quietly. They do not seem to be bothered or threatened in any way by my presence. I obviously do not represent an authority figure. They also do not seem too concerned that I might report on them.] (FN: February 12)

Most of the children seemed to be finished the exam. Mrs. Tyler asked for a show of hands for who was not finished. Wendy was the only one who raised her hand. A few seconds later, Wendy beckoned Sherri to go over to her desk. Sherri looked at Mrs. Tyler, saw that her back was turned and ran over to Wendy. She leaned over her desk (apparently talking about the test) for a few minutes and then returned to her own desk. Upon returning, she looked at me and smiled. [O. C. I am certainly not a threat to these children!] (FN: April 1)

While the teacher, children, and integration aide seemed to become accustomed to my presence and did not seem to be overly

conscious of my role as researcher, other adults seemed to continue to be very aware of my presence. This was particularly true of other teachers of Mr. Furlong's class: the gym, music, and grade 5 math teachers. The math teacher often expressed her discomfort by stating that she was glad I wasn't present during particular activities or by suggesting there would be very little worthwhile for me to observe. However, she never explicitly asked me to stay away, and by the end of the year, I found that we had developed a rapport such that I could gently tease her about her reluctance to have me in her classroom.

(12:30 pm) In the lunch room, I spoke with Mrs. Tyler. I told her I was sorry that I didn't make it to math today because I was in the meeting. I asked her how things went. She replied, "Oh, they wouldn't settle down! It was a mad house. And he wouldn't do it today." [O. C. She was referring to Brian doing the division.] She said that he refused and he got angry. I asked her, "Why did he get mad? Was he frustrated?" Mrs. Tyler replied, "He just didn't want to do it. He didn't feel like it today. But then Sherri finished hers and so she helped him with it. So, he got some done. But, (she was laughing) I was glad you weren't there today - because it was so crazy!" (FN: November 27)

Mrs. Tyler said to me, "This is exam day, if you're planning to come..."

I replied, "Oh really?"

Mrs. Tyler said, "Yes, at least for us. The reports are due out next week."

I had begun to move closer to her as she was near the kettle and I was going to make a cup of coffee. I leaned over toward her and said in a quiet, joking sort of manner, "Why, does this mean you don't want me to visit?"

Mrs. Tyler (smiling) said, "Oh no. I just wanted you to know because its going to be pretty boring in there."

I (smiling also) said, "Well, that's OK with me." (FN: April 1)

The fact that some teachers seemed uncomfortable with my presence was perhaps at least partially due to the fact that less time was spent in those classes and there was not as much opportunity to build rapport with the teachers of those classes.

My research strategy evolved over the school year from passive observation to limited participation in the school activities. As my role developed and became more focused, the rapport that I was attempting to build with the participants strengthened, allowing for more discussion, deeper understanding and, ultimately, an informed perspective from which to begin data analysis.

CHAPTER 4

DATA ANALYSIS

This research process yielded an enormous amount of data. At the end of the data collection phase, I had accumulated 1254 single spaced pages of fieldnotes, 555 pages of interview transcripts, 48 diagrams, 3.5 hours of videotape, and 45 documents. In addition, I had almost 900 pages of handwritten memos on the methods, analysis, and references to relevant methodological and substantive literature. Fortunately, the analysis on this data had already begun, so it did not seem quite as daunting as one might expect.

There were at least three phases of data analysis. The first phase began during the data collection and involved the production of theoretical notes that were included in either the fieldnotes or in a separate notebook. These theoretical notes included interpretations, inferences, tentative hypotheses, and descriptions of concepts and relationships between concepts that were generated through the process of writing and expanding on observational notes. Theoretical notes were also generated from reading over fieldnotes and previous theoretical notes, discussions with supervisors, and interaction with the literature. Throughout the data collection and analysis, I also wrote detailed comments on my feelings as a researcher, my biases, and my reactions to what I was observing.

The second phase of analysis also began while I was still in the field and it was not completed until all the data had been collected and reviewed. It involved categorizing and coding of data. I identified meaningful chunks of data, developed categories to organize these chunks, then attached codes for identifying the relevant categories. The

unit of analysis (or size of the chunks) in this study ranged from a sentence to a paragraph or two. The categories and resulting coding scheme were revised extensively during this phase of the analysis as more data were being collected and my understanding and interpretation of the data evolved. This revision was necessary to ensure codes fit the data accurately and to allow for the possibility of new categories emerging as analysis progressed. I resisted coding during the first few weeks in the field while I waited to see what categories were emerging and what seemed to be really obtainable. I tried to remain open to all possibilities. During the fourth week in the field, I began reviewing the fieldnotes, asking questions, and making comments arising from them. This reflective process enabled me to narrow the focus and to develop an initial draft of codes based on the categories of data that emerged.

I employed a constant comparative method (Glaser & Strauss, 1967) for developing the coding scheme. That is, while reading through the fieldnotes, I would identify meaningful chunks of data and categorize them. As categories were identified, they were defined so that further instances could be easily recognized. As each new chunk of data was then examined, it was compared with the previous ones to determine if it was an instance of a previously defined category or represented a new category, in which case it was labelled and defined.

Initial codes were very unsystematic and it seemed that every chunk of data required a new code. Each new code was simply a string of letters representing a sentence or phrase that I felt captured the essence of the data segment. For example, "CBTT-NO" referred to "communication Brian teacher during teaching time - not OK" Gradually, codes were modified and organized to capture more data. Codes also

became more systematic with the first letter of each code representing the broadest category which the data segment was thought to fall under and subsequent letters representing more and more specific identifying information. For example, SS-Ro-C was a code attached to data that represented "Social Structure", "Roles", and "Children".

Early attempts at defining the system of categories and codes were done using hard copies of fieldnotes on which codes and notes on the developing coding system were jotted in a column labelled category/code next to the fieldnotes. It took a while to feel comfortable with codes. I would code a few sets of fieldnotes, then go back and, using clean copies, I would code them again and compare earlier coded versions. I would note any discrepancies and attempt to deal with them. For instance, in some instances discrepancies resulted from a lack of clarity in the definition of a category. Therefore, I would modify the definition. I didn't proceed with the final coding of data until I achieved a high level of consistency, or intra-coder reliability, in repeated trials of coding. Even after formal coding began, I would periodically check for consistency by re-coding a set of fieldnotes that had already been coded.

Categories and their definitions were continuously influenced by the theorizing that was occurring throughout the process. In reviewing and analyzing the data after the data collection phase, I applied two techniques recommended by Miles and Huberman (1994). These included the creation of summary forms and conceptional frameworks. The summary forms had focusing or summarizing questions that I devised to assist in the process of reviewing the data and capturing the salient features. Summary forms were created for all types of data collected: fieldnotes, interviews, documents, and videos (see Appendixes

N-P). These forms facilitated a thorough review of all the data and enabled me to focus on the main concepts, themes, issues, and questions that were emerging. They also facilitated further identification and definition of categories and codes.

The conceptual frameworks, using graphics and narratives, were developed periodically to depict and explain the main concepts being studied and the relationships between them. The creation of the frameworks assisted in narrowing the focus by forcing me to decide which variables were the most important and which relationships were the most meaningful. Conceptual frameworks also assisted with the process of organizing and refining categories and codes.

The process of organizing and refining codes was also enhanced by discussions with my advisor with whom I held periodic meetings to discuss the research and the findings. Conversations with an objective third party provided insights that might not otherwise have become apparent. When one is so immersed in a process, it is sometimes difficult to stand back and look at it from another perspective.

I developed at least 12 draft sets of codes before arriving at a coding scheme that I felt captured the data and the emerging findings. The final set included 161 codes. A sample of these codes and their definitions are listed in Appendix Q. Data were coded inclusively. That is, chunks of data were coded in multiple categories, under any category that was felt to be cogent. As Hammersley and Atkinson (1983) point out, in qualitative research, "there is no requirement that items be assigned to one and only one category" (p. 169). Assignment to multiple categories ensures that each chunk of data will be examined under every category to which it might possibly be relevant.

Once the system had been through several revisions and seemed relatively stable after the coding of several days of fieldnotes, I began using the computer software HyperQual2 to assist with the coding and manipulation of the data. HyperQual2 is a HyperCard Player application stack specifically designed for the analysis of qualitative data (Padilla, 1993a; Padilla, 1993b). The data were copied from the Word files onto a stack of cards within the HyperQual2 software. This stack was named "Appleton". Then chunks of data were systematically coded and dumped into another stack named "coded". Beginning with the first set of fieldnotes and continuing in chronological order, every third set of fieldnotes was coded in this manner.

Following the coding of fieldnotes, all 44 interviews were coded using the same coding system. Coded chunks of fieldnotes and interviews were then collapsed together for analysis using the HyperQual2 software. One of the codes attached to each chunk of data indicated whether the chunk came from fieldnotes or interviews and either the date of observation or the name of the person with whom the interview was conducted. From this point it was possible to filter through all the coded data and pull out all chunks with common codes attached. These could then be placed in individual files for each category. It was also possible to filter chunks of data that had various combinations of codes attached to them. Data from documents, diagrams, and video were coded last, again using the same coding scheme, although these data were not manipulated using the HyperQual2 software. Rather, the chunks of data from these sources were manipulated manually and incorporated with the filtered data from the fieldnotes and interviews. These

manipulations of the data facilitated the final stage of the analysis process.

The third phase of data analysis began before all of the fieldnotes and interviews had been completely coded. It entailed organizing, synthesizing, searching for patterns, and discovering what was important and what was to be learned from this research. Again, the creation of conceptual frameworks for organizing and describing the emerging findings was very helpful at this stage of the analysis. Once all the data had been filtered and sorted for every code, I read through all of the chunks of data from each category and made extensive notes on the 87 out of 161 categories that seemed to be particularly relevant to the findings that were emerging. For each of these categories, I organized the information and ideas arising from the examination of the chunks of data to which the respective code had been attached. I also linked the information and ideas with theorizing that had occurred at earlier stages of the data analysis. This process yielded the production of 140 detailed notes totalling 727 pages. These were also typed on a stack within HyperQual2. As I progressed through the chunks of data in each category, I began to realize that the same ideas and themes were emerging over and over again, and several key themes, that would become the focus of this thesis, emerged.

Although key themes were emerging, it was still a struggle to construct a framework for the analysis of what went on in the integrated site, based on the multiple perspectives that I had identified through the data collection and analysis. At this point, I benefited greatly from lengthy discussions with my advisor who was a clear thinker and very familiar with the research process, the data, and the ideas emerging from

preliminary analysis. With a blackboard and chalk, we completed the process of expressing key ideas, organizing themes, recognizing key linkages, and arriving at a fairly comprehensive explanatory model. This stage was perhaps the most challenging stage of analysis. It felt like I was playing "Connect the Dots" without the numbers. Once I had arrived at a fairly comprehensive explanatory model, as suggested by Wolcott (1994), I again read over all of the data to see if everything fit. The result of this analysis was a full, rich, and somewhat complex picture of an integration effort.

CHAPTER 5

DEFINING INTEGRATION

The primary purpose of this research was to find out what was happening in a site where successful integration was occurring. However, in the selection process, I asked people to nominate sites using their own definitions of successful integration. Therefore, one of my tasks, as researcher, was to determine what participants in this site meant by "integration" and what they deemed to be successful. The purpose of this chapter is to present an overview of the definitions that were offered by participants. Discussion of what was deemed "successful" will follow in later chapters.

During the informal discussions and formal interviews, I was able to ask many participants about their definitions of integration. As well, through participant observation, I was able to compare and contrast my experience and observation of integration with their verbal definitions in order to gain a better understanding of their meanings.

Several significant points about definitions of integration became clear:

1. Most educators shared similar and fairly comprehensive definitions of integration that included several components such as where, why, how, and to whom it was happening and their definitions closely matched the school board's definition.

2. Although I used the word *integration* in selecting the site, many educators used other words relating to the education of children with special needs in regular settings and all these words, including integration, had similar meanings to the participants.

3. While most educators had a definition of integration, the majority of the students and the parents of children who were not identified as having a disability seemed to have no definition and very little knowledge of the concept.

4. Two key participants offered a definition of integration that was different from the one shared by most other participants.

Understanding of Integration Expressed by Educators

The mission of the school board in which this research was conducted stated that, "Students with special needs...will normally attend their community school. Within that school they will be members of regular classes, in which they will receive support services as indicated by an individual educational plan." School board personnel referred to this statement as the "integration policy" of the board.

This definition or understanding of integration was similar to those expressed by all but two of the educators in the setting. It was generally agreed that integration was a process designed primarily for the benefit of those children who were identified as having special needs; that these children, as a result of integration, would attend their community school and be members of regular classes; and, that they would receive necessary educational accommodations and support services. The following statement, offered by a resource teacher, illustrates this definition:

Ms. Stewart (resource teacher): We accept in the neighbourhood school any child that lives in that neighbourhood and accommodate...as best we can - meet that child's needs - if there are special needs.

Researcher: Meet that child's needs in the school? Or, in the regular class?

Ms. Stewart: Primarily in the school and, as much as possible, within the regular class.

The fact that all of the educators had a definition and that the majority of them shared a common definition is probably not surprising given that they were immersed in a system that was promoting integration. The school board produced documents, including the by-law pertaining to integration, and handbooks regarding its implementation. These documents were widely circulated among educators. The board also offered workshops on integration and facilitated compulsory meetings among educators to talk about integration. As well, most educators were directly involved in efforts to include children with special needs.

While the majority of people held similar definitions of integration, there were important differences with respect to the various components of their definitions: the who, where, why, and how of integration. Each of these components and discussion of these differences will be presented in the five chapters that follow.

Other Terms Used by Educators

Integration, mainstreaming, and inclusion were all words that were used to refer to the education of children with special needs in regular education classes. Integration and mainstreaming were used most commonly and often interchangeably. When asked, many people said that, to them, the words meant the same thing. The following statements from the principal, gym teacher, and parent of a child with special needs illustrate how these words were often used interchangeably when discussing the policy regarding the education of children with special needs.

Mr. Pinsent (principal): Well, our policy is that we believe that we can *mainstream* almost any youngster. We can devise a program

where the child can be in what we call "our *inclusive* education program" which means that we *integrate* the vast majority of physically handicapped, learning disabled, multiply-handicapped youngsters into regular stream classrooms and we provide support services for those children where necessary and where called for.

Researcher: Do you use *integration* or *mainstreaming*?

Mr. Sparkes (gym teacher): I think both terms float around equally. I think in the literature talk it's called mainstreaming.

Researcher: What term do you use for it? Because people use different terms.

Mrs. Winsor: Integration and mainstreaming. It's the same thing.

Researcher: OK.

Mrs. Winsor: I mean really I don't care what word you use.

Only Mrs. Tyler, the math teacher who also had a special education background, spoke about how, to her, the meanings of the two words, integration and mainstreaming, differed slightly. She asserted that the two terms were relevant to two different groups of students: mainstreaming pertaining to children with less severe needs than children who are considered integrated. She also suggested that the term *mainstreaming* has been around longer than *integration*.

Mrs. Tyler: Because we used *mainstream* as the term for putting these children, children from our special education classes, into the regular classes way before integration ever came on the scene and they were children with less--fewer--problems than the integrated children now. And so, I've been teaching so long and that's the way I think of it.

This interpretation of the two terms may have resulted from the way in which the practices evolved historically. Initially, when the term *mainstreaming* was in use, the practices involved children with milder disabilities; gradually children with more and more severe needs were included and the term *integration* began to replace *mainstreaming* in the literature.

Students, Parents: Unaware of the Concept

Not all participants held a definition of integration. Interviews conducted with 10 parents of children in the class revealed that 5 of them were completely unaware of the school board's policy regarding the education of children with special needs. Some of these stated that they were not aware of it because their children did not have special needs and therefore they had no real need to be aware of the policy. Four parents had some awareness that some children with special needs were being included. But only one parent, the parent of a child with special needs who was considered to be integrated, reported having considerable knowledge of the concept. The following statements are representative of those parents who reported having no knowledge of integration.

Researcher: The school has a policy that they will accept those children in the regular school and, as much as possible, they will try to include them in the regular classroom.

Mrs. Fraser: Oh! Oh! But I didn't know they had like that.

Researcher: What is your understanding of the school board's policy around the education of children with special needs?

Mrs. Power: Well, none.

Researcher: Are you aware then of any policy of the school or school board around the education of children with special educational needs?

Mrs. Andrews: What do you mean by that?

Researcher: The school board has a policy around the education of children with special needs. In that, they say if there is a child in their area who has a special educational need, either physical or mental, they will accommodate that child in their neighbourhood school.

Mrs. Andrews: OK. Well, I don't think Noel fits into that category.

Researcher: No, he doesn't, no. But I'm speaking to all of the parents of the children in Mr. Furlong's class cause there are some kids in that class who have been identified as having special needs. So, you aren't aware of that policy?

Mrs. Andrews: No, I guess because, I mean, Noel is a normal child, I didn't need any of that.

Those parents who were somewhat aware of the policy or the concept of integration seemed to come by their knowledge through personal observation of integration. While they did not consider themselves to be very knowledgeable about the board or the school's policy toward integration, they were aware that children with special needs were being included in the school.

Researcher: Are you aware of mainstreaming? Or integration?

Mrs. Smith: Yes! Is this the first year? Because I don't remember them doing it before.

Researcher: Oh, I see. No, it's not. In fact, it's, I think, been going on for a few years, probably three or four at least.

Mrs. Smith: Oh! Ever since Derek's been there? Because I've never noticed it before! This year I find there's a *great* increase. So that's why I thought it was really the first year.

Researcher: I see. Did you become aware of it because I sent the letter home?

Mrs. Smith: No, I just know two little boys who are going to the school and have special needs and require extra supervision.

Researcher: OK, so you knew these boys and you knew that they were going to be going?

Mrs. Smith: Yeah, that's why I was quite surprised because they both have autism and the mother told me, "Well, Appleton's accepting children with special needs this year." And I said, "Oh!" Cause I had never heard that.

School board administrators and educators were aware that many parents did not know of the board's integration policy. In the following remarks, Julie Ryan, the director of educational services, suggested that the lack of awareness among parents was due to the fact that there was no consistency with respect to sensitization between the various schools and that not all parents participated in home and school or school committee meetings, which are typical avenues through which this information would be shared.

Researcher: How aware do you think parents of children who don't have special needs are of the integration policy in the school board?

Ms. Ryan: Not very aware. I would say they are becoming increasingly aware....They eventually become aware. Because most schools meet with their home and school and their school committees and present this. But not all parents of the school community come to the home and school and school committee meetings. So you keep having the same amount of people informed. So I would say that it also depends upon the degree of sensitization that the school has done. One of our schools sensitized community groups for quite some time before anybody ever started and that was very smart.

Researcher: What kind of effect did that have?

Ms. Ryan: It was wonderful because there was an anticipation, on behalf of some people, that that community would be extremely resistant. And therefore, they really did it as a safeguard. They had absolutely not one issue in that school and increasingly kids are integrated there.

The one parent who seemed to have detailed knowledge of the concept was the parent of a child with special needs. Her knowledge came from meetings at the school board and the school and also participation in a support group for parents of children with special needs.

Researcher: How did you hear about mainstreaming first?

Mrs. Winsor: When he went to the other school there was a meeting. It was a (school) board meeting for parents of special needs--special education--or whatever darn names, I mean, what the hell! It's only a term. And it was brought up at that time. It was brand new! Actually, I think Brian was one of the first ones.

Researcher: He was at a good time.

Mrs. Winsor: We also knew at that time, because we were members of GAIH and there was a course that we took-

Researcher: What is GAIH again?

Mrs. Winsor: Grange Association for the Intellectually Handicapped. Great! Great association.

Researcher: Yes.

Mrs. Winsor: But there was a course that my husband and I took. It was teaching your child how to talk. I can't remember the correct title of it. But, it was toward the end of that course that we heard about the possibility in the future of mainstreaming and things like this and changes in legislation. Plus, I attended school committee meetings and stuff like that. So I'd heard that it was in the books and coming and coming and coming.

The children in the class also seemed to be largely unaware of the concept of integration. During all of my observation, I never once heard children refer to integration, mainstreaming, or inclusion. It also seemed as though the children believed that all the children in the class had the same right to be there. There was no question among the children that someone didn't belong. It seemed that for the majority of these students, learning alongside children with special needs was as normal as going to school and I didn't want to suggest to them that it was in any way exceptional. Given this, I was reluctant to speak about integration or mainstreaming during informal discussions or interviews for fear that discussion of these topics might suggest to them the possibility that some children were not as entitled to be present as others. However, I did ask three children if they had ever heard the words *integration* or *mainstreaming* and their responses reinforced my belief that the children were largely unaware of these concepts.

Researcher: Do you guys ever hear the words *mainstreaming* or *integration*?

Tyler: No, I don't think so.

Bobby: Never heard of it.

Researcher: Rick, have you ever heard the words *mainstreaming* or *integration*? (Rick shakes his head) No? OK. I was just wondering. So I think that's it. I don't have any questions right now. Do you have anymore questions for me?

Rick: Yeah. What is that word?

Researcher: What, *mainstreaming*?

Rick: Yeah.

The teacher, Mr. Furlong, and I discussed the fact that the children were unaware of the concept. He suggested that the children were not familiar with the terms *integration* or *mainstreaming*, or the concept behind these terms, because they were not part of the school system

when children with special needs were educated in separate classrooms or schools.

Researcher: I have asked, "Have you ever heard the words *integration* or *mainstreaming*?" and none of them knew what I was talking about.

Mr. Furlong: I think I referred to it maybe on one or two occasions when we talked about schools in the old days and schools now where there were different schools for children who had special needs then. And I referred to an old friend, John, who I used to walk home with from grade three and he was in grade three til he was nineteen.

Researcher: Oh.

Mr. Furlong: And we all wanted to go to woodworking class and, you know, poor John had to go there year after year and he was mentally retarded. And that's the way we went to school and now today we have a different way of working with children. So, I did talk about it maybe once or twice, but I didn't use the word *integration*, I think maybe *mainstreaming*. But, even that I knew wouldn't make any sense, so I gave an example from my life about it. Because it was different then, as opposed to now.

The integration aide also discussed the fact that the children were not aware that children with special needs were being integrated and suggested this was because they had had so much experience with different people coming and going.

Researcher: Do you think that the children in the class are aware that Brian and Moira are being integrated?

Gloria: I don't think so....There have always been many, many parent volunteers. Many-many. And, I think a lot of kids have been taken out. I know a lot of kids have been taken out. Not necessarily with me, but sometimes with a volunteer parent. And, I think that because so many of these children have gone in and out of the class with different people, it's second nature. I don't think it means anything. I don't think that anybody would feel that, "Oh yeah, there's the dummy. He's going out again."

There was only one student in the class, a boy, who seemed at all aware of integration. He was a student who had recently transferred from another province. This student shared the view that integration was about children with special needs being included in regular classrooms. In his

previous school experience, integration had been talked about more and had apparently been a negative experience for many people.

Researcher: Did you find that in the other school that you were in that people talked more about the fact that kids with special needs were being educated in the regular classes?

Charles: Yeah, they disagreed with that. Me too, kind of. They'd make fun of them. But I wouldn't.

Researcher: What do you mean? The other kids in the class would make fun of them?

Charles: Yeah, the other kids.

Researcher: Yeah? Do you find that happens here?

Charles: Here? Not really, not in this school.

Researcher: Why is that do you think?

Charles: Well, in our classroom, no, because that's one of the rules: no put downs and stuff to anybody.

Overall, many parents and most students were largely unaware of the school's integration effort, or the purposes driving the effort. Yet, those who had some awareness appeared to consider integration to be a positive thing, and most parents overall seemed to be willing to understand and cooperate in the effort.

A Different Definition of Integration

It seems that there were at least two interpretations of integration among the participants in this setting. The first, and predominant view, described earlier in the chapter, was that integration is a process through which children who traditionally have been left out are brought in and included in regular stream classes. The second interpretation was that integration is a way of being together in regular classrooms where all children's special needs are addressed. With the former interpretation, people would be more likely to refer to the "integrated children", while the latter interpretation would more likely yield comments about the "integrated setting". The first interpretation implied that something was being done to accommodate the needs of particular children whereas the

second definition described a situation in which a range of children with diverse needs could be accommodated and welcomed.

The following definition, offered by one teacher, illustrated the notion that integration is about "taking in" or "bringing in" a particular group of students.

Mr. Sparkes: My interpretation of mainstreaming would be taking children with various learning disabilities and trying to integrate them and or include them in what is considered a normal classroom experience.

My own view of integration had also matched this definition. In discussions and interviews with people, I frequently referred to it as a process in which an identifiable group of children were being brought in to the mainstream. The following quote is taken from my interview with Rick and is a response I gave to his inquiry about the word *mainstreaming*.

Researcher: Mainstreaming is a word that means the inclusion of people with different kinds of special needs in regular classrooms.

Even the parent of the child who was considered to be integrated expressed the belief that integration was a process designed primarily for children with special needs. She also suggested that it was something that parents of children with special needs shouldn't take for granted since it was not available everywhere.

The director of educational services, Ms. Ryan, and the regular classroom teacher, Mr. Furlong, were the only participants who offered the second interpretation of integration. The director of educational services talked about the school system and all learners, indicating her belief that it was not simply a process designed primarily for some children.

Ms. Ryan: ...an inclusive school system which responds to the needs of all learners. That would be, what you would say in a nutshell and that means all learners. And, the preferred way to do that, is to have kids attend a community school and be members of regular classes. Bring the resources to the children instead of sending the children to the resources.

Mr. Furlong reported that he avoided using the terms *integration* and *mainstreaming* and preferred to talk instead about the range of special needs of all learners.

Researcher: Now, so you use the term *mainstreaming* more than *integration*?

Mr. Furlong: I think I used it once. But, I just explain how schools are now, I just use that expression.

Researcher: No, I mean for yourself, not in relation to talking to the class...do you use the word-?

Mr. Furlong: I don't use it very often. I find others use it. Ah, all the kids are coming to school now.

Researcher: OK.

Mr. Furlong: But, I think there are special needs. I use the words *special needs* a lot. And I think that there's a lot of children with special needs, not just the ones that are mainstreamed.

This interpretation offered by the director of educational services and Mr. Furlong contrasts with other peoples' since they did not see integration or mainstreaming as a process designed specifically to assist a handful of children: those who traditionally would have been segregated from the mainstream. Instead, they held the view that integration is a way of being together in the classrooms that is supportive of children with a wide range of diverse needs. Their focus was on the total diversity in the classroom. This second view of integration, with its emphasis on creating a setting in which all children with many needs learn together, resembles definitions in the literature of inclusive education (Falvey, Givner & Kimm, 1995; Villa et al., 1996) and, more recently, systemic inclusion (Ferguson, 1996).

One might speculate on whether Ms. Ryan's and Mr. Furlong's shared view of integration, with its focus on the needs of all children, might more closely resemble the ideal educational system which the school board, many parents and teachers, and certainly Mr. Furlong and Ms. Ryan, seemed to be striving to achieve. However, the fact remains that integration was widely perceived, by almost all the educators in the Constellation School Board, to be a process designed primarily for children with special needs. Given that, this definition led to the questions, "Who are the integrated children?", "What are the criteria for determining the eligibility of an individual child for integration?", and "Who decides what these criteria will be?" The research data yielded many insights into these questions from the several points of view of the study participants.

CHAPTER 6

CHILDREN WITH SPECIAL NEEDS: WHO IS INTEGRATED

Most participants, with the exceptions of Ms. Ryan, the director of educational services, and Mr. Furlong, the classroom teacher, expressed the belief that integration was a process designed primarily for children with special needs. However, special needs is a very broad categorization. Further discussions with participants revealed more specific information regarding special needs as they were interpreted by people in this setting. Participants indicated that the vast majority of children with special needs were readily welcomed and accepted at Appleton. However, these discussions also highlighted the variations among participants' interpretations, particularly regarding which people with special needs they felt should or could be integrated. The following is a summary of these findings.

1. Children with special needs included those with physical, learning, social, emotional, behavioural, or medical challenges. More specifically, in this setting, *special needs* was a term that generally suggested or connoted a deficit. Children who might benefit from additional support services to develop their advanced physical, intellectual, social, or other abilities were rarely spoken about during discussions on special needs. There was also an expressed belief that there were two groups of students in the school: students with special needs and students who were "normal". Children with special needs were also often referred to as being "different".
2. Most participants supported the integration of most students with special needs and expressed the belief that integration benefitted all students to some degree. However, most participants also stated that

children whose behavior or presence might be disruptive to other children should not be included in the regular classroom.

3. Mr. Furlong seemed to hold a much broader view of special needs than did most other participants. In addition, both he and the director of educational services were much more reluctant than other participants to recommend the exclusion of students, even those who were considered disruptive.

Defining Special Needs

Much of the literature on students with special needs refers to students with special talents or abilities who may require additional supports to meet their needs as well as students with deficits and difficulties. However, within this school, whenever people spoke about children with special needs, they most often referred to children with some sort of deficit or disability. Deficits could be in the physical, learning, social, emotional, behavioral, or medical realm.

Mr. Pinsent: Now, I think, almost every class in the school has youngsters that we would classify as being integrated in one way or another. That's not to say every class has a fully mainstreamed youngster. But every class has children who...have needs of one sort or another whether it be a math deficiency, a reading deficiency, or something far more pronounced. Every class has youngsters who have needs that probably the teacher needs some support in meeting.

Researcher: What would be your definition of integration?

Mrs. Tyler: Well, integrating children with...physical, mental, behavioral problems.

While there was some acknowledgement that children with special needs could experience any one of or a combination of special needs, they tended to be grouped together for the purposes of discussion. At the same time, children who were not thought to have special needs were

grouped together and labelled normal. Thus, in discussions, one was left with the impression that there were two distinct groups: normal students and special needs or different students.

Gloria: I think it's good for the other kids as well.

Researcher: How?

Gloria: To know that there are kids that are less fortunate and are not, quote, "normal", but are somehow different. You know? And I think it's good.

Researcher: Do you think it is an important issue for people?

Mrs. Walsh: Well, it depends. If they are going to put a lot of disabled children into a normal class and it's going to cause disruption between them and normal kids. I shouldn't really say normal kids. But, the children that don't have any handicap in any shape, way, or form, maybe they'll start feeling funny about having too many kids.

Although the children did not have a definition of integration, even they suggested that there were some children who were different and could be distinguished from "the rest of us":

Researcher: So, Brian doesn't get sent to time out for speaking out of turn. Is that what you said?

Tyler: Well, he's not bad yet....Maybe once in a while because he talks all of the time, but if he does it once, he doesn't get sent.

Bobby: Well, because he's not like the rest of us. He's just in his own little world.

Who is Integrated

While the Constellation School Board was one that was generally supportive of the integration of students with special needs, the board's policy also stated that, "In the unusual circumstances in which the special needs of the student are so extreme that they cannot be met within the regular school program, the Constellation School Board, in concert with the parents or guardians, will undertake to seek appropriate alternatives." Thus, the board acknowledged that there might be some students for

whom integration might not be appropriate, but it had not specified any subgroup within the group of those defined as having special needs.

Many participants also expressed the belief that integration was not for everybody and that there were some children who should not be included in the mainstream. The main reasons given were that these children were too disruptive, that they were too disabled and didn't benefit, or that they needed a different type of program that wasn't offered in the regular stream. Some participants spoke about the potentially negative effect on the children with the disability themselves. It was suggested that these children might actually prefer not to be educated with other non-disabled children.

Children who exhibited behavior problems seemed to be the most challenging to the system and participants almost unanimously agreed that they should not be included in the mainstream. Many parents, teachers, and the principal spoke about their belief that these children do not belong in the regular class and should be educated in another setting. The principal also mentioned that the board subcontracts with other agencies to provide services for children with behavioral challenges.

Mr. Pinsent: There are certain youngsters, behaviorally disordered children, in the main, that we sometimes subcontract with the (children's hospital), the (children's centre at the psychiatric hospital), or the (department of child psychology at the general hospital), where we have children who may not be in our schools for part of a year, or a year, until the people working with them feel that they can be successfully re-integrated into a regular setting.

Mrs. Walsh: But now, Mara (sic) isn't so bad. Like I said, she doesn't seem that severe. Maybe she has some learning disabilities, but I think her problems are mainly social, but one that I definitely think does not belong is Paul. I don't think he belongs there *at all*! He doesn't benefit. There's nobody there to play with

him. He's isolated. It's not that they are shunning him, they just don't have time for him. Like Karen says, if she meets him in the hall, she'll say, "hello", but that's about it. I think if he was in another environment, he might benefit. Maybe not with all kids who are as severe as him, so he'll have something to aim for, but with other kids who have intellectual handicaps; something in common.

I mean, he is just too different. He makes noise, he yells, he distracts from--I hate to say it--normal children are distracted by him and God knows, they are easily enough distracted. They don't need this. I think they are cheated.

Mrs. Abbott: Oh, well, it would depend on how severe they are.

Researcher: Um hmm?

Mrs. Abbott: The more severe they are, I think, it's not good for them or for the other children. If they're- how do I- umm, I'm trying to think how to label them, although I don't want to label them.

Researcher: Uh huh.

Mrs. Abbott: Like say the children with Down Syndrome?

Researcher: Um hmm?

Mrs. Abbott: They seem to be OK. You know what I mean? They kind of fit in, and they laugh, and they play, and they don't disrupt the classes too much.

Researcher: Right.

Mrs. Abbott: The children that are very severe--and now I want you to understand, geez, I hate picking on these kids. I don't mean to pick on them....So, just to me, it depends on the severity of the mental retardation. Like a child that's going to disrupt the class by screaming, howling, and so on, I don't feel they belong there. The children that can cooperate and participate, I feel they should be given a chance. The children that are just physically handicapped, I feel they belong too.

Ms. Stewart: You know, when I had special needs kids in my class, and they were really not placed because of learning difficulties or intellectual handicaps, if they were really behavior disorders, they really, really took a big toll on me and on the rest of the children. I had real problems with it then.

The one child in the class who had previous experience with integration and was able to express an opinion on the matter, also stated that he felt there were some children who should not be included. His rationale, like that of most of the adults, was that their presence was disruptive.

Charles: Well, the really mentally handicapped people, it's hard to work with, cause like, they would all of a sudden scream in class. You jump out of your chair or whatever.

Researcher: Um hmm?

Charles: It's a bit disturbing. The other ones, the ones that had Down Syndrome, it was a bit easier. Not as hard as the other. They were nice and stuff.

Researcher: Why do you think kids with special needs are being educated in the regular classes?

Charles: Well, probably to be with other people instead of being altogether in a se- room, um, to learn, cause they're humans, too, even though it's harder for them.

While children with behavior problems were the most frequently cited for exclusion, some people also spoke about excluding children with exceptional medical needs or severe mental retardation.

Ms. Stewart: You know with the child with exceptional medical needs, for instance, it would be hard for us to accommodate them here and they would be given home tutoring, by a private tutor.

Mr. Sparkes: I believe there are some limits to which children could be mainstreamed and which couldn't. Ah, I'm not clear on that. I don't know if children with severe- severe, you know, almost close to vegetative state, are ever attempted to be mainstreamed. But we have some who are not far from that: I mean a hydrocephalic child. That, to me, is fairly close.

Ms. Ryan: Now, I suppose one of the difficulties we're going to run into is the kids who need physiotherapy....We don't have a physiotherapist. So we would have to contract that service or we'd have to figure that out somehow. Or if the needs are such that our system actually can't provide for the physical kinds of therapies these kids are getting at Kelly Centre (a segregated school for students with physical disabilities), then obviously we would not be able to service them adequately. But, so many things could be carried out under the direction of a therapist, but by an aide.

Whereas children with behavioral challenges were most often recommended for exclusion to protect the so-called normal children, the rationale for excluding children with severe physical or intellectual needs was often framed in terms of the best interest of the child with special needs. Participants seemed genuinely concerned about the children with disabilities and spoke about the potentially negative emotional effect on

these children. It was suggested that these children might actually prefer not to be educated with children who did not have disabilities.

Mrs. Walsh: But, depending on what the disability is, of course. I mean if it is just a child who is a bit of a slow learner and needs a bit of extra attention, I don't think it should make a difference. But if you have a child who is mentally retarded and the poor kid can't keep his head straight, and he's in a wheelchair, and he can't write. I mean that sort of thing, I don't think....It's not fair to the normal children. Even to the handicapped child, it's not fair because he sees all these other kids running around and the poor kid is just sitting there in the wheelchair and saying like, "Why me?", I mean that's like adding salt to a wound in my eyes....If I ever had a child that was handicapped, I wouldn't want him to go to a normal school. I'd want him to be taken care of. I'd want him to have the special care that they deserve.

The director of educational services acknowledged that inadequately supported children with behavioral problems seemed to be the most challenging to the system. However, rather than suggesting that they should be excluded, she talked at length about the kinds of supports and modifications that had been made to accommodate them in the mainstream. Supports to the teachers have included inservice training on making use of learning styles, building cooperative classrooms, improving classroom management, and using Glasser's (1986) reality therapy and control theory. Support has also included adding additional personnel, including integration aides and child care workers, particularly people with training in managing behavior. Ms. Ryan stated however, that there was much that still needed to be learned about dealing with these issues.

Ms. Ryan: But it is very difficult for teachers. I mean, you're in a classroom, some of these children are like time bombs, and so everybody's on edge and I think the teachers have done some miraculous things with some of those youngsters, but still on a daily basis, that's our greatest challenge. We're not there....We know not to cluster them all into this room called emotionally disturbed. But we know less what to do. I think we're fighting

against a pre-disposition to aberrant behavior. Cause they're, in some cases, genetically predisposed. Where in other times, we're dealing with an environment that has done them in since the time they were born. And it's pretty hard for a teacher, in one given year, to counter all of those factors and these little guys have no trust level at all.

Who finally decides which children will be integrated? The ultimate authority in the decision making process, by which eligibility for integration is determined, is the law of the land, which in this case was represented by the Education Act. However, one of the hallmarks of legislation is that it is subject to interpretation, and arguments can be made for several different interpretations of the same law. The school board, therefore, writes its own mission statement and policies based on *its* interpretation of the Education Act. Principals, teachers, and resource personnel then, in turn, make decisions about integration based on their respective interpretations of the school board's mission statement and policies. While the Constellation School Board was one that was generally supportive of the integration of students with special needs, the board's policies also allowed for the exclusion of some, unspecified, students. This, then, was left open to the interpretation of people within that system. Their interpretations, therefore, determined who would be considered suitable candidates for integration.

A Broader View of Special Needs

Whereas most participants held the view that there were two distinct groups of students: those with special needs and those without, Mr. Furlong expressed the belief that many children have special needs, not just those who have been identified for integration. He did not distinguish two distinct groups of students.

Mr. Furlong: I think there are special needs. I use the words *special needs* a lot. And I think that there's a lot of children with special needs, not just the ones that are mainstreamed.

Mr. Furlong also suggested that the presence of children with special needs, as described by other participants, in his classroom, makes him question what he does and this benefits not only those with the needs, but others as well.

Mr. Furlong: And I think, with a lot of children that are challenged: physically, intellectually...when they're challenged so are we. So then we start to question what we're doing on the floor and whether we're doing the job that we should be doing with not just those children, but the other children.

During interviews, many parents of children in Mr. Furlong's class spoke about the special needs of their children. Interestingly, these were not necessarily children identified as having special needs or disabilities. And, while parents generally spoke about two distinct groups of students, those with special needs and those who were normal, they were able to talk about some unique needs of their children, even those whom they considered normal. They brought up these examples, which were not solicited by me, as a way of illustrating Mr. Furlong's exceptional ability in addressing special needs. Some of the special needs mentioned by parents that Mr. Furlong responded to included a school phobia, a negative experience in another school, and a sick parent.

Mrs. Smith: Derek was classed as a school phobic...and the principal there, well, it didn't matter how many doctor's letters and psychologists Derek had seen, this principal said, "The solution is: You go to school with him." And that was not the solution. It was getting him another teacher. The teacher he had...would yell a lot. I was there and she had him in tears even while I was there!

Researcher: So, was Derek in Mr. Furlong's class last year?

Mrs. Smith: Yes.

Researcher: And was that what you mean by the first year that he didn't seem to have as many problems?

Mrs. Smith: Yeah...Derek has come out a lot since being with Mr. Furlong.

Mrs. Russell: I had had them both in another school. We moved and I didn't know the schooling in the area very well and I was not happy with them there. So, I changed them to Appleton. And I'm very pleased actually. I'm really pleased. Mr. Furlong is great. He really has done wonders with Dean because he was very disturbed when we moved and he got into a classroom that the teacher didn't treat him nicely and he just was--I couldn't get him to school--He was ill in his stomach. I took him to doctors and finally I said, "Well, it's the school and I'm moving him." And I moved him and everything was fine....Teachers can make a big difference!

Mrs. Webber: I was very sick and I was in the hospital most of the time. I called Mr. Furlong to know if Billy needed any extra help because I'm not home and he said, "It's no problem. If he needs help, I will help him."

One parent mentioned that her child's learning problem had been ignored for a long time in spite of her efforts to have it recognized. Again, she applauded Mr. Furlong for recognizing and responding to the problem.

Mrs. Taylor: He has a problem speaking, he has a problem reading, and as a result, you know, the whole string of events from there: reading, writing, spelling, pronouncing, so on and so forth. And it wasn't until he got Mr. Furlong that Mr. Furlong said, "Yup! He has that reversal problem. Not that there's anything that can't be straightened out or gotten better in time." He was the first one that even acknowledged that there was definitely something amiss!

Like most other participants, Mr. Furlong reported being challenged by the aggressive behavior of one of his students. However, unlike most other participants, Mr. Furlong did not suggest removal of the children with challenging behaviors. Instead, he seemed to focus on attempting to understand and deal with their behaviors.

Before the interview began, Mr. Furlong mentioned to me that he was feeling a bit frazzled at this time of year: reports were due and any other little thing occurring really was unsettling. For instance, he said Wayne had become extremely aggressive last week and it had required two people to calm him down: Mr. Pinsent and Ms. Stewart. Mr. Furlong said that he feels that Wayne really has a problem. He suggested that it might be related to his blood sugar

levels. Mr. Furlong said, "I don't know if you've ever witnessed him...."

I replied, "Yes, remember I was here one day recently when he had a fight with Stan."

Mr. Furlong nodded his head and continued talking. He said that Wayne's father was coming in this Wednesday. Mr. Furlong said that he wants to make sure that Wayne gets the help that he needs.

(FN: April 6)

In conclusion, within the board there appeared to be a general consensus among most participants on which children with special needs might be good candidates for integration, and which children might not. Children who exhibited behavior problems seemed to be the most challenging to the system and participants almost unanimously agreed that they should not be included in the mainstream. In contrast, Ms. Ryan and Mr. Furlong, were more reluctant to say some children, even those with behavior challenges, should be excluded. Their emphasis was on trying to develop the supports and help for teachers and the children that would enable them to have their needs met within the school. This orientation seemed to be consistent with their interpretation of integration as creating an integrated setting for all children. Although this study found that most participants had similar thoughts on who should be integrated, their interpretations of just where the students should spend their time were much more complex. Findings on the *where* aspect of integration are discussed next.

CHAPTER 7

WHERE CHILDREN ARE INTEGRATED

In the literature on integration, there is wide variation with respect to where students, who are considered to be integrated, actually spend their time within school systems. In some instances, they spend all of their time in regular classrooms. In other instances, they spend the majority of their time in segregated classrooms and are included in regular classrooms for a portion of their school day. Even within one school, as was observed in Appleton School, it is possible for different children to have different experiences depending upon their teacher, their own characteristics, and other variables.

The following are findings related to where children who were considered integrated spent their time in Appleton School.

1. Most children who were considered integrated attended the regular class for most of the day. The school board advocated the provision of support services, such as resource assistance, in the regular class. However, support services were not always provided within the regular class. Many children in the school were regularly withdrawn from their classes by integration aides. Many others were withdrawn in small groups by the resource teachers for periods of time throughout the year. Children were not regularly withdrawn from Mr. Furlong's class by the integration aide, but children were withdrawn in small groups by the resource teacher.

2. Opinions varied about the extent to which children should be educated outside the regular class. Many variables contributed to the decision making around who was to be withdrawn and when. These variables included: (a) the personalities, preferences, and histories of the

educators; (b) who had the power to decide; (c) the goals that were prioritized by various participants; and (d) the characteristics of the student.

3. Participants discussed positive and negative aspects of withdrawal.

Although most students did remain in the regular class for the majority of the day, some teachers expressed the desire to work with them in separate classes or in one-to-one situations. However, most people also talked about the potential negative effects of withdrawal, even for short periods, and there were concerted efforts to minimize any negative or stigmatizing effects.

Where Integrated Children Spend Their Time

For most people in this setting, the concept of integration referred to moving children from a segregated environment, such as a special education classroom, into a regular education classroom. In the past, there had been a range of special classes within the board for children with different kinds of special needs. Thus, the board had what people referred to as "learning disabled", "emotionally disturbed", "intellectually handicapped", and "multi-handicapped" classes.

According to Julie Ryan, the director of educational services, several factors led to the movement away from closed classes. First, there was provincial legislation and board policy that supported the movement toward the "least restrictive environment". Second, the student services department within the board moved from a testing and placement model to a much more curriculum based approach. They became more functionally focused and worked collaboratively with regular classroom teachers and parents to develop educational plans

that could be implemented in the regular classes. Third, there was a deliberate attempt by the special services department to stop putting children into special education classes. Fourth, there was a period referred to as "open special education" when children from learning disabled classes were placed in regular classes for part of the day. Children from other special classes were integrated later. At this stage of the transition, the school board increased the number of resource teachers in the schools where children were being integrated. Finally, it was decided that all children would be members of regular classes every day with the resource support provided to the classes.

At the time of this research, the school board had moved from a policy supporting placement in the least restrictive environment to a by-law advocating placement in the regular class. The school board by-law stated that students with special needs "will normally attend their community school" and "within that school they will be members of regular classes..." And, indeed, the children in Mr. Furlong's class who were identified as being integrated were spending the majority of their school days in the regular classroom. During all of the days that I observed in the classroom, the children stayed together the majority of the time. The fact that children spent most of their time in the regular classroom was not surprising given the fact that most people interpreted the board's integration policy to mean that children should be in the regular classroom.

Mr. Pinsent (principal): We integrate the vast majority of physically handicapped, learning disabled, multi-handicapped youngsters into regular stream classrooms and we provide support services for those children where necessary and where called for....I mean we try, by and large, to manage with the resources we have and to include children in regular stream classes. There are no special

education classes, what we would call in the old days "closed classes", in the school board at this point in time.

The school board's by-law stated, "...they will be members of regular classes, in which they will receive support services as indicated by an individual educational plan." Other board documents indicated the board's intention that support services be provided in regular classrooms, as opposed to separate environments. The board's "Handbook for Integration Aides", stated that the role of the integration aide is "a supportive one in the classroom. Teachers are responsible for program, evaluation, reporting, and behaviour management but, under their direction an aide is involved in the instructional process and responds to challenging behaviors, according to a team's plan of action." The Handbook went on to say, "Classroom teachers and integration aides work closely together in the classroom, creating opportunities for learning."

While the board supported regular class placement with supports being made available in that environment, there was considerable variation in the ways in which participants interpreted where children who were being integrated would receive their support services. Many children who were identified as having special needs were withdrawn on an almost daily basis by integration aides and worked with one-to-one in resource rooms or in one of three small offices throughout the school. In addition, throughout the school year, small groups of students were withdrawn by resource teachers four times a week, about thirty minutes a day, for a period of six to eight weeks.

During the school year, Gloria, the integration aide, did not withdraw children from Mr. Furlong's classroom. However, she reported

that she had done so in previous years. As well, she did continue to withdraw children from other classes to which she was assigned.

Researcher: Do you spend time in the classrooms with the other teachers that you support?

Gloria: Only in the kindergarten. Only with Dillon.

Researcher: OK.

Gloria: But...I have two children now in grade two. One is Richie and I took him out for the full hour: from ten twenty to eleven twenty. And that was my time with him and it was wonderful! He just blossomed. It was terrific....Then after Christmas, we got a little girl, Katie, who was transferred from another school....This child could not read!...But then when Katherine came in, the teacher said, "Take her out also. Split the time between her and Richie." And, so now I take her out.

Although students in Mr. Furlong's class were not withdrawn for help by the integration aide, they were withdrawn from his class by Ms. Stewart, the resource teacher. This was done in groups of four to six students for periods of time throughout the school year.

Researcher: How often do they go with her?

Mr. Furlong: About four times a week, about thirty minutes a day.

Researcher: OK. Has that been since the beginning of the year?

Mr. Furlong: No, that's just for a period of six to eight weeks. Then we work with another group.

Decision Making About Where Children Spend Their Time

Decisions about who was withdrawn, when, and for what purposes were contingent upon a number of factors including: (a) the personalities, histories, and preferences of the various educators involved; (b) who had the power to make the decisions; (c) the goals for the student; and (d) the characteristics of the student.

Personalities, Histories, and Preferences of Educators

Ms. Stewart spoke at length about the influence of the personalities and preferences of various educators on decisions regarding where support would be provided. Specifically, she stated that

sometimes there were conflicts between integration aides and regular classroom teachers regarding how the integration aides' time should be spent. For example, some teachers did not like having another adult in the class all the time. Therefore, they encouraged aides to withdraw a child rather than keep them in the regular class. Alternatively, many aides preferred to work with the children one-to-one in a separate setting. There was some suggestion that this might have been related to the fact that this gave them more autonomy over their activities. Also, working on academics with the children was something they valued more than some of the other tasks they were asked to do in the class.

Ms. Stewart: Sometimes we're called upon to lobby a little bit between a homeroom teacher and an aide to, sort of, give a buffer. If there's some friction or there's some misunderstanding or something, they'll both come to us and then we try and sort it out so things can continue on.

Researcher: What kinds of things might be there a problem about?

Ms. Stewart: Sometimes there's interpretation in terms of what is on the child's individual program. For instance, the teacher may feel that this is a goal that we should be working towards and perhaps the aide has misunderstood it, or has been in disagreement with it and is not working toward the same goal. Sometimes it's a difference in style, in terms of just volume in the classroom. Some teachers when they are assigned integration aide time would rather interact personally with the child. And the aide is then asked to do more clerical things. Most of the aides that we have would prefer to work directly with the children and when the proportion is overloaded in one direction or the other, sometimes we're called upon to intervene. I've had to do that....

Ms. Stewart expressed the belief that where children spend their time was contingent upon the personalities and preferences of the educators.

Researcher: How do you feel about it? How do you feel that integration aides are best utilized in the classroom?

Ms. Stewart: Oh boy (Ramona chuckles)! It depends so much on everybody's personality. If you have a teacher that has real difficulty having another adult in the class, then there's not much

future in having the aide stay and work with the whole group without pulling out a child. If you have the opposite: a teacher that's quite comfortable having somebody in there, then that aide can be attached to the whole class and maybe give particular attention to one child, a little more time to one child, but also help out with the whole group. So that, between the two of them, there is more time and support available to the special needs child.

Julie Ryan, the director of educational services, added another dimension to the decision making discussion. She suggested that the histories of the various educators, particularly the resource teachers, can have an effect on their decisions regarding withdrawing students. She pointed to the fact that many of the people who were filling the roles of resource teachers had previously worked as special education teachers or free flow teachers and both would have been more accustomed to working with children in segregated settings.

Ms. Ryan: But another interesting development was that the person we sent back to the school was, by and large, previously a closed class special education teacher....Then, in addition to that, every school already had what they called a free-flow teacher. And they were people who dealt mainly with kids with mild disabilities and pulled them out of the class and did special programs....

She theorized that many of the resource teachers were having difficulty moving beyond their previous roles and practices.

Ms. Ryan: It was recognized some people did not like this role because they had been used to teaching their own class and enjoyed that very much and lost control of the children and teaching time and were more coordinators and resources. So they moved back into the regular classroom. Others were really counselled to go back into the regular classroom....Some... who are new are dynamic in their role. Some...there may be only two...used to be in closed special education classes and they're the people who really made the transition....Other people have been in the free flow model and have not changed from that so we're really all over the place....We have people in the role...or performing the role of resource teacher...who operated in a previous model, with previous pedagogical practices, who have not shifted at all into holistic learning.

The Power to Decide

In previous years, Gloria had spent most of her time working one-to-one with Brian in a separate room. This year she provided her assistance in the regular classroom, although she expressed a preference for working one-to-one in a separate room. She worked in the regular classroom because, as she pointed out, the decision was not hers to make.

Researcher: How was the decision made to spend more time in the classroom this year?

Gloria: I have nothing to do with it. That was Elliot.

Researcher: Alright. And how was it explained to you? Or when was it explained to you?

Gloria: When I first started at the beginning of the year, Elliot said, "We're going to try him in the classroom." And I said, "Fine" and it never changed....He is the teacher. I'm not a teacher.

When it came to deciding whether the integration aide would be in or out, the regular classroom teacher seemed to have the most weight in this decision. And, if the teacher preferred the aide to be out, the aide would likely be out. If the teacher preferred the aide to be in, the aide would likely be in, in spite of her own personal preference. The resource teacher also indicated that the decision was more the teacher's, but she did report having intervened in a couple of situations.

Ms. Stewart: There was one aide who was feeling that she was doing nothing but paper work and was quite anxious to get closer to the child. But the teacher, at that time, wasn't ready and you have to respect everybody's needs in that situation and try and come up with something that they can all live with. So, I think, we did achieve that and in time the teacher became ready to let the child go--to be worked with individually--and things worked themselves out.

Goals for the Students

The goals that were prioritized by various participants had an effect on their decisions about whether or not children should be

withdrawn. Many people thought that if academic improvement was the priority goal, then withdrawal and working one-to-one was preferable. If the priority goals were more social, it was felt that they should remain in the regular classroom.

Ms. Stewart: So it really depends on the child. If we want something measurable and we want to see immediate progress with the child, if the goal is mainly academic, for one child, then it's more efficient to have the aide remove the child and work very hard in that particular academic skill. If a big part of our goal is social integration, then it's counter-productive to have the aide isolate that child further by working with him individually or her individually.

The degree of importance, or weight, attributed to different goals by different participants may have contributed to the difference of opinion between Gloria and Mr. Furlong regarding where Brian should spend his time. Gloria was concerned that she did not have adequate time to work with him on academics in the regular class.

Gloria: And as far as the academics are concerned, that's got to be only on a one-to-one as far as I'm concerned. For my time. If I was totally in a classroom all day--number one, it's not feasible and number two, that would not be the right thing to do--But because I'm such a short time with these children, in the day, that's the time that they should be on a one-to-one. That's me. I mean, that's what I feel.

Mr. Furlong's priority goal was to have Brian fit into group situations. He was aware that Gloria wanted to spend time with Brian out of the classroom. However, his preference was to have Brian remain in the classroom.

Mr. Furlong: You see this is the crux of it: if we're trying to integrate him, do we take him out all the time? So, I've been doing very little of that this year because I really think he has to be in the classroom. Gloria, on the other hand, feels that probably he should be with her all the time and she could do a lot more reading with him. That isn't the goal for this child. It's not to do one-to-one with him. He can be tutored anytime....But he has to be in the

classroom to follow this routine cause he's going to get this more and more. He's going to be in large groups and he's going to have to learn to fend for himself and work in cooperative groups and so, I think the more time he spends with a group, the easier it will be. Cause the routine will be there. The more routine that there is for him, the better it is. He functions like that. He likes routine....He just loves to feel part of a routine and do it. And know that he fits in.

The resource teacher also considered students' goals when she withdrew them from the classroom. In general, she worked primarily with small groups of children four times a week for 30 minutes each day. The same group would go to see her for 6 to 8 weeks, then she would switch groups. Mr. Furlong helped identify who would be included in these groups. Ms. Stewart asserted that decisions about who would be withdrawn and for what purposes were made based on the overall needs of the class, rather than the individual needs of children. That is, it was usually those needs that were most common among the children or that affected the most children that were addressed.

Researcher: How is it decided who is going to go out and when and for what?

Ms. Stewart: We, Elliot and I, will sit down and have a look at what his needs are and we'll mull it through and have a look at who needs what and for how long, and that's basically what we do. He had a real need...to work on writing with the children. So I did quite a lot on writing. The whole first half of the year I worked on writing with his class. And then he had other children that needed another little boost, so I took those kids out for while and worked on writing again. And now we've decided that we would work on the spelling and reading skills. So that's what I've been doing now. And we had a look to say, "Well, now who is the neediest?"

Researcher: So, it's been...going in terms of skills and he's looking at the class, globally, and saying, "This skill seems to be a problem" and then you decide who has the biggest problem with those particular skills?

Ms. Stewart: Or a certain area. For instance, he'll say, "I have a real need in writing with the children." And I'll say to him, "Well, are the kids having more trouble with the structure of their writing or is it the content or the form of it?" And he'll tell me, "Well these kids, they have really good ideas and they're well organized, but their grammar and spelling and everything is atrocious." So those children I would take out to do a certain thing. I wouldn't work on

structure and idea developing with those kids. The other ones...I would backtrack further and I would work on structure...and start with topic sentence and then you will write three sentences to develop the idea and then change paragraphs...so that we go into some very, very basic things.

Characteristics of the Children

It was also suggested that characteristics of the children contributed to decisions regarding where support services would be provided. One rationale that was offered by integration aides for the removal of a child from the classroom and provision of one-to-one in another setting was that some children seemed to be bothered by noises and were easily distracted in the regular classroom. Gloria stated that one of the reasons that she preferred to take Brian out during the previous school year was that his behavior was so "bizarre" and he was "easily distracted". She felt she could be more productive with him in a one-to-one situation. This year, she reported, Brian was a lot better in the classroom and she attributed the change to his "maturity". Hence, her rationale for wanting him in or out was at least partially related, in both instances, to his characteristics.

Gloria: And when I first came in...I was only in for 10 hours a week with him and his behavior was really bizarre. I mean...the arms. Apparently, Fragile X is a cousin to autism. So their arms go like this, and he can't stand the music, and he can't stand the noise, and the door always had to be closed, and he was forever jumping up...and there was no concentration. I found when I took him out on a one-to-one, that I really--that we both--enjoyed it! And he was definitely better. Definitely better.

Gloria: This year he is more able to handle the classroom. Noises still bother him, but he's not so apt to jump up. I mean you see it yourself....He sits very quietly....His movements have certainly calmed down. He looks like one of the guys now....That's why I say, I think it's with maturity and that's the only thing I would put it down to.

Mr. Furlong also referred to students' characteristics when discussing the rationale for having students removed from the classroom. In the following excerpt, Mr. Furlong pointed out that going out for resource assistance in the afternoons was good for Brian because "He is very tired in the afternoon and doesn't attend well in the regular classroom." Therefore, to him, having Brian go to the resource room made sense, given this characteristic of the child.

Mr. Furlong: I think he was tired of the routine in the afternoons. He's tired in the afternoons and anything that would take him out of the routine might be better than what he's in....He doesn't like to read all the time and doesn't like to follow the pattern in the afternoon. It's not something he likes to do....By 2 o'clock, he's just- he's not able anymore....He's run out. The battery is not there anymore. His mother says he goes to bed at 6:30 to 7 o'clock every night. He's wiped.

Thus, with regard to decision making about where children spend their time, there was some disagreement among the educators. Most participants were in agreement in their belief that the children's best interests must be served, case by case. However, they differed with respect to their interpretations of what was in the best interests of the children.

Positive and Negative Aspects of Withdrawal

While in practice most children were receiving their education and support services in the regular classes, some teachers stated that they would prefer to work with children one-to-one or in a small group situation outside the context of the regular class. They felt that they could make more progress with the students if they were able to do this. Mr. Sparkes, for example, also expressed a strong preference for having children with special needs in special classes. He suggested that this would not only enable children to advance more, academically, but it

would reduce the harm that might come to them as a result of being a part of the regular classroom. He talked about the negative affects of children repeatedly experiencing failure in the large group situation. He used this as an argument for one-to-one teaching, stating that in a one-to-one situation he could "establish a rapport and a relationship where we could build on something."

Mr. Sparkes: I don't feel very successful in the gym with them. Moira is so needy! She has this tremendous need. And my hands are so tied. I feel that I can only give her a taste of what she really needs. And I sometimes feel that's very cruel. I wish that I could spend an hour, just with Moira, three times a week.

Mr. Sparkes was not alone in his desire to work with children one-to-one or in a situation separate from the regular classroom. Mrs. Tyler, the math teacher, also expressed similar sentiments.

Mrs. Tyler: He's very interesting though because he's not the same in everything. He's got flashes of intelligence. I'd love to work with him on a one-to-one because there would be a lot there to work with.

One of the reasons Mr. Sparkes gave for suggesting alternative classes was that some students couldn't work on their own in the regular classroom without the teacher being with them.

Researcher: How do you think it affects Brian- or Brian and Moira- or kids in general that are being integrated? How do you think integration affects them?

Mr. Sparkes: I think if their disabilities are such that they can't work on their own, they need the teacher there with them, then it's a very negative experience in the gym because they're asked to work on their own and they can't.

Another teacher acknowledged that she didn't make accommodations for children in the regular class and stated that this was because she believed that they should be in a separate class.

Teacher: I would be the first to say that I'm quite lazy in terms of accommodating the needs of those children. They are not always

the first ones that I think of. Quite often I ask them just to keep up instead of me providing the perfect opportunities for them. So, I consider myself lazy at that. I don't always consider those children first or make sure that they're integrated. Sometimes I just treat the class as a class and that's the way it's going to be for me.

Researcher: Can we talk for a minute about why it is that you don't make any accommodations? I guess what you mean by that is changing your teaching strategy?

Teacher: Well, for example, when Brian and Moira come to class, I don't have prepared in my mind, or in my notes, before the class starts, who Brian and Moira are going to work with. I sometimes don't have separate activities planned for them so that they can work separately.

Researcher: So, it seems to me that what you're telling me is that you have an idea that that might be something that could be done. Why do you think it is that you don't do it? Do you feel that it's too much to expect?

Teacher: No, I know why I don't do it, I'm lazy. And the reason I think I'm lazy is because, in my mind, it would be better for the children if they had a separate program.

While some educators expressed a desire to work more one-to-one with students, other participants, including Brian's mother, pointed to potential negative effects of withdrawal. She also indicated that she would prefer that he not spend a great deal of time one-to-one with the aide because she feared he might become too dependent on her.

Mrs. Winsor: The only thing I ever worry about is him depending too much on the aide. He has a lot of capabilities and if he's pushed a little bit, he'll do it....I'm not sure, right now, how much he is depending on her and how much she is letting him do on his own. If he is depending on her a lot, I think it's probably time that she is weaned away from him....Or replaced physically by someone else for half days, something like that....He can develop a dependence very quickly.

Other participants shared Mrs. Winsor's concerns about withdrawing students. In fact, even educators who spoke favourably about withdrawing students expressed some concerns about potential negative effects of withdrawal. They also indicated several means by which efforts were made to minimize any negative effects of leaving the regular classroom to go to the resource room. These means included:

taking children out of the classroom in groups, rather than individually; changing the groups periodically; taking a large number of children (almost half of the class has been taken out at least once during the school year); taking some children who are seen as being capable as well as those in need; making the activities as enjoyable as possible; and, providing treats in order to make going out with the resource teacher more appealing.

Researcher: How do you think parents feel about their kids coming out for resource?

Ms. Stewart: Some of them are very grateful. Some of them panic and say, "Oh my gosh!" When I went around on parents' night, I said to them, "I will be mixing the groups, so don't automatically assume that if I have your child in my room it's because there's some deep dark learning difficulty" and by and large, it's been alright. But no, we've had a couple of frantic phone calls from parents saying, "How come my child is going to the resource room--for anything?" But, by and large, they seem quite happy that their child is getting some more individual attention and some support.

Ms. Stewart: But, just the act of leaving the room when not everybody else is leaving is tough. And, in those classes, I try, if I can, to take some of the kids that are...seen as capable, at the same time, at least initially. So that, some of the social stigma is removed.

Ms. Stewart: I try to be as matter fact as I can and just say, "Come on, let's go" and I always have a candy jar so they have at least one thing. They can go and keep face and say, "Well I'm just going for the candy." And that gives them something to tell the other kids when they go back, "Well, I got a candy." And it's very important to them. It's part of the routine every day. When they come, they get to take something from the candy jar....It's to give them a little incentive to come. And kids tell me, "My whole life I never got to go with you. How come you never took me?"

The effort to reduce the negative effects of withdrawal seemed to have been largely effective since most children reported that they enjoyed going to the resource room, some even asked to go.

Researcher: So, did you like going to Ms. Stewart's For Writing Club?

Sue: Yeah, she was fun.

Researcher: So, would you like to go again?

Sue: Yeah.

Mr. Furlong: So Brian has only been going because he asked to go. This is something new too. He asked to go.

Researcher: Oh, is that right?

Mr. Furlong: Yeah. Because he said, "Well, when is it my turn to go?" He heard that there was candy being bandied about as rewards so- (chuckling) It was sweet. But it works. So, she does give some rewards and they respond to that.

The fact that the negative stigma of going to the resource room was minimal was emphasized by the reality that children who never went there seemed a bit unsure about the purpose of it and simply said it was a place where people went to do work. They did not refer to it as a place where people went if they had problems.

Researcher: Do you ever go to Ms. Stewart's room? No? Who goes to Ms. Stewart's room?

Charles: I haven't really been keeping track of that. Max does, Alan, I don't know if Wayne does, but maybe does.

Researcher: OK. Why do they go there?

Charles: I have no idea.

Researcher: OK.

Charles: Well, the first time, they wrote stories and stuff.

It was clear, from the examination of practices and discussions about where integrated students should spend their time, that the board strongly preferred regular classroom placement and suggested that support services should be provided within the regular classroom. This position was underlined by the board documents and by Julie Ryan, the director of educational services. However, a number of complications came into play as participants attempted to apply the principle to day to day operations. Within the school, many students were being withdrawn from the regular classrooms to receive support services in resource rooms or other settings, and there were differences of opinion as to how

many situations required segregated support, under what conditions, and for what reasons. One way to determine the appropriateness of removal of a child for resource support was to consider the situation in light of the rationale for integration, discussed in the next chapter.

CHAPTER 8

THE RATIONALE FOR INTEGRATION: GETTING ALONG IN THE "REAL WORLD"

To gain a clearer understanding of the participants' perspectives on who should be integrated and where, exactly, this integration should occur, it is helpful to focus on why the educators were integrating children in their school and classrooms. What was the rationale behind all their work in changing to an integrated system? On one level, of course, educators were engaged in integration because it was the school board's policy. But, how did the people in the school view the reasons behind integration? What did they hope to achieve? What were their goals and their own definitions of good or successful integration? The following points summarize the rationale that participants provided for integrating students with special needs.

1. Participants generally favoured integration and felt that it was beneficial for students with special needs as well as those without identified special needs. There was a commonly held belief that the regular classroom, and the presence of children with diverse needs in the regular classroom, was the best preparatory ground for life in the "real world" for all children.

2. In an effort to prepare students to get along in the real world, the school system undertook to address development in several domains, including the social, emotional, and academic. Acceptance (a social goal) and self-esteem (an emotional goal) were almost always discussed before academic goals for students with special needs, particularly those who were considered integrated. Acceptance and self-esteem were not

given as much weight, if they were addressed at all, for students who were not identified. For them, the first priority was academic achievement.

3. Reciprocal relationships between acceptance, self-esteem, and academic achievement were discussed by participants. For example, self-esteem was considered important, particularly as it related to academic achievement. It was suggested that if students had low self-esteem, they would not be motivated to try to achieve academically.

Global Objective of Integration: Getting Along in the Real World

For the participants in this setting, the global objective of integration was to prepare children for the real world. There was a belief that life in a segregated school or classroom would not prepare children for life after school. If children with special needs were going to grow up and be included in all aspects of community life, they needed to learn to get along with their peers in the school. And, perhaps equally important, their peers needed to learn how to get along with them. The principal reported that, when many of the parents of children with disabilities were advocating for integration, they argued, "My youngster is different, but my youngster has to learn to cope in the real world."

The regular classroom, with diverse groups of children, was seen as a reflection of the world outside. Hence, it was viewed as the best place to prepare for life. It was a place where children would learn to get along, to support one another, and to cooperate. Parents and educators stated that it was an environment where they felt children would learn to feel comfortable interacting with their peers and acquire skills that would enable them to work and succeed in the future.

There was a belief that education in the regular classroom would aid children in succeeding in the real world because, having been

educated alongside others who will make up the larger community, they would feel comfortable there: they would feel a part of it. Whereas, if they were educated in a segregated environment, they might feel uncomfortable and it might be more difficult for them to succeed.

Participants such as Ms. Stewart and Brian's mother, Mrs. Winsor, acknowledged that they were looking at the regular classroom as a training ground for the rest of the students' lives. They pointed out that in life, children with special needs would need to socialize, work, and live with all of "regular society" and it therefore made sense to include them in regular classrooms with people who would make up regular society.

Ms. Stewart: It gives them good modelling and...it gives them an opportunity to function in the real world and...to begin to work in a situation that is going to be theirs, you know, for the rest of their life....If we're doing our job well, we're giving them the tools to be able to do the same sort of job, but with the adaptations that they need.

Mrs. Winsor: ...to make them productive people in society so that after schooling is finished, they feel comfortable enough in "regular society", if you will, to go out and get a job; feel comfortable, which he does. Brian has taken the bus. He's done things on his own and he takes great pride in that....Whereas if he hadn't been in this type of a milieu, maybe he wouldn't. Maybe it would be five years from now. But I think it's sped up some of his social development.

Parents of students who were not identified as having special needs also indicated that they felt integration was important for all children, not just those with identified special needs. They felt it was important for all students to be together in regular classrooms because this experience would prepare them for life.

Mrs. Taylor: I think every child should have a chance, whether he has a problem or he doesn't, to be among other children that don't: to see! Because children, they all imitate. They all see somebody else and they want to be like that! Or do that! And I can see positive things coming from that.

Researcher: For just the child with the special needs? Or do you see any positive for the other children also?

Mrs. Taylor: For the other children also. Because I really feel, although I don't know how much it comes into play, I really feel that they have to see that even though people have problems, they are still people, and they are the same as you or I, and you have to give them that opportunity.

Several participants mentioned other specific benefits of integration for students not identified as having special needs. They stated that these children get to feel good about themselves because they are helping others and they develop more tolerance and understanding of differences.

Researcher: What about for the other kids in the class?

Mrs. Tyler: I think it helps them because if they're finished, quite often then they'll come up and say, "Can I work with Brian?" It's more the girls, the nurturers. (Mrs. Tyler chuckles) It's not the boys very often. But...I think that they benefit from it in that they learn to be kinder to people who can't do things....They learn to help. There's a good feeling there.

Researcher: Can you talk to me about some of the reasons why you think that it might be beneficial to have a child with special needs in the regular class?

Mrs. Abbott: To the other children?

Researcher: Or to the child who's being included; either, or both, in fact.

Mrs. Abbott: I think it does them, actually, both good....The other children, I think it's good for them to see that not everybody is like themselves, and they can see how some other people have to live, and to respect them, because they are human beings.

Brian's mother also reflected on how her son's presence may possibly have an effect on the other children later in life.

Mrs. Winsor: I have had a lot of comments from teachers where they said they have seen their students, by the end of the year, come out better human beings, with more tolerance, more understanding....A couple of teachers have made specific remarks to me about specific occasions where they have almost been moved to tears at the caring shown by the other student. And ahh! That makes you feel good. It makes you feel, God, maybe he's touched that person for later in life.

Addressing Social, Emotional, and Academic Goals

While getting along in the real world was the global objective being sought through integration, there were three goals that participants prioritized when speaking about what they hoped to achieve through integration. They were: social acceptance, preservation or enhancement of good self-esteem, and academic achievement. All of these can contribute to one's likelihood of being able to get along in the real world. These goals were consistent with the goals articulated in the school's Mission Statement which read, in part, "We are working towards the maximum progress and highest achievement for each student in the following goals: academic achievement, love of learning, personal/social development, respect for others, self esteem." However, while the Mission Statement placed *academic achievement* first on its list of priority goals, participants discussing the integration of children who have special needs placed greater emphasis on acceptance and self-esteem.

Social Acceptance

During informal discussions and interviews, participants often maintained that getting children "accepted" was the first and biggest challenge of integration. They also stated that once a child was accepted, all other aspects of integration were relatively easy.

Gloria: I think the whole thing is, first of all, acceptance. And then once the kid, even himself, feels accepted, then I think everything else tends to fall into place after that.

In addition, whenever people spoke about whether or not integration was "working", they usually spoke first about acceptance. It seemed to be a key indicator of the success of integration efforts. Acceptance was evaluated in terms of the number and quality of

friendships and relationships people experienced. Children who had many friends with whom they could interact, play, and hang around were deemed to be well accepted. Children who were ostracized and had no friends were viewed as being very poorly accepted or rejected. Brian was considered to be well accepted and people often equated his acceptance with successful integration. Moira was described as being "ostracized" by her peers and her rejection, or lack of acceptance, led participants to conclude that integration was "not working" for her.

Mrs. Spurrell (substitute teacher) and I chat outdoors at recess. She says to me, "I think Brian is doing really well this year. I taught him in grade 1. It's very interesting for me to see how well he is doing."

Moira comes over to Mrs. Spurrell, "Can I go in and get my jacket?"

Mrs. Spurrell looks over toward the door of the school. She looks as if she is debating this for a few seconds. Then she says, "Yes, alright."

Moira runs toward the entrance.

Mrs. Spurrell says, "Now she's not doing so well. I don't know what the problem is--she doesn't look like there's anything--but there's something there. She's ostracized by the other kids. Socially she's doing very poorly."

I ask, "Why do you think she's ostracized?"

Mrs. Spurrell replies, "Because she's a pain! And because kids aren't stupid. Brian's not. He can be funny..." (FN: October 9)

In the staff room, several teachers, including Mr. Furlong and Mrs. Spurrell are standing at the counter near the sink. They are preparing their lunches. I take my lunch out of the fridge and begin to prepare it. I listen to a conversation between Mr. Furlong and Mrs. Spurrell. Mr. Williams, Ms. Stewart, and Mrs. Dalton are also present, listening, and they interject comments.

Mrs. Spurrell says, "I think Brian is doing very well."

Mr. Williams interjects, "Nice to hear from someone who hasn't seen him in a number of years. It makes you think that we must be doing something right!"

Mrs. Spurrell adds, "But I can't say the same for Moira. This integration thing...I think its working for Brian, but not Moira."

Ms. Stewart responds, "No, it's not working for her this year."....

Mrs. Spurrell states, "Brian listens, he's funny, he stays in his seat."

Mrs. Dalton adds, "Moira. She's dirty. Did anyone see her face yesterday?...."

Mr. Furlong interjects, "And she can't work with other people. That's why I have her by herself now. I've tried her with everyone...."
(FN: October 9)

One teacher stated that, for him, integration was working well when children were happy in the classroom and they were included. He clearly acknowledged that academic progress was not as important to him as these social and emotional goals.

Researcher: When you think that integration is working well, what's happening? How would you describe a good situation for integration?

Mr. Sparkes: A good situation would certainly have to mean that the child is happy in the gym class, involved, not off on their own or excluded in any way. They have to be involved. Not necessarily working at the same level, or even the same skill. But they have to be involved in the activity or the function of the class and perhaps getting something out of it. Maybe some practice. And I say, maybe. I think if the first two things are there, you know, they are happy they are there and they are involved in the class, that's pretty well good enough for me, most days. Other days I want to see if they have practiced what they've learned. Or if they are actually learning from this class.

Even among the parents of children who did not have special needs, the rationale for integration seemed to center around helping children with special needs feel accepted. There was very little discussion about the academic achievement or benefits for children.

Researcher: So you mentioned that you thought that it would be good for the kids that don't have special needs. How do you think it affects the kids with special needs?

Mrs. Smith: Well, I think it would be good for them to see that they're accepted the way they are.

Self Esteem

As with acceptance, good self esteem was mentioned as an indicator of successful integration. Self-esteem is a label used to refer to how children feel about themselves. Sometimes the word *self-esteem* was actually used by participants. Other times participants simply spoke

about people feeling good or feeling bad about themselves. The outcome being sought in this setting was that people would feel good about themselves. Mrs. Winsor spoke about desiring integration for Brian primarily because of the effect it had on how he felt about himself.

Researcher: I had in mind to ask you about the things that you've liked about his educational experience. And also, if there's anything that you disliked about his educational experience so far.

Mrs. Winsor: I think the thing that I've liked best about it is the mainstreaming.

Researcher: OK.

Mrs. Winsor: If I had been told that there was no mainstreaming available, I would have had him bussed to wherever in the city it was. Because I saw the effect on him of being in the special education class...I saw it negatively affecting him. It was bringing him down. Instead of supporting and bringing him up. It was bringing him down.

Researcher: This was at the other school?

Mrs. Winsor: Yeah.

Researcher: How was it bringing him down?

Mrs. Winsor: Emotionally, I think. He was coming home very depressed. Because where we lived, he played with anybody and everybody and then he was sent to a school with four special education kids. Two of them were quite severely handicapped. He found that hard to relate to because he'd come home in the afternoon and play with everybody else.

Mr. Furlong asserted that helping children feel good about themselves was one of his primary objectives. He stated, "I try to help the kids to feel good about themselves. That's the best we can do."

Mrs. Tyler, the math teacher, also stated that a good situation is one where a child feels good about himself or herself.

Researcher: So what, to your mind, makes it seem like it's a good situation or it's not a good situation?

Mrs. Tyler: Well...I think he feels good about himself, most of the time.

The fact that acceptance and self-esteem were considered to be fundamentally important to the integration process was also reinforced by the chronology of discussion of various goals during individual education

plan (IEP) meetings and the order in which goals were addressed in resource reports for students with special needs. In both IEP meetings and resource reports, either acceptance or self-esteem was almost always discussed first, whereas academic goals were discussed later.

I had the opportunity to attend a pre-planning meeting for Moira's IEP meeting as well as two actual IEP meetings, one for Brian and one for Max. The pre-planning meetings were only attended by educators. The IEP meetings were attended by educators and parents. The discussion at the pre-planning meeting for Moira centered almost entirely around hygiene and socialization goals. Mr. Furlong argued that the number one priority goal in her IEP should be hygiene, the number two goal should be socialization. Hygiene was mentioned first because it was thought to contribute to her rejection and isolation. There was a belief that if the hygiene issues could be addressed, then she would be more likely to be socially accepted. Throughout the entire meeting, there was very little discussion of academic goals. The following is an excerpt of that meeting:

(10:44 am) Mr. Furlong states, "Personal hygiene should be number 1. Number 2 socialization skills. Two parts: outside and inside the classroom."

Ms. Stewart says, "Let's go for the wording of the annual goals....She's in your four? OK, so we still have three more years before she goes up (to junior high school)."

Ms. Ralph asks, "What's your first annual goal?"

Ms. Stewart replies, "Hygiene."

There is some discussion. Ms. Ralph says that this is too vague. It can't be worded that way. She suggests, "To develop and display age-appropriate personal hygiene skills."

(11:16 am) Socialization goals are discussed.

Ms. Stewart suggests, "To improve socialization skills with peers."

Ms. Ralph offers the alternative word, "Increase?"

Ms. Stewart states, "She's doing a lot of socializing, but its not very positive."

Ms. Stewart asks Mr. Furlong, "What do you want to work on, Elliot?"

Mr. Furlong replies, "To be able to interact appropriately with peers without touching them. Have a friend."

Ms. Stewart says, "She's a long, long way from that, Elliot. We want her tolerated first." (FN: October 9)

At the IEP meeting for Max, another student in Mr. Furlong's class, the first topic of discussion was self-esteem. Again, the emotional aspect of development was addressed before any substantial conversation regarding academic goals occurred.

(10:35 am) Once everyone is seated, Mr. Furlong begins talking. He says to Mrs. Bailey that he is very pleased with the progress that Max had been making since the beginning of the school year. He says that he feels that Max is working much harder and that his self-esteem has improved.

Mrs. Bailey says, "That's because you motivate him more than any other teacher that he has had up to now."

Mr. Furlong responds, "Well I think a lot of it has to do with Max and the work that he has taken on and done for himself." (FN: November 27)

The parent of the child with special needs who was interviewed also seemed to be most concerned about social and emotional issues and initiated discussion on these topics. At the beginning of the IEP meeting, Brian's mother was asked to review the objectives that were outlined in Brian's IEP. Following her review, Mrs. Winsor was asked if she had anything to say. Her first comments related to a concern she had regarding his socialization.

Resource reports also emphasized the importance and significance of acceptance and self-esteem as priority goals for children with special needs. In the resource reports completed for both Brian and Moira at the end of the school year, the first goal discussed under "Progress and Recommendations" pertained to acceptance. Progress and recommendations in academic areas were discussed after the

references to relationships and acceptance. Brian's report began with these observations: "In the area of peer and adult interaction, there has been slow but steady improvement. Brian is more aware of the feelings of others and less aggressive when expressing his feelings. We will need to keep this as an on-going goal to help Brian behave in ways that will help make him accepted and appreciated by adults and peers." Moira's report started with these remarks: "Moira has been able to eliminate some of the behaviors that had tended to annoy other children. She still needs reminders on occasion but she is generally better tolerated by her peers."

There was further evidence to indicate that acceptance was the first priority for children who were considered to be integrated. For example, through the document collection process, I acquired a copy of a sample IEP that was used by the school board to illustrate to educators in their system the correct way to complete an IEP for a student with "multiple handicaps". Again, the primary emphasis in this sample plan was on acceptance. The first goal identified was, "To develop friendships and provide opportunities for interactions with her peers". The "comments" section commenced with, "Jane's increased independence and verbal participation in the classroom have helped her to be accepted on the playground and included in small group work in the classroom. Many of the children choose to be her partner in various structured activities, but the friendships do not extend beyond the classroom." References to academic goals such as reading, writing, and number operations occurred later in the document.

References to self-esteem were also intertwined with discussions of the academic progress. For instance, in the sample resource report that accompanied the above IEP, the following statements were made:

"Jane's big accomplishment this term has been her new ability to write short sentences and stories....She has been very proud of herself as she has been able to participate independently in the classroom during writing tasks."

In speaking about children's self-esteem, many participants discussed the issue of whether the integrated children viewed themselves as being "different", and how this might affect them. Most participants who talked about this suggested that feelings of being "different" contributed to low self-esteem in the children and they tried to minimize these feelings in children.

Furthermore, two aspects of integration (who was being integrated and where they were placed) seemed to influence other peoples' perceptions of the children as different. In some instances, characteristics of the student seemed to lead to the impression that the student was different. For instance, if children displayed bizarre behavior or had difficulties with learning or behavior, they might have been viewed as different. On the other hand, contextual factors, such as the pairing of an integration aide with the individual or the withdrawal of the child from the classroom for one-to-one assistance, was thought to cause students to be labelled different. Again, educators in the school seemed to make a concerted effort to reduce situations that led to students being seen as different.

Mr. Furlong tells me that last year it was the opposite. He did not have anyone at all with Brian for the first month. He wanted to see how things worked out. He said that when Gloria arrived in the class, Brian didn't want to be "different" and it took a while for him to adjust to having her there even though she had worked with him the year before. (FN: September 3)

Although Mr. Sparkes stated that he would have liked to separate children with special needs and offer special classes for them, he also acknowledged, "If I separate them, they're different."

Researcher: And why was the helping with the younger kids discontinued?

Mr. Sparkes: Well, because Brian at some point was questioning, "Why am I coming to work with these kids? Why isn't anybody else coming?" And we didn't want him to think, "You're special or you're different in some way and you should be having gym in there at a different time."

Mr. Sparkes also expressed the belief that one of the reasons Brian did not want to have people working with him one-to-one, and perhaps making him appear different, was that he felt that it would have an effect on his social acceptance.

Mr. Sparkes: His behavior is so bizarre that it turns children off immediately. And he's almost reluctant to have anybody work with him sometimes. I think sometimes he doesn't want to have people working with him because it's only going to showcase his behavior which is not getting him the friends that he maybe wants or needs.

Mr. Furlong asserted that the fact that other children behaved toward Brian in condescending ways indicated that they knew he was different. The relationships between Brian and other students did not seem to be balanced or equal.

Researcher: What makes you think that they think that Brian, in particular, is different?

Mr. Furlong: Because they speak to him in condescending ways.

Researcher: What do you mean by that?...Can you give me an example?

Mr. Furlong: Like when he doesn't want to do something and they say, "Come on, Brian" and they try to get him to respond. They don't speak to him like anyone else.

I had observed this lack of balance myself on at least a couple of occasions.

Sherri continues to talk to Heather. She is whispering and pointing toward George and Brian (who are also talking). Sherri tells Heather to tell Brian to "Be quiet".

Heather says to Brian, "PSSST! (Brian turns) Be quiet!" Brian turns back around in his seat. I cannot tell if he stopped talking or not. Sherri says to Heather, "See, he's quiet when you tell him. Watch when I do it.....Brian! Be quiet!" Brian turns around and looks in their direction again.

Sherri looks at Heather and shrugs.

[O. C. What's going on here? Why do these girls act like they are the adult and Brian is the child?...They do not treat him as equal.]
(FN: February 12)

Mrs. Tyler, like Mr. Furlong, also felt that the fact that children offered to help Brian was an indication that they knew that he was different.

Researcher: What makes you think that they know he's different?
Mrs. Tyler: Well, they come up when they are finished and ask if they can help him. And they help him do what we've done in class. They know he's slower.

Educators expressed the belief that a student's awareness of his or her "difference" could have an effect on his or her self-esteem. Brian was thought to be aware of his difference and concerns were expressed regarding his self-esteem. Moira was considered by some to be unaware of her different status and most people assumed that, because she was unaware, she was not bothered by it.

Gloria: Brian, with all his troubles, knows he's different. I'm not so sure Moira, with all her troubles, knows that she is different....She's very accepting of everybody, and she's a very sweet little girl, and she's very quick to give compliments, and she means them sincerely, but I don't know if she realizes that she doesn't have any friends.

There may be advantages to being known as different. As Gloria and Mr. Furlong pointed out, students tended to make allowances for children who were known to be different (like Brian) and were less tolerant toward children whom they perceived as "normal" like themselves (like Moira).

[T. N. I told Gloria that I was interested in finding out more about why it is that Brian so accepted, but Moira is so rejected. Gloria suggested that perhaps this is because Moira seems more "normal" than Brian and therefore the children expect more from her. Whereas they know that Brian is different and therefore they accept more from him. This is a very interesting ideal] (FN: April 15)

Mr. Furlong: When he would interrupt spontaneously, or interject. I think he often does that. It just doesn't bother me as much and I, from time to time, will have to ask him to be attentive or not to interrupt. I'm also aware that he just doesn't know any better than to think out loud.

Researcher: How do the other kids account for that?

Mr. Furlong: They know he's different. They know he's different in the sense that he can't always do the things that they can do. And he's special. I think they've made allowances too, knowing him for such a long time.

During interviews, other children acknowledged that they considered Brian to be different and made allowances for him because of this.

Researcher: Are there any kids in the class who are different?

Denis: Well, besides Brian. Most people try to be friends with Brian...

Researcher: How is he different?

Denis: I'm not sure. Because he won't listen to the teacher. He won't write down his homework. He won't do anything for the teacher. And the teacher says, "Draw this." (and Brian says) "No, I don't want to draw this. You can't make me."

However, while other children acknowledged that some children were different, made allowances for them, and even accepted them, they did not want to be considered *different* themselves.

Denis: No one really wants to be with me. (They don't) say, "OK, Denis come over here." They change me into another person and say, "You're in this group."

Researcher: Oh, I see.

Denis: So, it's usually the gym teacher or Mr. Furlong who've tried to make a team, but they always say, "No, I'm a part of this team. No, I don't want to be a part of your team."

Researcher: Who says that? The other kids say that?

Denis: Yeah.

Researcher: They say they don't want to be a part of your team?

Denis: Yeah.

Researcher: Why do you think they say that?

Denis: I don't know. (Denis scribbling on a piece of paper.)

Researcher: How does that make you feel?

Denis: Well, it makes me feel different from the class because I'm the same as them. I'm a normal person and so are they. And, there's nothing different, like, some people like to do math more, or some people like to do, let's say, art more, or some people like to write more, or some people like to talk more, like Adam, or things like that.

Academic Progress

While social acceptance and emotional well being, or good self-esteem, were priority goals for children who were identified as having special needs and particularly those who were viewed as being integrated, academic progress was also discussed as a desired outcome of integration. Participants stated that they wanted children to acquire skills that would be helpful to them later in life. However, as we've seen through the discussion on where students with disabilities spend their time, there were differences of opinion among participants over whether or not academic goals for children with special needs could or should be addressed in the regular classroom.

In contrast, academic goals were clearly regarded as the first priority for children who were not identified as having special needs or for children who had learning disabilities but were perceived to have had good academic potential. For these children, the presence of integrated students in the class was deemed to be acceptable, and even somewhat beneficial, but only as long as the integration effort did not interfere with their academic progress. So, for instance, as discussed in chapter 6, children with behavior problems or other difficult challenges, who might require more of the attention of the teacher or distract from the teaching in

the classroom were not considered to be appropriate candidates for integration.

Reciprocal Relationships Between Goals

There was a great deal of evidence to suggest that participants believed that there were reciprocal relationships between the social, emotional, and academic goals being addressed. For example, participants mentioned that being accepted made students feel good about themselves. Good self-esteem often resulted in more willingness to try at friendships. Being accepted and having friends ensured greater peer support for academics. If students were doing well, academically, other children were more likely to accept them. Having good self-esteem resulted in greater motivation to do well academically. And, doing well academically enhanced self-esteem. The following excerpt illustrates Mr. Furlong's thoughts about the reciprocal relationship between self-esteem and academic performance.

(IEP Meeting for Max): Mr. Furlong stressed that it is important, at this point, to try to build up his self-esteem because he really feels that he can't do anything and therefore he doesn't try. (FN: November 27)

Mr. Furlong often talked about the need for children to feel good about themselves. He theorized that feeling good about oneself was a prerequisite to being able to do good work. Low self-esteem could result in a lack of motivation and effort on the part of the child.

In the resource reports, the resource teacher often emphasized the relationship between self-esteem, and learning. For example, in one report, the teacher wrote, "Bobby often comes to the resource room with something of a chip on his shoulder. He usually seems to have learned something in spite of himself but a great deal of time and energy are

spent trying to get through his bravado. Perhaps when he accepts that he can adapt to his learning difficulties with special strategies and hard work, he will be able to make the most of the extra help he receives."

In another sample document, a resource report, offered by the school board, two "Term Priorities" mentioned for a student receiving resource assistance were: "Help Brendan experience success as a beginning reader" and "Continue to build Brendan's self-confidence and teach appropriate ways to express frustration." Again, the close linkages between self-esteem and learning were illustrated in the "Progress and Recommendations" section of this report. The report stated: "New, unfamiliar text is still a challenge for him. He is anxious about reading and will not take risks....When he stays on task and completes his work, he takes pride in his learning and is eager to read his stories to a classmate or teacher."

While low self-esteem was thought to contribute to lack of willingness to try, academically, there was also a converse effect between academic success and self-esteem. Participants expressed the belief that if students were academically successful, or could be supported to be academically successful, this would improve their self-esteem or make them feel good about themselves.

Researcher: What would you say are the most important things that contribute to a successful integration effort?

Mrs. Tyler: Success for the child. Because then he'll feel good about himself. If not, you get the bad behavior.

While the goals of integration seemed to influence on one another in reciprocal ways, it was also true that other aspects of integration, such as how it was being facilitated, influenced the various goals of integration

and the perception of success. In the next chapter, strategies that were used to facilitate integration will be discussed.

CHAPTER 9

FACILITATING INTEGRATION: THE TEACHER AS LINCHPIN

The previous chapters have addressed what participants meant by integration, who they considered to be integrated, where integrated children spent their time, and why integration was occurring. In this chapter, I will begin to address how integration was facilitated. The *how* of integration will be discussed in two chapters. In this chapter, I will discuss the critical role of the classroom teacher. In the next chapter, chapter 10, I will talk about supports that were available to the teacher.

The key findings related to the role that the teacher played in facilitating integration were:

1. The teacher was the central figure, or linchpin, in facilitating the education of all of the children in the regular classroom and ensuring that the diverse needs were being met.
2. The teacher created a supportive atmosphere that was conducive to integration.
3. The teacher facilitated growth in all of the children through the strategies he employed in the teaching-learning process.

Teacher as Linchpin

Mr. Furlong's classroom was in a school within a board that was supportive of integration. He was also in a province where integration was supported, at least in theory. However, at the school, board, and provincial levels there was also a very strong commitment to a democratic or "bottom up" decision-making ethos. Thus, between school boards, between schools, and even between classrooms within schools, there was wide variation in the degree to which students with diverse needs were welcomed, accepted, and accommodated, depending on the

value systems and interpretations of integration held by the various educators within these schools and classrooms. Mr. Furlong's classroom was, by most accounts, deemed to be a very good example of successful integration. It seems logical to assume that one of the deciding factors in this success was the teacher himself; the beliefs he held, the methods he employed, and the environment he created. In fact, the teacher seemed to be the central figure, holding the class together and enabling the students to move forward. Like a linchpin, the crucial pin which links an axle to a wheel and allows motion, Mr. Furlong was the crucial link between the integration effort and the education process (which, for him, were one and the same), between children, environment, and strategies (See Figure 7).

Mr. Furlong's approach was reflective of his belief that all children are different; all children are individuals with special needs. He created an environment that was welcoming and accepting of diversity; an environment where all children could be supported and encouraged to reach their fullest potential. The success of the integration process in Mr. Furlong's classroom seemed to be critically linked to this approach and to his strengths as a teacher.

Foremost among these strengths was Mr. Furlong's apparent commitment to integration. His actions indicated that his sense of responsibility toward Brian and Moira, the two children considered to be integrated, was as strong as it was for anyone else in the class. That is, their success or failure in the classroom was his concern as was the case with all his students. However, Mr. Furlong's approach to education, and his reluctance to use terms such as *integration* or *mainstreaming* were indicative of a teaching philosophy which considered the inclusion of

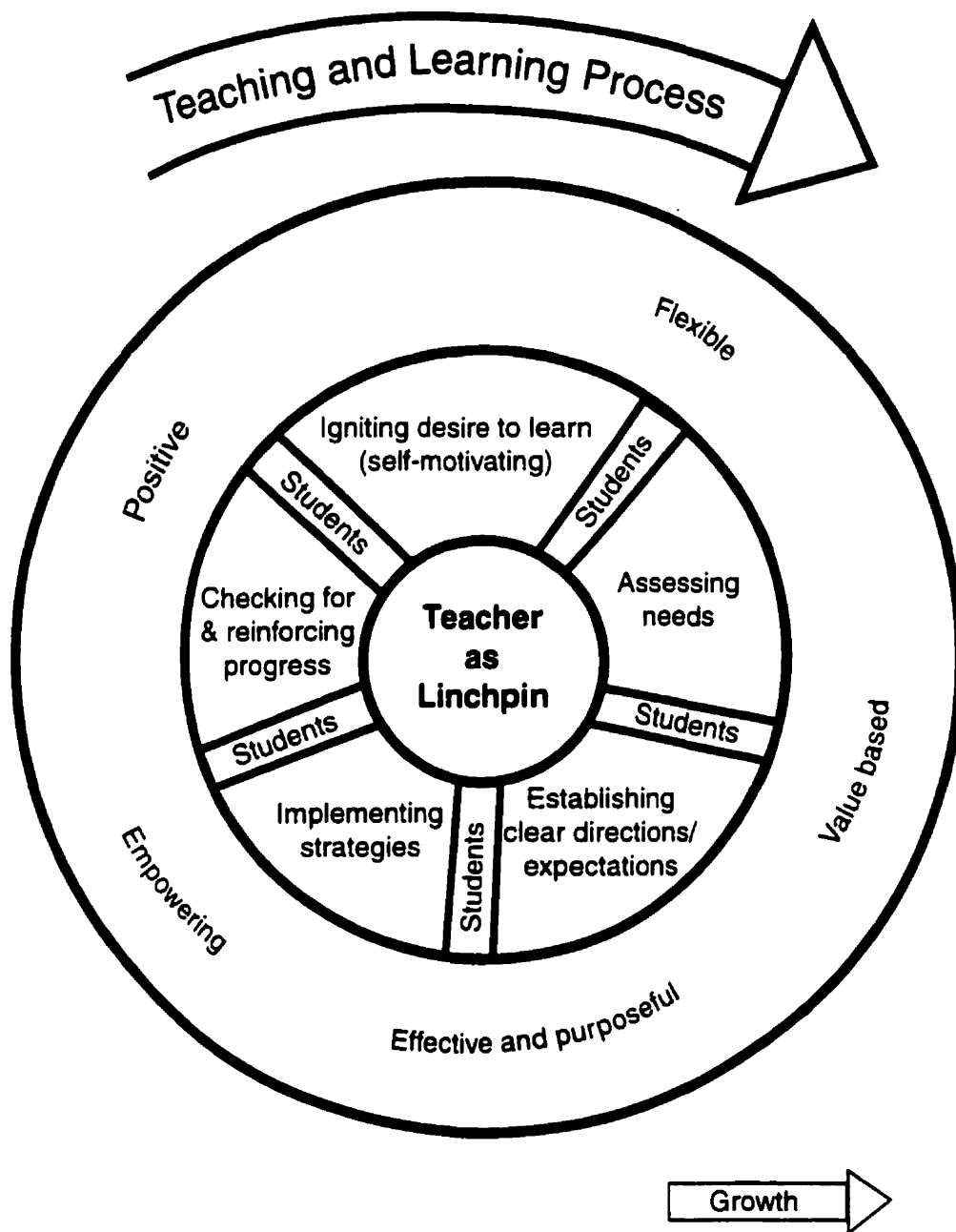


Figure 7: Teacher as linchpin. The teacher facilitated students' growth by creating a supportive atmosphere (outer circle) and implementing a wide range of strategies in the teaching-learning process (inner circle).

children with a full range of diverse needs and abilities to be the ideal of normal education, rather than an exceptional process devised to serve a needy few. Indeed, Mr. Furlong displayed an ability to target the individual needs of ALL his students and to respond appropriately. He modelled appropriate ways to support someone with special needs and tried to ensure that all children were actively engaged most of the time.

There were a variety of ways that Mr. Furlong facilitated the development of all students in his class. He created a supportive atmosphere and, within that environment, he implemented several strategies during the teaching-learning process which became the building blocks for learning in the class. There were at least four methods, all aspects of his teaching style and philosophy, which he employed to aid the development of an atmosphere that was supportive of all students. Within each of these methods, Mr. Furlong displayed flexibility that allowed him to respond to the individual requirements of the people and situations as they arose. The methods included: (a) using a positive approach, (b) promoting values and rules conducive to integration, (c) empowering students, and (d) using time and space effectively and purposefully.

Within the teaching-learning process, Mr. Furlong implemented a variety of strategies that facilitated the development of all students. The strategies included: (a) igniting the desire to learn, (b) assessing student needs globally and individually, (c) setting clear directions and expectations, (d) using a variety of teaching strategies and materials purposefully to address needs, and (e) checking for, and providing clear feedback on, progress.

Supportive Atmosphere

Underlying all of Mr. Furlong's methods and approaches was the fact that he created an atmosphere that was welcoming and accepting of diversity, an atmosphere where all children could be encouraged and supported to reach their fullest potential. He did this by employing a positive approach and introducing and supporting values and rules that enhanced the acceptance of all students. He also respected individual differences among children by encouraging them to express their individual choices. He ensured that all children had opportunities to be contributing and valued participants in the class. Finally, he utilized the time and space in the classroom effectively and purposefully to ensure maximum participation of all participants.

Using a Positive Approach

Mr. Furlong maintained a positive focus in his interactions with the students. He highlighted the strengths of students and helped them build on these strengths, using praise and other kinds of reinforcement. Mr. Furlong established several formal reward systems in the class, including a system where children would receive "Furlong" money for appropriate behavior or academic achievement. Money could be cashed in at auctions which usually occurred on Fridays. Small prizes that Mr. Furlong made available were the items up for auction. A point system was established later in the year when students were doing more work in teams. Points were awarded and deducted from teams. They could be earned or lost by individuals or the entire team. Prizes, like a Pizza Party, were awarded to teams accumulating a prescribed number of points.

Mr. Furlong is reviewing some French words in a book about the world. He reads in French then explains in English. He asks some questions like, "What is 'volcan'?"

When students respond correctly, they are told to go and get \$1000.00.

Most children put up their hands in order to be chosen to respond to questions. Mr. Furlong sometimes picks people who have their hands up but he also picks those who do not. He asks Brian, "What does 'fume' mean? Brian? Fume? What comes out of the top of the volcano?" Brian correctly guesses, "Smoke?" Brian gets \$1000.00. (FN: January 15)

In addition to these formal systems of reward, Mr. Furlong frequently gave verbal praise for the display of appropriate behavior or academic achievement. He would often publicly reinforce students for their efforts and he would usually be very explicit about why he was giving the praise. This served the dual purpose of reinforcing the individual child and providing a positive example for the rest of the students.

Another way that Mr. Furlong created a positive atmosphere was by building on the strengths or interests of particular students. He was very aware of his students' abilities and interests and would capitalize on these. This positive approach seemed to facilitate learning for students at every position on the classroom ability spectrum since he could find strengths in all students, regardless of their ability. Mr. Furlong frequently used this approach with Brian when he capitalized on his interest in animals or current affairs. The approach allowed Brian to contribute through these strengths and showed him in a positive light.

(9:13 am) Mr. Furlong says to the class, "Turn the page please. This is a really interesting story.... Is this, Brian, how the dinosaurs died?"

Brian replies, "No."

Mr. Furlong continues speaking, "...even though they're extinct now..."

Brian interjects, "Dead."

Mr. Furlong says to the class, "So what caused the extinction?"

Brian answers, "A massive meteorite crashed...."
(FN: November 4)

At this point, Mr. Furlong is not talking just to Brian, but Brian is responding. In this way, Mr. Furlong used Brian's interest to enable him to make a positive contribution to the discussion, to appear knowledgeable and competent, and even to mitigate the usually negative associations with his speaking out in class.

Promoting Values and Rules Conducive to Integration

Mr. Furlong's teaching extended beyond the academic curriculum, and into the realm of personal and social development. He attempted to instill values in children which were consistent with the goals of the integration effort. He drew on his own value system in his effort to inculcate values and rules that were conducive to integration. Mr. Furlong was concerned with the environment, with spending money wisely, with cooperation, and with accepting differences among people, and he brought these concerns to his teaching. These issues were recurring themes in his discussions with the children and seemed to make a difference in terms of helping them to look beyond themselves toward their environment and the people in it. He encouraged children to be caring and sensitive people.

One striking characteristic of Mr. Furlong was his concern with nature and the environment. This was apparent in his clothing, his conversation, and in his choice of activities and behavior. His T-shirts often carried statements about preserving the environment (e.g. "Be ozone friendly"). Mr. Furlong often displayed his concern for the environment, and other living things, by his actions. For example, instead of killing a wasp found in the room, he released it outdoors. He also tried

to encourage the children to preserve the environment by not wasting paper and by re-cycling junk mail.

(9:06 am) Mr. Furlong says to the class, "Now, how did I get these pictures? I re-cycled them. You should also look at your junk mail at your homes. Look at old magazines...before you throw them out. See if there are any pictures you might want to use later...."
 [O. C. Mr. Furlong has been pretty consistent with his "save the world" theme since the beginning of the year. It would be hard to imagine that these children are not going to be conscious of their environment after a year in this class.] (FN: February 21)

Mr. Furlong's interest in nature and the environment went beyond his concern for conservation and extended to an appreciation for plants and animals. He frequently spoke about these things with children and even brought plants to show to the children. On occasion he also brought vegetables that he had grown in his yard and shared these with the children. He had a tree stump in the classroom and often sat on it with the children around him while he conducted class meetings.

Mr. Furlong speaks to the class, "We'll start our class meeting now....This feels good: sitting on the wood. I've had a very busy weekend. I took in my plants. These are just some of my plants."
 (FN: September 3)

Mr. Furlong...is holding onto a small branch of a tree. He tells the children that they should remember to be careful around the newly planted trees. He says that he would like for Dean and Karen, the two class reps, to go around to the other classes, particularly the younger classes, and remind them to be careful. (FN: December 4)

In a manner similar to that which he employed to encourage children to be sensitive to and aware of their environment, he encouraged them to think about other people and their needs. For example, he spoke about spending money wisely and sensitized children to the fact that some parents might not have the money to buy the most expensive items.

Mr. Furlong hands out a supply sheet to the students. He goes over the items that he wants them to buy. He says that there are only a couple of things that he wants them to buy at the school. These include the English and French writing folders and the agenda books. These must be bought at the school because they are special items produced specifically for the school. He suggests that the other items should be purchased on sale somewhere like (a drug store)....He says they should buy things "sensibly". Back in the classroom, Mr. Furlong again addresses the issue of the supplies. He reminds the students that they should encourage their parents to shop around for the best bargains. (FN: August 28)

Having laid the groundwork for the general awareness of the environment and the people around us, and working towards building the sensitivity in children towards others, Mr. Furlong deliberately promoted the idea that it was important to accept children with special needs. One of the ways that he did this was by incorporating this teaching into cooperative learning activities and pointing out to the children the benefits to them all of including children with difficulties. He stated that they would be learning something important through this effort. To further reinforce the lesson, Mr. Furlong rewarded children for accepting and supporting children who required more support.

Mr. Furlong: I think I deliberately, when I started the groups, rewarded children that had either Moira or Brian because they were cooperating. They accepted them into the group and so I pointed that out to them. You're accepting people into your group, you're working with them. That's a sign that you're cooperating. That's one of the goals I have when we have a group. So I gave them team points. And I did that so they understood too that if they were helping another person on the team, that was a form of learning that was important: to accept someone and make them feel comfortable and work alongside them and help them integrate at that level with what activity we were doing. So that's important too, when you have groups, to have that kind of cooperation.

Mr. Furlong also spoke to the students about the need to cooperate and help one another. Cooperative learning provided one obvious opportunity to address issues of cooperation, but Mr. Furlong

also used other creative ways of emphasizing the importance of cooperation.

Mr. Furlong says, "Have a look at your hands because we are going to do something special with our hands. One of the ways that we show cooperation is with our hands....We are going to trace them.... Hands symbolize helping....We are going to find "helping words" to put on our hands....Together we are going to generate helpful words."

Mr. Furlong continues to explain how they will trace their hands onto a piece of paper. They will use block letters to write helping words on their hands.

(1:45 pm) A student says, "Mr. Furlong, I can't trace my other hand."

Mr. Furlong replies, "Ah well, you will need someone to *help* you. If you keep your hand down, maybe your partner can help."

Mr. Furlong uses the F/C and asks for suggestions of helpful words. Some of the words that are given: Aid, SOS, Co-operate, Nice. (FN: August 29)

Rules also played an important role in the creation of an integrated classroom. In this classroom, there were many formal and informal rules which encouraged respect for others and discouraged rejection or harming of others. The majority of the formal rules were decided upon early in the school year and included such things as: "no *put downs*" and "don't interrupt others". The rule "no put downs" contributed to social integration since children were discouraged from socially isolating one another by putting each other down. The inculcation of values and rules conducive to acceptance of diversity was pervasive. Mr. Furlong included comments throughout his teaching.

Mr. Furlong continues reading from the book. He reads a rhyme that says something like: "...don't you worry, Frankenstein was ugly too!"

Mr. Furlong reminds the children that that is a put down and says it is not a very nice thing to say. (FN: May 13)

The effectiveness of Mr. Furlong's efforts to promote values and rules conducive to integration was made evident by Charles, the student

who had transferred to Appleton that year. He was comparing his experiences with integration at Appleton with his previous school.

Researcher: Did you find that in the other school...people talked more about the fact that kids with special needs were being educated in the regular class?

Charles: Yeah, they disagreed with that. Me too, kind of. They'd make fun of them. But I wouldn't.

Researcher: What do you mean? The other kids in the class would make fun of them?

Charles: Yeah, the other kids.

Researcher: Yeah? Do you find that happens here?

Charles: Here? Not really, not in this school.

Researcher: Why is that do you think?

Charles: Well, in our classroom, no, because that's one of the rules: no put downs and stuff to anybody.

The rules and values which Mr. Furlong strove to inculcate in his students were the foundation upon which the rest of his teaching style and strategies depended. By fostering these positive attitudes, the teacher helped to create a positive atmosphere within which the children might be more apt to behave considerately and cooperatively, while confidently expecting such treatment in return.

Empowering Students

The groundwork of a cooperative and accepting atmosphere enabled Mr. Furlong to proceed in another area which he clearly felt was an important component of an integrated classroom. As much as possible, Mr. Furlong attempted to empower all children to be valued and contributing members of the class. There were at least two ways that he empowered students. First, he provided students with a great deal of choice and encouraged them to explore and display their uniqueness by making different choices. Second, he ensured that all students had valued roles to fulfill in the class.

Making Choices Available

Within this setting, Mr. Furlong empowered children by allowing them to make choices and giving them responsibility for the smooth functioning of the class and their learning. This approach acknowledged that children were individuals and, as such, had individual preferences and styles. Not all children were alike and Mr. Furlong recognized this and respected their differences. Children were encouraged to make choices and be self-directed and, to this end, they were allowed to make choices in many aspects of classroom life, including: seating arrangements, rules, reading materials, and ways of responding in the class.

The seating arrangements, for example, were decided upon jointly by the teacher and the students. Mr. Furlong decided the pattern of seating (e.g. square pattern, rows, small group arrangements) and, within these patterns, the children were given a great deal of autonomy in determining specifically where, and next to whom, they would sit.

Mr. Furlong: I have moving day on Fridays and I used to have it open every Friday. So they used to be able to switch around in the fall, before I had them sitting in this arrangement. So when we had the class sitting in the square, if they didn't feel that they could work well with the person beside them, they could switch with another person in that open square and that would be fine.

During interviews, most children stated that they often chose to sit next to their friends or people they had fun with, and that this was not a problem with Mr. Furlong, except if the friends misbehaved.

Researcher: How is that decided where everyone will sit and who everyone will sit next to?

Dean: Well, you sometimes you want to sit near your friends? So you ask them, they ask their group, and we ask our group. And if they don't mind, then we'll exchange.

Researcher: OK, so most of the time, people choose to sit next to their friends?

Dean: Yeah.

Researcher: Yeah? And that's OK with Mr. Furlong?

Dean: Yeah, if they don't fool around. If they fool around too much....If they fool around a lot, Mr. Furlong will ask them to separate.

Mr. Furlong was aware that friends chose to sit together and he did not object to this as long as children were not disturbed by the children sitting next to them. He acknowledged that he would indeed separate children who did not seem to work well together, but he usually prefaced these remarks with the statement that most children worked well together and, even when they didn't, he attempted to talk with the children and address the difficulties that they were having.

Mr. Furlong: Because I already knew from last year that Tyler and Bobby didn't work well together, I've often avoided that contact. And also, Noel and Reggie, although lately they've been together on a team, but sitting together was difficult for them. So, even on the team, they're opposite each other. But most of the children work well together....now there's a similar problem with Tony, Alan, Wayne, and Tyler. They're finding Alan very difficult to work with in a team spirit. He's not really cooperating and they're complaining together about him. So, we're going to deal with that today. Talk about it. So we can find out.

Most children agreed that they enjoyed having the opportunity to sit next to friends and to work with different people.

Researcher: And how do you like all that moving around?

Charles: Moving around? Like being by different people? Yeah, it's fun.

Researcher: What are some of the good things about it?

Charles: Well, you get to work with other people.

The fact that children had choice over who they would sit next to posed difficulties for a child like Moira, beside whom nobody seemed to want to sit. During interviews, most children specified that they would not want to sit next to Moira.

Researcher: Is there anyone that you wouldn't want to sit next to?

Charles: Moira, sometimes, because she gets bugging and- not that it's- I mean, nothing wrong, but-

Researcher: Um hmm. How does she bug?

Charles: Well, she starts touching you or keeps on talking and talking and-

Fortunately, the fact that there was frequent moving, giving everyone a chance to sit next to a variety of people, coupled with the rule that people were not allowed to put other people down, minimized the potential rejection Moira might have experienced as a result of the availability of choice regarding seating. Furthermore, Mr. Furlong, as stated earlier, tactfully rewarded children for sitting next to Moira.

The power to influence decision-making regarding seating arrangements was a privilege Mr. Furlong used to enhance the children's enjoyment in the classroom as well as to promote teaching opportunities. Even more important and crucial to integration was the power to create classroom rules, and this too was a privilege which Mr. Furlong gave his students, with the understanding that rule creation carries with it responsibility. As Mr. Furlong explained it, the rules were made up by the children and, for this reason, he expected them to abide by these, *their*, rules. It seemed that Mr. Furlong had a very deliberate purpose for creating a sense of democracy in which the children had some power to decide things. He believed that if children participated in the decision-making, then they would be more likely to abide by the decisions that were made. Conversely, they might have been less compliant if the decisions were dictated to them.

Mr. Furlong continues talking. He tells the students that they have a choice to make in running the class. They have to feel that they are responsible for what goes on. He says, "I believe everyone can be boss. We must share the responsibility. You must think for yourselves. I expect this of you....." Mr. Furlong adds, "If you help

create the rules, then you can't say, 'But Mr. Furlong, those are your rules!' They will be *your* rules." (FN: August 28)

Mr. Furlong allowed the children a moderate degree of latitude in making these decisions, while providing adult supervision and guidance to ensure that the rule making fell within certain parameters of fairness, consideration, and equality.

Mr. Furlong explains, "In order to come up with the rules, we will write down all the suggestions. But then we will look at them, talk about it, and decide." (FN: August 28)

The interviews that were conducted with the children near the end of the year, revealed that most did feel that they had some power to make decisions in the classroom. Moreover, the majority of the children expressed the belief that because they made up the rules of the classroom, they were bound to obey them.

Researcher: How did these rules get decided?

Trish: At the beginning of the year, Mr. Furlong asked the class to decide what rules.

Researcher: I see. OK. And so how do you feel about those rules?

Trish: They're good.

Researcher: Yeah? OK. How do you feel about that process of deciding the rules?

Trish: That's good too.

Researcher: Why?

Trish: Because Mr. Furlong's not picking the rules. We're, kind of, picking them!

Researcher: How are the rules decided?

Sue: Well, the first day, we got together and decided what the rules were going to be for our classroom.

Researcher: Who decided?

Sue (laughing): Everybody in the class!

Researcher: Oh, I see. So you all just, sort of, said, "This is a rule and this is a rule."

Sue: No, we said, "Well, OK, I'd like to put in 'body contact' as a new rule." We thought about it, and said, "OK, we like body contact. No body contact."

Researcher: What happens if you don't follow the rules?

Sue: Well, first of all, we made up the rules. So, if you made up the rules, you have to follow that rule.

Acknowledgement of individual differences, one of Mr. Furlong's strengths, also came into play in the rule making and enforcement process. Mr. Furlong recognized that not all children were the same and that sometimes it made sense to make exceptions. Mr. Furlong was flexible enough to allow for this in the application of the rules. For example, there was a rule that children should not interrupt the teacher. When children, besides Brian, broke this rule, they were usually verbally reprimanded or sent to a time out chair. However, when Brian broke this rule, he was rarely reprimanded and very often Mr. Furlong responded to whatever Brian was saying or requesting. Mr. Furlong acknowledged that Brian had great difficulty suppressing his comments and requests, and that his fatigue at the end of the day was a factor which had to be seriously considered.

As Mr. Furlong is talking, Brian goes up to him and hands him his sun bookmark. Mr. Furlong tells him to keep it. Brian tries to give it to him. Mr. Furlong says again that he wants Brian to keep it. Brian says, "OK" and returns to his desk. (FN: August 28)

I asked Mr. Furlong about the fact that Brian frequently interjects when the class is going on. Mr. Furlong responded that he deliberately does not interrupt Brian when he interjects because Brian becomes frustrated when he is criticized. Mr. Furlong said, "He can't take criticism. He can't take praise either....He gets tired at the end of the day- puts his head down on his desk and puts his arms around his head." Mr. Furlong demonstrated this. (FN: November 4)

Interestingly, perhaps thanks in part to the atmosphere of acceptance which had been fostered in the classroom, the other students seemed to accept the fact that this rule was applied differently to Brian. In the interviews later in the year, many children acknowledged that Brian broke this rule but that was OK because Brian was "different" and needed

help. They also stated that they felt Brian needed to be treated differently because he sometimes got upset.

Researcher: So what happens if you just speak up without raising your hand?

Bobby: He talks to you and then he may send you to time out.

Tyler: Or, sometimes he says, "Don't yell out or next time I'll send you to time out." He sends us to time out sometimes.

Researcher: Do some people do that more often than others? Speak out without raising their hands?

Tyler: Yeah. Brian.

Bobby: Yeah but he gets sent to time out only a couple of times.

Researcher: Brian doesn't get sent to time out for speaking out of turn? Is that what you said?

Tyler: Well, he's not bad yet....Maybe once in a while because he talks all of the time, but if he does it once, he doesn't get sent.

Bobby: Well, because he's not like the rest of us. He's just in his own little world.

Researcher: I notice that Brian sometimes talks out too.

Sue: Yeah.

Researcher: What happens when he does that?

Sue: Well, Brian needs help and we have people to help him and the teacher just cools him down. You know? Just like talk to him in a nice gently way.

Researcher: OK.

Sue: And he might get mad but well, he will know next time not to do it.

Mr. Furlong talked about making allowances not only for Brian, but for many other kids too. Clearly, however, he made special allowances for Brian which were understood by the other children in the class as necessary to reduce Brian's frustration.

Researcher: Do you think you treat him differently than other kids in the class?

Mr. Furlong: I make allowances for the kids. I think I make allowances, not just for Brian, but for many of the other kids too. Certainly, in terms of behavior and output, yeah, my expectations of Brian are tempered by the fact that he has limits to his own concentration and he needs a lot of understanding in terms of work that we do. He can follow to a point and would like to do what everyone else is doing, but according to his own ability level. So I do have to make a lot of allowances for him.

Brian's interruptions or communications with the teacher during class time and the teacher's response to them, may have facilitated his involvement and helped keep him engaged in the tasks at hand. Thus, while Mr. Furlong empowered the students to make rules in the classroom and expected them to adhere to those rules, he reserved the right as the teacher to make judgements about when and for whom it was appropriate to make exceptions to those rules.

Other ways that Mr. Furlong used to empower his students in the classroom, while not as dramatic as the physical arrangement of the class or the creation of rules of conduct, were still important to the students' sense of being self-directed in as many tasks as possible. While textbooks and reading materials from the standard classroom selections were available in Mr. Furlong's room, and their use was encouraged, there was also a wide and ever changing variety of extra books, magazines, and other resources available to the children and their use was equally encouraged. Mr. Furlong did not want the children to be limited in their choices of reading materials and to this end, tried to provide as much selection as possible.

Mr. Furlong: And I like to have a lot of books in the room, so that it's easy to refer to whatever we need. And it gives them a lot of choices for reading. Because I really feel that reading should be open-ended. It shouldn't have to be just certain books that are read. And, so therefore I offer as much choice as possible. So this is why at the end of each month, when we do our book orders, I always have new books in front, on the shelf or available.

Still another aspect of classroom life which highlighted both student empowerment and Mr. Furlong's flexibility in varying circumstances was the way students were expected to respond in class. Mr. Furlong was particularly concerned that children be comfortable with

what they were doing and not feel that they were being forced to act against their wills. He recognized that some children were very shy and uncomfortable with public speaking of any sort, and offered the students a variety of choices for ways to respond to different activities. For example, on the first day of school, the children were asked to introduce themselves to the class and invited to tell a little about themselves, but they were not required to do so if they did not feel comfortable.

(8:50 am) Mr. Furlong began to speak to the class. He said that there were some familiar faces and some new faces in the class. He said that they would begin by doing introductions. He wanted to go around the class and have each person introduce themselves and tell the class something about themselves, or ask a question if they needed to. If they didn't feel like saying anything, they could just say, "I don't have anything else to say." (FN: August 28)

On another occasion, children were being asked to read their reports at a microphone at the front of the room. Once again, Mr. Furlong stated that children would not be forced to read if they were not comfortable.

Rick asks, "Do we have to read it out loud?" Mr. Furlong replies, "Do you want me to read it? I never force my students to read in front of other people. I might ask you to read to me. But I won't force you to read to others."

Rick goes up to the front and hands his paper to Mr. Furlong.

Mr. Furlong asks him, "Do you want me to read it?"

Rick nods.

Mr. Furlong says, "OK, you want to stand here next to me so you can help me with any words."

Rick stands next to Mr. Furlong as the teacher reads his story. (FN: November 4)

Even when options for responding were provided, Mr. Furlong offered graduated assistance and support to ensure that students participated to the best of their ability.

Assigning Valued Roles

A second way Mr. Furlong empowered the students was by giving them valued roles in the class. One of the rationales or goals for integration that was mentioned by participants was that children *be a part of it*. There was a desire to ensure that all children were welcomed and included in the classroom and school activities. Helping people be a part of it was perhaps to some extent facilitated by the opportunities presented to all children to participate in decision making. But, people were also encouraged and supported to have meaningful involvement through the assignment of valued roles.

Mr. Furlong assigned roles to all children in the classroom and thus ensured that each would have opportunities to make recognizable and reinforceable contributions to the classroom. There were both official and unofficial roles fulfilled in the class. Official roles were named and defined by the teacher and were generally held for an extended period. These included "monitor" roles, "class rep", "team member" and "buddy" roles. Mr. Furlong also placed children in unofficial roles. These were not usually labelled and were usually applied for a short duration. For example, Mr. Furlong would place someone in a helping role to fulfill a specific task.

The assignment of particular roles to students again represented an opportunity for students to exercise choice since, although Mr. Furlong established and defined the roles, they were selected by the students. Role selection took place twice a year on a first-come, first-served basis; once at the beginning of the year and once in January. The jobs were selected by children placing their name card (ones that they designed

themselves) in the card pockets attached to the front of Mr. Furlong's desk.

Researcher: And how did you get that job?

Karen: Well, we make cards about every term and we write our names and draw pictures or everything and then there's these envelopes on Mr. Furlong's desk and the first ones there get to pick whatever they want and then there was only, I think, music monitor and plant monitor? And because I was already the music monitor, so I wanted to change my job, so I was the plant monitor.

Children were rewarded for fulfilling their roles as monitors.

Furthermore, to promote interaction and cooperation among the students, children who helped others fulfill their roles were also rewarded.

Mr. Furlong begins handing out Furlong money that is payment for the monitoring jobs. He asks people if they have done their jobs (or had opportunities to do them) and, if they have done, they are paid. Some people get more money than others depending on how often they performed their jobs....When Mr. Furlong came to the mail monitor, Gregory acknowledged that this was his job, but he also said, "But some people helped me." Mr. Furlong also gave some money to the people who helped Gregory. (FN: December 19)

Class rep was another official role in the class. Elections were held in September and again in January to fill two half year class rep positions. Class reps had the responsibility of ensuring that the children followed the rules of the class, especially in the absence of the teacher. They had the power to reward or penalize students (using the established reward systems) for following or not following the rules of the class.

Karen: ...and then if Mr. Furlong is out of the room, the class reps have to take care of the class. And they have to go around, they have a piece of paper and they write down whoever is bad. And we have this point system on the board and so however many times the people get names on the sheet, they take off ten points every time or they just fine them Furlong money.

Dean rings the bell. Mrs. Spurrell (substitute teacher) looks at him and says, "Don't!"

Dean replies, "It's too noisy!"

Karen explains to Mrs. Spurrell that Dean and she are class reps and this is one of their responsibilities, to ring the bell if it gets too noisy. I hear Mrs. Spurrell say, "Oh, OK. Good system!"

Then Mrs. Spurrell says, "OK, can you just give me five minutes while I am getting ready?" (FN: October 9)

Other official roles are those that were identified for teams. When students were working in cooperative groups or teams, they were assigned, or assigned among themselves, different roles which had been identified by the teacher (e.g. recorder, reporter, leader, etc.). Karen indicated that one of the reasons that she preferred team work to individual work was that there was less stress because the work was divided up and everyone had different roles to play to complete the work. She also reported that there were opportunities to change roles so that everyone got a range of experience.

Researcher: What way do you prefer (to work)?

Karen: Working as a group. That way you don't get as much stress, you only do one part of the project.

Researcher: OK, so did you change the roles then for this?

Karen: Yeah, you always change them, so that everybody gets to do the same thing.

One final official type of role identified in the class was that of "buddy". Buddies were supposed to inform each other if they were going to be absent.

Mr. Furlong asks the class, "Did Denis call his buddy?"

A child calls out, "Yes. He's sick."

Mr. Furlong says, "OK, Heather don't put his name down.... Ronald is still away because his grandfather is very ill... Let's put Tyler's name and Bobby's name down..."

Tom points out, "Tyler is Bobby's buddy."

Mr. Furlong says, "I know, that's why we are going to call them to see if they are OK." (FN: February 12)

There were some unofficial roles that were assigned by the teacher for a very limited purpose and period of time. These included

things like "helper" and "leader". For instance, the teacher would ask someone to help him or another student to fulfill a task or to lead the class to the school yard. The following data sample provides an example of unofficial roles assigned by the teacher.

Brian was in need of a desk. By now, all the desks had been taken, so Mr. Furlong asked for a volunteer to help Brian get another desk and bring it in from outside. Immediately several hands shot up in the air. Rick was selected. Brian and Rick went outside. (FN: August 28)

Mr. Furlong used the assignment of roles as opportunities to engage children in activities in the classroom which suited their individual needs. Children were selected for some roles, or selected roles themselves, because of their own individual traits or strengths. For example, one child wanted to be the tank monitor because he liked fish and had experience with caring for them.

Denis: So, I'd like to be fish tank monitor because I have a fish tank at home and I know how to use them and the other people don't really know how to use them so much.

Researcher: Do you ever get to help out with the fish tank?

Denis: Yeah. I've cleaned the filter.

Mr. Furlong also encouraged interaction among the students by asking them to select students for particular roles based on their personalities and strengths.

Mr. Furlong continues, "Today, I want you to pick one person on your team who is organized and can remember events."

As Mr. Furlong continues talking, the children begin to chat with one another about this.

Brian and Moira immediately start to point toward Sue.

Sue looks at Trish and says, "You remember things."

Trish shakes her head.

[O. C. Interesting that Moira and Brian picked Sue and Trish did not seem to object. Moira and Brian must recognize that "organized" quality in Sue. Indeed she is organized. I have also noted this previously (Nov. 27).] (FN: February 12)

Mr. Furlong frequently assigned Brian the informal role of "helper". He often asked Brian to help by handing out papers and running errands. He seemed to assign this helping role to Brian more than any other student in the class. There were several potential advantages to placing Brian in the helping role so often. First, it allowed him the opportunity to be a valued, contributing member of the class. Second, it gave him something positive to do and perhaps enabled him to be focused, instead of distracted and distracting to others. Finally, as can be seen from the following excerpt, some helping tasks provided him with opportunities to interact with his peers.

He asks Brian to hand these out. Brian begins to give them out. He greets many of the students as he hands them their paper, "Hi man!" (FN: August 28)

Apart from the advantages of assigning the helping role to Brian, another reason Mr. Furlong may have assigned this role to him was because Brian was a helpful person. As was mentioned earlier, roles were often assigned or selected because they matched the traits of the individuals to whom they were assigned. Mr. Furlong described Brian as a helpful person.

Mr. Furlong also said that Brian is very helpful, especially if you need help doing anything. He said that once Brian figures out what you are doing, he is right there to help you. (FN: September 3)

Indeed there was much evidence to suggest that Brian was a helpful person. He often initiated helping other people, even when his assistance was not solicited.

Mr. Furlong asks, "Gregory, are you finished? Gregory nods. OK, you want to put it up? We'll find some tape." Brian immediately jumps up from his desk and gets the tape. Mr. Furlong says, "Mr. Helper. Mr. Helper." He is smiling.

Brian gives the tape to Gregory. (FN: December 19)

Mr. Furlong's goals in assigning valued roles in the classroom were partly to fulfill the "be a part of it" ideal of integration, and partly to meet his own expectations of an interactive and engaged student body all making recognizable and reinforceable contributions to the running of the classroom. It is interesting to note that the children themselves added another dimension to the benefits of this strategy.

Denis had some clear ideas as to why the children were given these jobs in the class. He believed that they were assigned to teach children responsibility for when they grow up.

Researcher: Why is it that...you have these jobs in the class?

Denis: So when we grow up...you have to keep on the job and whenever the--Say you're book monitor--whenever the books are messy, you have to go clean them up. Say you're working in an oil place, like a place where--No! Say you're a maid--You can't just forget to wash the dishes and let them sit there for three or four days. You can't just forget to turn the dishwasher on or you're going to get fired, because you're forgetting all of this stuff.

Researcher: So do you think these jobs are good practice?

Denis : Yeah.

Charles also suggested that the reason for having the jobs was to learn about responsibility.

Researcher: What's the reason for having the jobs?

Charles: The reason, I...think, is so we can get the hang of responsibilities....

Researcher: OK. Is that just what you think, or has Mr. Furlong said that this is one of the reasons why you're doing the jobs?

Charles: I don't know if he said that or not, that's what I think.

The fact that there were so many different roles in the class and that every child was assigned roles ensured that responsibilities in the class were distributed and the teacher did not rely on the same handful of children to fulfill the responsibilities all the time which might have been the case if roles had not been assigned and periodically changed. Also,

the fact that everyone had jobs provided everyone with opportunities to learn about responsibilities and to be contributing members of the class. This may have contributed to their feelings of belonging in the class or having value in the class. Since everyone fulfilled different roles and functions, their presence was required or necessary for the smooth functioning of the class.

Using Time and Space Effectively

The hallmarks of Mr. Furlong's teaching style were energy, enthusiasm, and efficiency. There was very little "down time" in the class and time was used purposefully and effectively. He also utilized space in a planned and effective manner. Mr. Furlong gave careful consideration to the physical layout of the classroom and attempted to use the space and arrangements in a manner that was most compatible with the people participating and the activities taking place there.

One example of the effective use of time was Mr. Furlong's handling of the short period of time between the end of math class and lunch time, when the grades 4 and 5 were back together in the home room. That five-to ten-minute chunk of time did not really allow Mr. Furlong to get into any new teaching activity, so he used the time instead for playing educational games or conducting brief class meetings. Rather than wasting the time or leaving it so unstructured that the children became unruly, he engaged them in enjoyable and productive activities. Another example of purposeful and effective use of time occurred during the Christmas party. While most children were playing games and socializing, Mr. Furlong was reviewing work individually with students. Even during transitional times, like lining up outdoors, Mr. Furlong would use the opportunity to blend his roles of duty person and teacher, by

using the time to tell students what would be happening next in class time. Thus, he helped them to make the transition to the next activity.

Mr. Furlong was on duty. He allowed all of the other classes to go in before his class. He spoke with his class outdoors for a few minutes before they went back in. He told them that since Mrs. Tyler's room was being used for the play, the entire class would remain together for math today. He told them that he realized that this was something very different for them and that they would really have to concentrate. "This is the first time in a long time that you are all together for math...." He continued by telling them, "The fives have a very important test today...then two pages of work....So that's four pages all together. If you finish it, you can come out here and play Champ." (FN: May 13)

Not only did Mr. Furlong use conventional time slots and short breaks as effectively as possible, but he also displayed a gift for seizing upon "teachable moments". Teachable moment refers to the strategy whereby the teacher briefly diverges from a current activity to spontaneously teach about something that has come up inadvertently. The areas addressed by teachable moments were quite often social or emotional rather than academic. In the following excerpt, Mr. Furlong observed that one student was reading a book about love notes. This observation prompted him to speak to the children about aspects of social and emotional development.

(8:44 am) Mr. Furlong reads from Sue's book. It is about two children in elementary school who write love notes to one another. One day one of the notes is dropped and a fellow student picks it up. This causes problems for the two children who have been exchanging the notes.

Mr. Furlong asks the class, "How many of you have ever received a note like this?...Or, you would probably be too embarrassed to -" Three children raised their hands.

Mr. Furlong says, "Oh! A few people. Dean's being very honest....Boys sometimes find it very hard to tell girls in a nice way that they like them. If you are going to write notes like this, you should try to write them in a nice way; not with put downs...."

Mr. Furlong continued talking about the fact that many of the children were probably starting to have feelings like that and that

they might feel like writing notes; if not this year, then over the next few years.

(FN: May 13)

Mr. Furlong also used the opportunity provided by outdoor lunch duty to impart knowledge to the children. Not surprisingly, the knowledge he shared related to the environment.

(8:25 am) As I pass the side entrance, I see Mr. Furlong outside standing in front of the children. The children are lined up ready to come into the school. I go outside and stand near the school, listening as Mr. Furlong talks to the children about the birds. He mentions that there are a lot of birds around lately and they make lots of wonderful noises. He asks if anyone knows why there are so many and why they are moving around so much now....Eventually someone says, "Because they are making nests."

Mr. Furlong says, "Because they are making nests. Why are they making nests?..." (FN: May 13)

Mr. Furlong's extensive use of teachable moments seemed to indicate that he was enthusiastic about imparting knowledge. He exploited every opportunity to share information with students or teach them something new.

Mr. Furlong also created a physical setting that accommodated diverse activities and people. While he did allow children the opportunity to decide who they would sit next to, he decided what the layout of the classroom (e.g. square, lines, teams, etc.) would be. By his own account, Mr. Furlong changed the layout of seating for a variety of reasons. First, some layouts were more conducive to various activities. A large square formation with all children facing each other and the centre of the classroom was utilized in the first part of the year, the "getting to know you" phase. This layout was also utilized later in the year when other classes were visiting to view projects and allowed for easy and systematic (linear) access to all children and their projects. After

Christmas, when the class was engaged in cooperative learning activities, students and desks were placed so that small groups of 4 or 5 students were positioned together with all groups being spread out around the classroom.

Researcher: Which classroom layout, in retrospect, do you find was the most effective for you?

Mr. Furlong: Well there's two. For display purposes, I need to have an open classroom where there is a large square or rectangle. It works the best. The space above the desk can be used, in front of the desk can be used, and it's the most efficient for when we have displaying purposes. If we have an activity like a French oral activity, or a presentation, or a game, that's the easiest to be with because it provides a lot of room in the middle. For exercise purposes, too, or just to take time out, and I think we did some exercise on the floor. That's easier to work with.

For cooperative learning, it has to be in groups where they're sitting in fours and fives and so there are small areas of the room that are used. Usually, the central areas of the room, with space in between each group, and that provides some room to the left and to the right for a chart, for my desk, to get the children in front of the board.

It was obvious that Mr. Furlong had explained his rationale for the layouts to the children because they seemed to have a very good understanding of the purposes behind various layouts.

Sue: Well, we've been changing the class many times. First, we were in one group by ourselves and then we changed it into a square so we could have space in the middle to do exercises.

Researcher: OK. And then...you changed it again.

Sue: Yeah, we were put in teams...

Researcher: You were in teams. OK, and now you're back in the square again?

Sue: Yeah, with our teams, because of the science project.

Mr. Furlong reported that changing the orientation and positioning of students frequently throughout the year was done not only to ensure the layout was compatible with the activities going on but also to permit him to focus on different students throughout the year. He also pointed

out that his decisions about seating arrangements were influenced by the needs of the students.

Mr. Furlong: And also, if they're facing in one direction, they find--I find--it very uncomfortable for them to turn around. And with some, there are perceptual problems that also would throw them off quite a bit if they were doing spelling, cursive writing, if they were answering questions, given the problem.

Another indication of the efficient use of space was the fact that Mr. Furlong directed children to move to different areas of the classroom for different purposes. For example, he asked children to go to the front of the room and face the classroom if they were giving a report of some sort.

Mr. Furlong asks Tom to go up to the front of the room and read into the microphone. He reads about hockey from the sheet given out yesterday. (FN: February 12)

He asked children to gather around him near the tree stump when they were having class meetings. However, even when he directed children to move to different areas for specific purposes, he allowed some flexibility within these requests. For instance, children were not forced to sit around him on the floor for class meetings. If a child preferred to remain at his or her desk, this was allowed. Again, this example indicates how individual choices were respected and allowed by Mr. Furlong.

In addition to arranging the layout of the classroom, Mr. Furlong also provided a very stimulating and busy environment for learning. His description of the classroom provided insight into the planned nature of the environment. For instance, he offered several reasons why he used flip chart paper and posted the completed work on walls around the room.

Mr. Furlong: I like to move my desk right in the middle and it provides a very busy type of room and it's great if you have centres going on in the front....There's a reading centre here for them to take books....There were some news items that they could read from the board. And there was a display for art in the front....I find I'm using a lot of display spaces on tops of the walls, because there isn't enough room otherwise.

When I do a lot of my work on (flip) chart paper, I can save it. So, the nails provide the storage space. And, it was interesting when children are absent that they can do work a day after, two days after, and not really feel that they've missed it. Or if I go back and review it. Or, the parents ask a question. I can just pull it out and show it to them.

Teaching-Learning Process

Mr. Furlong created a supportive atmosphere by using a positive approach, promoting values and rules conducive to integration, empowering students, using an interactive and engaging approach, and using time and space effectively. Through these means, he attempted to ensure that all children felt welcomed and included. In this atmosphere, he then employed a diverse range of strategies, in the teaching-learning process, which were aimed at facilitating the development of all the children in his class.

There are many ways that one could conceptualize the teaching-learning process. My observations and research have led me to the following framework for understanding the process as it occurred in this setting. It began with Mr. Furlong's attempts to create the desire to learn and to encourage children to be self-motivated learners. Throughout the process, Mr. Furlong assessed students' needs globally and individually. He set clear directions and expressed clear expectations. He used a variety of teaching strategies and materials purposefully to address the needs. And finally, he checked for and provided clear feedback on progress.

Igniting the Desire to Learn

There were several ways that Mr. Furlong helped children to want to learn. First, he developed a friendly rapport with them. Second, he used several techniques to capture their interest. And finally, he attempted to develop a sense, in the children, of self-motivation to learn.

Mr. Furlong attempted to build rapport with the students by socializing with them during free time and sharing personal information with them. For example, during the winter months, he sometimes played ice hockey outdoors with children during his free time at lunch. This was not something he was required to do but rather an activity he chose to do with the children. This kind of involvement with the children may have contributed to positive relations between the teacher and his students. Indeed, students themselves reported that they liked to spend time in Mr. Furlong's class because it was fun.

Max: I'd rather stay up in the class.

Researcher: Yeah? Why?

Max: It's more funner upstairs.

Researcher: It's more fun upstairs? Why is it fun being in Mr. Furlong's class?

Max: Well, we get to do a lot of games and we get to play stuff. We have a whole class for puzzles and stuff like that.

During an interview that took place on the last day of school, Mr. Furlong stated that he wanted to spend more time with these children, again indicating his positive feelings toward them.

Researcher: So, how are you feeling about your year?

Mr. Furlong: My year? Well, I told you it was going to be fast, didn't I? That is a comment: that it's always very fast. I always feel like I want to spend more time with these children. (FN: June 18)

Mr. Furlong was also very engaging and informative. He was a great storyteller and seemed to capture the interest of students through

anecdotes from his own history or other stories. He also used games and other activities to excite the interest of children and stimulate learning and growth.

The stories that Mr. Furlong told usually contained personal information about himself or someone else that the students knew. The stories captivated students' interest by making the information more meaningful and personal to them.

Mr. Furlong turns off the tape and points children in the direction of the earth and solar system displays. In introducing them and talking about them, Mr. Furlong tells the visiting class how when he was young, he travelled across the ocean in a boat to get to Canada. Once he landed, he travelled by train. (FN: April 1)

Mr. Furlong also captivated the students by engaging them in games and other enjoyable activities. Sometimes the games were utilized as a fun way of teaching a lesson, while other times they were designed to help children remain alert during a long school day.

(11:15 am) Mr. Furlong has asked the children to sit on the floor around him. He is sitting in a chair in front of his desk. He is holding a ball in his hand and describing a game they will play. Whoever catches the ball will get to answer a question. He states some rules, "You are not allowed to pull the ball off someone else's body space; If you drop the ball, it doesn't count..." He throws the ball a couple of times before someone finally catches it. He says, "OK. Mark, name a geographical term that begins with the letter 'A'. It can be the name of a city or a country or..."

Mark answers, "Africa."

Mr. Furlong says, "Good."

Mark throws the ball back. Mr. Furlong immediately throws it out again. Sometimes he throws it in the opposite direction from where he is looking. He is trying to trick people. When people miss, he often says, "You are not on the ball!" Most people are laughing and enjoying the activity. He asks the same question but changes the letter of the alphabet each time. He progresses through the alphabet in order. He tells children they can prepare by thinking of places as each new letter comes up. (FN: May 27)

Mr. Furlong frequently scheduled fitness breaks in the middle of the afternoon or at any time during the day when he felt the children's attention was faltering.

(2:12 pm) Mr. Furlong says to Noel, "Noel are you having a blackout?"

Noel replies, "No, I'm tired."

Mr. Furlong says, "Mid afternoon burnout. Do you have an exercise for us to do Noel?"

Noel answers, "No."

Mr. Furlong says, "OK, I have one. Everyone stand... en Français: Frappé la main! Ouvre! Fermé! Arrêt!"...He has the children jumping and clapping and doing various exercises for a few minutes. Then they sit again. (FN: February 12)

Sometimes Mr. Furlong would stimulate the children's interest by reading parts of a new book and leaving off at an exciting part.

(8:58 am) Mr. Furlong turns the focus back to the book and says, "Then it was Valentines Day. I'm not going to finish the book because I want you to look into it. I've read about half of it...." (FN: May 13)

Mr. Furlong attempted to stimulate children to want to learn and to be responsible for their own learning. He stated that one of his goals was to encourage self-motivation in children.

Mr. Furlong: I try to instill self-responsibility in the children; self-motivation. A learning style that they can learn with and the responsibility goes back to them in many cases.

While Mr. Furlong expressed an intent to encourage self-motivation in children, other teachers and parents expressed the belief that Mr. Furlong "motivated" children.

Once everyone was seated, Mr. Furlong began talking. He told Mrs. Bailey that he was very pleased with the progress that Max has been making since the beginning of the school year. He said that he felt that Max was working much harder and that his self-esteem had improved.

Mrs. Bailey said, "That's because you motivate him more than any other teacher that he has had up to now."

Mr. Furlong replied, "Well I think a lot of it has to do with Max and the work that he has taken on and done for himself." (FN: November 27)

In the above data sample, Mr. Furlong passed credit for motivation on to Max rather than taking it for himself. It may be that this was just a difference in semantics: the teacher *encouraging* the child to be self-motivated can also be considered *motivating* the child to be self-motivated. However, there might also be an important distinction between a teacher believing he was responsible for motivating a child and a teacher believing he was stimulating self-motivation. The latter places the locus of control with the child. Returning to the manner of deciding rules: Mr. Furlong felt that, rather than dictating them himself, it was important for children to decide the rules because he felt that they would be more likely then to abide by them. It is possible that a similar dynamic is at play here. Children who have an intrinsic motivation to learn (are responsible for their own learning) may learn more than those who are only externally motivated.

Assessing Student Needs

Mr. Furlong's approach to assessment was reflective of his belief that all children are individuals with special needs. And, while he was aware of the global needs of the children in the class, he was also very conscious of the unique needs of individual children. In addition, his assessment was not limited to academic achievement, but included social and emotional aspects of growth and development.

Mr. Furlong was very sensitive to the needs of the children. Occasionally, he literally put himself in their place to gain a better understanding of their needs. On one particular day, the children were expected to sit on the floor for a very long period of time while a

presentation was being made about computers. As usual, the teachers were seated in chairs around the periphery of the group. However, during the day, Mr. Furlong left his chair and sat on the floor with the children. He later acknowledged to the children that it was difficult to sit there for such a long period of time and during the day he facilitated a fitness break so they would have an opportunity to stretch and move about.

(8:40 am) Mr. Furlong says to the class, "OK, line up for computer class."

The students immediately begin to leave their desks and line up at the door of the room.... They then proceed to go to the computer class.... Other students, from a French immersion class, have already arrived in the room and are seated on the floor at the front near the T.V. monitor, computer, and presenter. Mr. Furlong's students file in behind this class. The teachers, Gloria, and I sit on small chairs on the two sides of the class....

(9:17 am) [O. C. Mr. Furlong is now lying on the floor near the door of the computer room. I wonder why he left his chair. I suspect he did so because he wanted to be down in the same position as the children, on the floor.... It is very typical for the teachers (or adults) to sit in chairs around the periphery of the students at assemblies and other occasions. However, I think that Mr. Furlong is very sensitive to the experiences of the children. He recognizes that it must be uncomfortable for them to sit on the floor for extended periods. I know this because he mentions this kind of thing frequently.]

(10:00 am) The bell rings. Mr. Furlong announces to his class, "I'm going to take you down to the gym to get a little bit of exercise. I know it is difficult to sit here...." (FN: March 11)

Mr. Furlong seemed to be aware of the needs of individual children as well as the needs of the group as a whole. During interviews at the end of the school year, he provided a very detailed description of Max's abilities and needs, and the strategies tried or required to address them. He expressed concern, not just about Max's academic progress, but about his emotional well being and social growth. Also, although he

was very knowledgeable about Max's strengths and needs, in this instance he recommended testing for more specific information.

Mr. Furlong: I met with Max's mom....We'd asked her for permission to test him....He is very learning disabled in many ways. And he's obviously a different child outside. He's very loud. He's very aggressive. In school he's very quiet. He wants to blend so he won't be put on the spot. He also, really, has not been successful in a lot of school work. Whether it's math or whether it's reading. And, I think, the short term memory is very weak. Short term recall, phonics, he may be able to recognize words visually and a lot of it has to do, again, with memory....

We looked at other practical solutions. He was going to work on a phonics program next year that would help him distinguish between orders of letters, sounds of letters. And also, work on memory games. He was going to get some tutoring. Whether he was going to go to summer school or go to get some tutoring privately, that was something else that we still have to settle with the mother. And she was going to think over whether she was going to let us test him....

The kids compliment him about his clothes. He feels good about that. But because that's the only area he's getting complimented on, he'll come in with fancy hair cuts, things, very expensive shoes....He's into dressing well, fitting in as a five. You know, often he'll say to me if we're doing activities, "Should I be with the fives? Or should I be with the fours?" Sometimes they split up into two groups to play games, voluntarily, without my even asking. And at this point, I really don't care what group he's with, you know? They're playing games. But it was very hard for him at the beginning of the year to accept that he was in grade four. There was a sense of failure.

Researcher: Did he do grade four last year?

Mr. Furlong: He did it in immersion. So, it was a very, very poor experience for him. He was very weak in English, very weak in math. He got absolutely nothing out of it last year. Nothing at all.

Researcher: So where is he going next year?

Mr. Furlong: He's going to stay in English. Except he *has* to go to a five. And he's going to need a lot of help for reading again, for comprehension, for writing. Writing is beginning to improve. It's legible now. He makes more sense. His ideas didn't connect at all. They would be disconnected. And, a lot of phonetic problems he had. A lot of it related to memory. He doesn't remember number facts. So even using tools, like he has a spelling checker, he has a calculator, he has a matrix but doesn't always use them....And I think there's also a tracking problem there. I asked her about getting his ears checked just to make sure that they're clear. He did have a lot of inner ear infections.

Parents also seemed to recognize and appreciate Mr. Furlong's ability to assess and respond to the individual needs of children. During interviews, a few parents mentioned that their children had been having difficulties before coming to Mr. Furlong's class and that he was the first teacher to respond to the difficulties in an effective manner.

Mrs. Taylor: He has a problem speaking, he has a problem reading, and as a result, you know, the whole string of events from there: reading, writing, spelling, pronouncing, so on and so forth. And it wasn't until he got Mr. Furlong that Mr. Furlong said, "Yup! He has that reversal problem. Not that there's anything that can't be straightened out or gotten better in time." He was the first one that even acknowledged that there was definitely something amiss!

Occasionally, Mr. Furlong did pre-testing to assess the level of ability of students in the class.

Mr. Furlong: "Level 4, listen carefully, a pre-test goes over things we already know; to see if we remember". He reviews "greater than" and "less than". (FN: August 29)

He also used informal question and answer periods to assess knowledge or ability. In the following example, he asked questions to check for knowledge about tense and, when he discovered that nobody was able to respond, he proceeded to lecture on the topic.

Mr. Furlong asks, "What two words make it into the future (tense)?" Nobody responds. Mr. Furlong continues in a loud, gruff, voice, "Who shall pay the rent?" Then he continues in a high, squeaky voice, "I shall pay the rent." Low, gruff voice again, "Who will pay the rent?" Low, weak voice, "I will pay the rent." The children seem amused at the voices he is putting on, but still no one offers an answer to his question. Mr. Furlong tells the class, "Whenever you see *will* it's the future...*shall* is often used to show determination...I shall finish all of my homework...." (FN: January 15)

Setting Clear Directions and Expectations

Mr. Furlong was very explicit in giving directions and stating expectations. He instructed children on exactly what and how they

should do things, even specifying the materials he thought they should utilize. Mr. Furlong gave step-by-step, clear directions to the children. He described processes in minute detail and would often accompany verbal directions with a modelled example. He made very clear statements to the class about what his expectations were socially and academically. He also addressed individual needs by tailoring his directions or comments for specific children.

Part of the clarity of Mr. Furlong's directions stemmed from the fact that he frequently repeated instructions, sometimes using different mediums. For example, he would verbally direct students while at the same time summarizing the directions on the flip chart, blackboard, or overhead screen.

Mr. Furlong turns to a new page on the F/C and reviews the upcoming activities.

He says as he writes on the board the words, "Log: Spelling list (front and back) 10 words. 3 levels; Test spelling; Reading journal."

Once he has finished this, he turns toward the class and says, "Brian and Moira, you are using a different reader so Gloria's going to have to ask you your words." (FN: January 21)

Occasionally, the repetition was prompted by requests from Brian for further clarification.

(11:12 am) Mr. Furlong says, "First thing, take out a stencil or ruler or stencil lettering. When you're ready, just fold your hands and watch."

Brian asks, "Pens?"

Mr. Furlong replies, "No, we are using a stencil marker and rulers."

Brian repeats, "Pens?"

Mr. Furlong answers, "No, we are using a stencil marker and rulers." (FN: September 3)

While Mr. Furlong was very clear about his directions, he was also very clear in expressing his expectations for performance, behaviorally and academically.

Mr. Furlong begins explaining to the class what they are going to do. He asks the monitor to hand out yellow construction paper. The paper is to be used as the cover for the book report. As Mr. Furlong continues talking about the reports, the yellow construction paper is being handed out. Children are chatting and folding the paper.

Mr. Furlong says, "Get two loose leaf pages"....Mr. Furlong begins writing on the F/C:

Book Report

1. The time machine
2. by H. G. Wells
3. Main characters
4. About the story (Plot)
5. Comments/rate (1-10)

(FN: October 22)

Mr. Furlong was very clear and explicit about his expectations or plans for the children. There was little room for confusion. In his class, children knew, individually and as a collective group, where they were supposed to be headed.

Using a Variety of Strategies and Materials

The strategies employed by this teacher, delivered in his enthusiastic and flexible style, seemed to be central to the success of the integration effort in his classroom. Mr. Furlong had a wide range of teaching strategies, materials, and equipment at his disposal and he displayed flexibility and promptness in their application in order to best meet the needs of students. In this section, I will illustrate the variety of materials and equipment he made available and the specific teaching strategies he employed.

Variety of Materials and Equipment

Mr. Furlong's classroom was filled with resource materials that students could draw from when working on assignments or simply seeking answers to questions. There were books, magazines, dictionaries, encyclopedias, maps, globes, and many more materials and

resources. Mr. Furlong often pointed students toward information that he felt might be helpful to them. He also spent a considerable amount of time going through resource materials in the class (books and magazines) and offering these materials for students' use.

Mr. Furlong used a wide range of audiovisual equipment including flip charts, overhead projectors, VCRs and TVs, video cameras, posters, black boards, and microphones. He generally used the equipment in conjunction with other teaching strategies. For instance, he would lecture while writing notes on the flip chart or he would engage in a question and answer period while using an overhead projector to explain a new concept.

Mr. Furlong begins drawing on the board. He draws a couple of volcanos that appear to be exploding. He draws other mountains and some tropical trees.

Mr. Furlong says, "There were not any flowers at the time of the dinosaurs....We know this because there hasn't been any pollen discovered from that time. Do you know what pollen looks like?..."

Mr. Furlong gets a small flower from one of the plants in the room and passes it around showing children the pollen. He talks about the pollen and about reproduction....

Mr. Furlong, still on the theme of reproduction, says, "-identical and fraternal twins...." (9:28 am) Mr. Furlong (wrapping his arms around his back and touching his spinal cord) directs the children, "Could you just touch your backs right here. Feel that? We are vertebrates....If we weren't around at the time of the dinosaurs, where did we come from?...The second thing that I want you to do is tell me: Where did man come from? Did God all of a sudden create us?..."

Mr. Furlong then goes on to talk about the bible and Genesis. He mentions that one of the Star Trek movies was based on Genesis - which means (he told them) "to be born". Mr. Furlong says that the bible starts with, "In the beginning".

Mr. Furlong says, "In fact, I'll read you the beginning."

He goes to the back of the room and gets a copy of the bible. He brings the bible to the front of the class. (FN: November 4)

One of the benefits of utilizing such a wide array of materials and equipment was the fact that Mr. Furlong appealed to different senses of

the learners. In the preceding example, Mr. Furlong attempted to teach the children about the different theories about the beginning of life on earth using visual, auditory, tactile, and kinesthetic senses to illustrate his points.

Mr. Furlong also encouraged students to use a variety of tools such as matrices, spell checkers, and calculators. These tools were available to all students but Mr. Furlong specifically recommended their use to children whom he felt might benefit from them, based on his assessment of their needs.

(10:38 am) The students begin the pre-test. Mr. Furlong goes over to Brian and tells him he can use a calculator if he wants to. He suggests that they, he and Brian, do the first one together. He crouches down by Brian's desk. (FN: August 29)

Furthermore, he provided students with options for different activities. This diversity of activities ensured that particular children would not stand out because they were doing something different from the rest of the class; rather, a number of different things could be going on at once.

Variety of Teaching Strategies

Mr. Furlong displayed flexibility in his teaching style, in the materials he used, and in the activity options he provided. Another way that he exhibited extraordinary flexibility was in his application of teaching strategies. He utilized an eclectic array of strategies including teaching from text, lecturing, modelling, using research, cooperative learning, peer assistance, individual assistance, modifications, and review. The flexible use of these teaching strategies enabled him to meet the diverse needs of children in the classroom.

Teaching from text.

"Text" as a teaching strategy refers to the use of written materials such as a text book in the course of a lesson. Mr. Furlong occasionally read from a text or referred children to exercises in a textbook.

Mr. Furlong begins to speak about the steps that you follow to do an experiment.

He says, "In order to find out what's inside the box..."

Mr. Furlong continues, "OK, so what could I do? Look at the next page...page 8."

Mr. Furlong turns the page in the science folder. He appears to be reading the next page....He talks about the things he could do: smell, shake, etc. in order to find out what's in the box. Then he suggests, "People who have boxes stay at their places and others go to them and follow these steps to try to discover what's in the box." (FN: January 15)

Mr. Furlong sometimes used text that was not in a textbook but rather relevant material that he found elsewhere and shared with the students. He did not use text as the basis for his teaching. Rather, he seemed to use it to complement his lessons. He would lecture, use audiovisuals, tell stories, model, or use other means of teaching and he would occasionally read from text or refer students to text to reinforce the teaching that occurred through other means.

(9:11 am) The children open their magazines. They all have copies of the same magazine.

Mr. Furlong tells them to turn to a specific page and then he begins to read out loud to them.

He stops reading and says, "Who knows the names of some of our planets?" Lots of children put up their hands. He points to various children and they offer different planet names. (FN: November 4)

Lecture.

Mr. Furlong occasionally lectured or gave an informative talk to the class. He lectured on a wide range of topics including many that were unrelated to the formal curriculum. He lectured on issues peripheral to

academic learning, such as presentation style, and on issues related to social or emotional growth.

It's Ronald's turn to read. He goes up to the front and begins....He finishes.

Mr. Furlong says, "That was well done, Ronald."

Ronald starts to go sit down.

Mr. Furlong, "Don't go away!"

Ronald pauses. Mr. Furlong takes his paper. Ronald walks back to his desk with his head hung low. Mr. Furlong stands with the microphone and says, "That was very good, I liked the way you read." He continues talking about presentation style and how it is important to hold your head up and make eye contact. (FN: November 4)

Max says (interrupting, in a low voice), "Something smells."

Mr. Furlong talks about this saying that it is common for people to have body odors. He talks about sweating and the importance of cleaning oneself everyday. He asks who in the class uses deodorant, "Raise your hands if you use deodorant now."

Many children raise their hands. Everyone seems to be looking around to see who else is raising their hands. Some children are smiling. Others call out one or two names (of children who have not raised their hands).

(9:34 am) Mr. Furlong continues to lecture the children about hygiene and smells. He points out that some people are bothered by smells. He adds, "And by the way, this is just one of our senses. We also have sight, sound... And Brian, if it's too loud, can you think?"

Brian replies, "No."

Mr. Furlong continues, "And if it's smelly, other people can't think." (FN: February 12)

The fact that considerable amounts of time were spent teaching about things that were not directly related to the curriculum is significant because it meant that the teacher was taking responsibility for encouraging social and emotional growth as well as academic growth.

Modelling.

Mr. Furlong often pointed to one student or one student's performance as a model or example of excellence to be imitated.

Rewards were given for exemplary performance and the teacher

described for other students the positive aspects of the exemplary student's performance. Modelling was used to teach not only curriculum related material, but behavioral and social objectives as well.

Dean returns. When he enters the room Mr. Furlong says, "Surprise! Everyone...Surprise! Again, Surprise! One more time, Surprise!"

Dean looks a bit confused. Everyone is looking at him. He also joins in the chorus of "surprise"....

Mr. Furlong tells him, "We are saying surprise because you have been selected the student of the month for October!" Mr. Furlong begins to clap and others join in....

Mr. Furlong says, "There are three reasons why I selected Dean as student of the month: First, all month, no matter what group I put him in, Dean always worked well. He asked to work with others. He completed all of his work and progressed well. Also, he followed all of the rules, which is very good because they are your rules. You people made these rules....If Dean has been chosen, it's a compliment to all of those who have worked with him this month because it takes two to work together well. Cooperation is very important now that we've made groups and have started working together. I'm really excited about the art work we started on Friday. It will give us lots of chances to work together." (FN: November 4)

Mr. Furlong also frequently modelled correct performance himself.

Sometimes the modelling was directed primarily at one student. Other times it was directed at the entire class. Quite often modelling was used to teach things that were more physical in nature as opposed to more abstract concepts. In the following excerpt, Mr. Furlong modelled the correct procedure for a science experiment.

Mr. Furlong goes to Reggie's box, shakes it, says, "I think it is rolling." He goes over to Brian and hands him the box. He says to Brian, "See if this is rolling." Brian takes the box and turns it from side to side. He says, "I know what it is. I know what it is."

Mr. Furlong points to his paper and says, "Write it down here."

Mr. Furlong gives the box back to Reggie. (FN: January 15)

Research.

Although Mr. Furlong's classroom contained a wide range of resource materials to draw upon, Mr. Furlong also encouraged children to conduct independent research. He frequently mentioned other sources of information that students might like to tap: newspapers, radio, television, libraries, and more. He also asked students for suggestions of other sources.

(8:45 am) Mr. Furlong shows the class a poster he has pertaining to the Winter Olympics. He tells the class that teachers are sometimes very lucky because they can get all sorts of neat posters and things for teaching.

The poster lists all of the major events and has blank spaces so that one can fill in the winners of each event.

Mr. Furlong: "So what I hope you will do is, in the sport you have chosen, you will find out who won in that event....Each team gets to fill in one space each week. You can get information from the newspapers, from television reports....If you don't get the newspaper, you can listen to the radio. Who has a radio at home?" Several children raise their hands.

He continues, "Or you can watch on the sports station. Who gets TSN?"

Several children raise their hands.

The children are very attentive and listening. (FN: February 12)

Cooperative learning.

Mr. Furlong also used cooperative learning to address academic, social, and emotional goals. At different times throughout the school year, students were assigned to groups of four or five. Several of the key elements of cooperative learning were employed in Mr. Furlong's classroom. These elements included the recognition of individual responsibilities, the creation of interdependence through shared materials, the establishment of individual as well as group goals, the provision of group rewards and punishments for both academic and non

academic responses, the strengthening of individual team members, and the encouragement of group decision-making and problem-solving.

Mr. Furlong was very aware of the benefits of cooperative learning, particularly for children with special needs. In the following data sample, he elaborated on the way that cooperative learning assisted Moira.

Mr. Furlong: She's a child that could, eventually, function very well alone with just a little more confidence, with a little more of the skills that she needs to interact with people and know that she could rely on another person. But she doesn't do that yet. She doesn't. And this year, we've gotten through to her in terms of getting help, so she'll come up right away....And she's also beginning, because of the model of cooperative learning, she's starting to work with other children more. And that has really made a difference for her.

While Mr. Furlong recognized the academic benefits of cooperative learning, he was also keenly aware of the social learning that could occur through the use of this strategy.

Mr. Furlong: And that's the way it works in a large system now, in terms of business or anywhere in society. That we are dependent a lot on other people. So, I think changing the orientation from independent work to dependent work, or cooperative work, is really important for them to prepare....In high school. Like high school English exams are a lot based on the model of cooperation now.

He impressed upon children the benefits of working together as a team and the possible implications that the development of ability to work on teams could have on them later in life.

Researcher: Why do you think you work together on teams?

Wayne: Well, because it teaches us team work. So, when we're older, and have a job, and we have to do, I don't know, say we were like a naturalist, or something, and we have to find out on the zebra! Right? We all go out and work together, so that is pretty much what it teaches us.

Researcher: OK. So how did you know that that's one of the reasons why you do team work? Did Mr. Furlong tell you that?

Wayne: Yes, and also, I thought about it because I mean, if you work by yourself, you don't really learn much (chuckles). You learn

a lot more when you're with a team because with the team, you try and figure things out; work together to find the easiest way to do it.

Peer assistance.

Mr. Furlong recognized that children, especially friends, learned from one another, helped each other feel accepted, and helped each other feel good about themselves. Therefore, he facilitated and supported peer assistance. Cooperative learning represented one way that students were supported to assist one another in the class. The establishment of the buddy system described earlier was another means of facilitating peer support. However, Mr. Furlong further enhanced opportunities for success by facilitating and supporting other forms of peer assistance including one-to-one (peer to peer) situations and whole class situations where he would call upon particular students to share their knowledge of specific topics.

(1:05 pm) Mr. Furlong tells the class that Ronald will be going around the class showing them his Diorama. Ronald begins at Wayne's desk. He holds on to his Diorama and shows it to people. Some people, like Brian, take the Diorama from Ronald's hands to look at it more closely. Mr. Furlong asks Ronald to make sure that Moira knows how to use it. Ronald demonstrates how one is supposed to look through the peep hole. The children begin handing the Diorama to each other and Ronald sits down. (FN: September 3)

Mr. Furlong then says to Sue, "Can you work with Brian for a few minutes...Sue, as you work on yours."

To Brian he says, "She's going to help you with yours Brian because she's doing the same thing."

Mr. Furlong goes to get a ruler at the front of the room. He returns with it to Brian's desk. "This will make it easier for you." He then explains what he wants Brian to do. He is to find opposites and then to ask a question for each one. He concludes by saying, "She's going to do her work and if you're stuck, check with her." (FN: January 15)

Mr. Furlong would occasionally call upon students to share their knowledge or expertise on different topics. The topics could be related to

academic learning or they could simply be an area of expertise of an individual student.

During this conversation, he talks about Noel's dad and the surgery that he had recently. He asks Noel, "What kind of surgery did your dad have?"

Noel replies that his father had bypass surgery.

Mr. Furlong asks Noel to explain what that is to the rest of the class. Noel tells the class that it means that his father had a big surgical cut in his chest, then they cut open his leg and took out a vein which they put into his heart... (FN: May 13)

Perhaps because Mr. Furlong encouraged peer assistance and modelled the provision of individual assistance so often in the class, students eventually often provided peer assistance without it being requested.

Mr. Furlong is writing some French vocabulary on the flip chart (F/C)... Brian has his French book closed on his desk.

(2:14 pm) Mr. Furlong interrupts writing on the F/C to go to Brian. He opens his book and speaks to him quietly. He reviews the seven words on the F/C with him. He helps him to find the words in his book and underline them.

Mr. Furlong returns to the front of the room.

Mark begins helping Brian. He gets up from his desk and stands behind Brian (in the position that Mr. Furlong just left - leaning over Brian's right side). Mark underlines the last word for Brian. (FN: October 22)

Individual assistance.

Mr. Furlong structured his class so that there were opportunities for children to receive individual assistance in order that they might achieve their individual goals. Some of the ways that individual assistance was made available included: interspersing it with general teaching time, making another adult available to provide it, providing it during individual demonstrations or presentations, and circulating while the children were engaged in individual, pair, or group activities.

Mr. Furlong often provided individual assistance to students during the time that he was addressing the whole class. Sometimes a student would prompt or initiate an interaction that would result in individual assistance being provided.

Mr. Furlong says, "Come up and get your papers for the campaign posters. These have holes in them so they can go into your folders. I am going to pretend that I am running and show you how to make a poster. You have five seconds to sit down....(In response to something Brian has said to him) Brian, you are going to have a chance to have a poster on your desk." Mr. Furlong is turning on the overhead projector.

Brian says, "I don't have. But, I don't have a poster."

Mr. Furlong responds, "Brian, I know, I will get you one." He turns back to the overhead projector. "This is what a poster could look like..." He walks over to his desk and gets a blank piece of paper. He gives it to Brian. (FN: September 3)

The availability of another adult also contributed to the teacher's ability to provide individual assistance. Gloria, the integration aide, spent the first one and a half hours of each day in Mr. Furlong's classroom. During most of that time, she provided individual assistance to Brian or Moira. However, when requested, she helped out other children as well. She also completed tasks such as photocopying, posting students' products, or gathering materials. Her fulfillment of these tasks freed Mr. Furlong's time and allowed him more opportunity to provide individual assistance to students.

When the children were directed to engage in an activity, like writing in their log books, Gloria would assist Brian and Moira to complete the assigned task. The assistance she provided was usually in the form of prompting him or her to think of things to write, suggesting topics for them to write about, or spelling words for them.

Gloria...goes and crouches down in front of him. She says, "You want to write one more sentence? Write, 'I will...money 'm"o"n"e"y'..." (FN: October 9)

One of the important functions that Gloria seemed to fulfill was that of keeping Brian on task and helping him to complete his work. Mr. Furlong acknowledged this during a discussion with the resource teacher.

Mr. Furlong begins talking about Brian, "He has been writing more in his log. Gloria is with him during log time and I think this makes a big difference." (FN: October 9)

The resource teacher also provided individual assistance to some students within the regular classroom. Brian and Moira both required assistance copying homework. Mr. Furlong and the resource teacher discussed this, and it was decided that the resource teacher herself would come into the classroom to provide assistance to Brian, Moira, and other students who seemed a bit slower getting homework copied.

Ms. Stewart arrives in the room. She goes to Moira's desk. She asks Moira for her agenda book. She writes in Moira's agenda book....(3:00 pm) Ms. Stewart writes in Alan's agenda book....Ms. Stewart writes in Bobby's agenda book. (FN: November 4)

Mr. Furlong also provided individual assistance to students by using them to demonstrate a lesson to the rest of the class or by providing feedback to them during individual presentations. For example, Mr. Furlong would use Brian as an example to demonstrate something to the class and through this means, he was able to provide Brian with individual assistance to complete the task. In this manner, Brian was provided the individual assistance he required to complete the task and the rest of the class benefitted by seeing a demonstration of the assigned activity.

Back in the classroom, Mr. Furlong tells the children that he and Gloria are going to start doing the silhouettes and that Brian will be their first "customer". They do the silhouettes using an overhead projector. They trace the shadows made by the projected light. (FN: August 30)

Mr. Furlong asks Brian, "Brian is it too hard for you?"

Brian nods.

Mr. Furlong says, "Come here and I'll cut it for you with my Exacto knife and then you can punch it out."

Brian goes up to Mr. Furlong with his sheet.

Mr. Furlong begins cutting. A few minutes later he says to Brian, "Hold out your hand." He adds in a very deep voice, "I give you North America." He places the picture of North America in Brian's hand. Then he says to the class, "Did you ever hear the expression: To have the world in the palm of your hand?..."

Mr. Furlong asks Brian to write "North America" on the small continent. However, Brian does not move. He continues to crouch by the trolley as Mr. Furlong stands next to it leaning on it to cut the remaining continents. When he finishes all of the continents, he writes the names on them for Brian.

In the meantime, Mr. Furlong is talking to the class as he cuts. He talks of Greenland, as he is cutting out this body of land. He gives Greenland to Brian and then says to the class, "Above the South pole is the place where we have a hole in the...?"

Children cry out in unison, "Ozone layer!" (FN: January 15)

Mr. Furlong also circulated among the students and provided individual assistance after he directed the class to commence work on some assigned task.

Mr. Furlong is going around the class, speaking individually with some students. He goes to Bobby, crouches in front of his desk, and says to him, "You know you are good at drawing so you know what you can do for the younger kids that come in is draw them some pictures.....But you will have to do it very fast since....Would you like to do this?"

Bobby answers, "Yes."

Mr. Furlong says, "So take out some papers that you would like to do it on...."

Mr. Furlong leaves Bobby's desk and goes to speak with another child. Bobby takes out some paper, taps the small stack in order to straighten out the sheets, and places it on his desk. (FN: April 1)

In assisting students to work on goals, the person providing individual assistance would often prompt or provide graduated levels of

support. Mr. Furlong frequently inspired children to write or provide more elaborate or more accurate responses by offering prompts, asking prompting questions, or providing hints in the form of closer and closer approximations to the desired response. By these means, he stimulated children to respond and to build toward their success with the assigned tasks. Mr. Furlong often asked individual children prompting questions that would get them to elaborate on a response that they had already provided.

(9:14 am) Mr. Furlong asks, "Who's ready to read their sentence to me?"

Reggie puts his hand up.

Mr. Furlong says to him, "OK, come up to the microphone."

Reggie goes up and reads into the microphone, "The Biathlon is a very good sport to watch."

Mr. Furlong says, "That's a very good start, but I can say that about any sport. Maybe you can narrow that. What do you know about the Biathlon?" (FN: February 12)

Mr. Furlong then starts talking about demonstration sports and says that when the Winter Olympics were in Canada, the demonstration sport was Barrel Jumping. He asked the class if anyone knew what the demonstration sport was this year.

Wayne put up his hand and guessed correctly, "Skiing Ballet."

They talk about this for a few seconds then Mr. Furlong says, "So, OK. Brian, what sport is being demonstrated this year?"

Brian replies, "Skiing?"

Mr. Furlong (smiling) says, "Yes! But its a special kind ..."

Mr. Furlong extends one leg behind him and balances on the toe of his other foot. He looks like he is doing a ballet pose.

Brian says, "Ballet Skiing!" (FN: February 12)

Modification of goals and activities.

Mr. Furlong was willing to work on individual goals with students.

He recognized that not all children could work on the same goals, through the same means, all the time. He did not expect everyone to be the same or to achieve in the same ways. Therefore, Mr. Furlong had different goals and expectations for different students based on their

individual strengths and challenges. He was also both sensitive and responsive to the needs of his students, often making on the spot accommodations to fit individual needs as they arose. He made accommodations for all kinds of special needs, not just learning needs. If a child was sick, or had sick parents, he considered this to be a special need requiring accommodation and he responded to this need.

Mr. Furlong comes over to Sue's desk. He speaks to her quietly, "Sue, did you have a cold yesterday?...Bring a note..." He then reviews what they covered yesterday in class. He also points out the homework that was assigned (it is still written on the board).
(FN: September 25)

Mr. Furlong made numerous adaptations for Brian and Moira. For example, in social studies, Mr. Furlong gave Brian a picture of a whale to colour while other students were working on the animal assignments. On another occasion, most of the children in the class were expected to draw a picture of the animal that they were focusing on in a project. The goal for Brian was to colour a photocopied image of an animal. In language, Mr. Furlong assigned different readers to Brian and Moira.

One adaptation that was particularly inventive occurred during a writing exercise in Mr. Furlong's class. Students were expected to write a paragraph about a sport in the Olympics. Mr. Furlong encouraged Brian to provide information for a sample paragraph that he completed on flip chart paper for the class. Brian's goal was then to copy the sample paragraph. The rest of the class was expected to write their own paragraph, using the sample as an example of content and form.

Mr. Furlong starts writing on the F/C, "Paragraph: Indented; Topic: Figure skating; Theme; Key word; Sentence..."
Mr. Furlong says to the class, "OK, to write about figure skating, you need a topic sentence. What is figure skating?"
Brian responds, "A sport?"

Mr. Furlong says, "Right. OK. I'm going to use yours. 'Figure skating is an Olympic sport'. Brian you write this one. The rest of you, I want you to write your topic sentence, use this as a model..." (FN: February 12)

One reason this was such an excellent adaptation for Brian was that he had difficulty spelling. Mr. Furlong's use of the flip chart enabled him to use Brian's idea but then he was able to write it for Brian and allow him to copy it.

Mr. Furlong made modifications for many students, not just those who were identified as having been integrated. In the following excerpt, he supported a child to make a class presentation by providing him with cues available from a flip chart.

Alan is asked if he has a story to present to the class. Alan stands and says, "Forest fire." Mr. Furlong attempts to prompt him to provide more information. He asks Alan where the fire occurred. Highlights of this particular story are on a flip chart paper at the front of the classroom. This is a story that the class has already discussed.

Alan hesitates when Mr. Furlong asks him where the story occurred. Mr. Furlong then goes to the flip chart paper and points to the word, "California." Alan says, "California?" Mr. Furlong...speaks a bit more about the fire in California and then thanks Alan. Alan sits down. (FN: October 22)

Review.

Mr. Furlong also engaged in formal review sessions with students. In one instance, he incorporated a review into a game of Frisbee. Again, this represented a creative way of making the lesson fun and interactive.

All of the children are standing near their desks. Mr. Furlong is throwing a sponge Frisbee to various children around the room. If someone catches the Frisbee, they have the opportunity to answer a question and gain points for their team if they answer correctly. The children are all smiling and the grade fives move quickly toward their desks as they enter the room. They are included in the game....Everyone seems to be enthralled with this game. Mr. Furlong says occasionally before throwing, "Are you on the ball?" Many of the children answer in unison, "Yes!"

Many of the questions are related to the morning's classes. Some are about astronauts, others are about Berute and Dian Fossey. For example, he asks, "Name two Canadian astronauts....Who was studying orangutans?" Almost all of the children answer correctly. If children get stuck, Mr. Furlong reminds them that their team can help them out. Children confer! (FN: February 3)

Checking for Understanding and Progress

Mr. Furlong frequently checked for understanding and progress.

During activities, he would ask questions to determine the level of understanding or ability of students. Questioning and answering provided him with an immediate measure and enabled him to adjust his teaching plan to meet the level of ability or understanding of the students.

(8:50 am) Mr. Furlong asks, "Can someone tell me what you are supposed to be doing?"

Child responds, "Finish it and bring it to Gregory?"

Mr. Furlong, "No, one person on the team, the art monitor on the team, is supposed to bring all four of them. You are supposed to trim it (the crest) and put it in your book and write a list of all the things in your book."

Children continue to work at this. (FN: February 3)

Mr. Furlong also provided immediate feedback to students so that they were aware of their progress and the areas in which they needed to make adjustments.

Mr. Furlong shows Charles' homework to the class. He says, "This person is the only person so far who has done the homework exactly as I asked you to do it. There are three paragraphs. He has it single spaced because he and I talked about this and decided that this way is best for him....This is the first assignment that's been done according to the instructions I gave last week." (FN: November 4)

Mr. Furlong reinforced often and was very explicit about why children were being praised or receiving extra rewards for their performance. Presumably this clarity and the rewards were designed to encourage other children to display similar performance.

In evaluating students, Mr. Furlong measured progress against the student's own past performance and the goals that were identified for them.

I heard Mr. Furlong mentioning to Mrs. Winsor that the report cards were coming out next week and that Brian would more than likely be receiving report cards along with his classmates. Mr. Furlong added that he wanted her to know that he was going to be providing Brian with grades based on his own objectives, so that if she saw that he received an 'A' in math, she should not take this to mean that Brian is ace-ing the math. It means that he is meeting the goals that he has been assigned. (FN: November 11)

Mr. Furlong told me on the way home that Brian got all of the words (except one) wrong. The one word he got right was *up*. Mr. Furlong said that Brian seemed to spell all of the words phonetically. He was very pleased that Brian followed along so well with the activity. As well, he said that the fact that Brian actually attempted to spell the words was an improvement over Brian's past performance where he was afraid to attempt the spelling. (FN: December 4)

The fact that Mr. Furlong measured students' progress against their own goals and previous performance meant that he was able to see progress and was able to celebrate even comparatively small successes. If he had been comparing Brian, or Moira, or some other children with significant challenges to other students, he might have felt frustrated with their "lack" of progress. As it was, Mr. Furlong was usually able to comment positively on some aspect of growth he had observed in each child. The following quote from him illustrates his recognition of the need to recognize each progressive step a child makes.

Mr. Furlong: He wouldn't have been able to do that a year ago. He wouldn't have been able to go to another person....It's very difficult for him to be in a new situation, even when he goes to another classroom teacher, or goes to the office, it's, "Can someone come with me?" I'm glad that he was able to go through with it. That's a great achievement. It's the things that we take for granted. That's what you have to realize. That there are many, many steps that some children need to take before they feel successful....There's a

lot of things that we need to look at that we take for granted. For kids with special needs, they're achievements.

Mr. Furlong stated clear expectations and the expectations that he had for children varied, depending upon their assessed need. In many instances, the students worked on similar or related activities but the goals or expectations for children differed. Although the goals and expectations for children were different, Mr. Furlong seemed to value them equally. He also recognized the accomplishments of each child at every stage of that child's progress.

Mr. Furlong's actions indicated a strong sense of responsibility and commitment toward all the children in his class. Furthermore, Mr. Furlong displayed an ability to target the special, individual needs of all his students and to respond appropriately. He modelled appropriate ways to support someone with special needs, and tried to ensure that all children were actively engaged most of the time. He assigned valued roles to all students at various times. He emphasized values and rules that were compatible with integration (e.g. "no put downs") and provided positive feedback for both good academic performance and appropriate social behavior. All of these strengths of the teacher contributed to successful integration.

CHAPTER 10

SUPPORTING THE TEACHER

The findings of this ethnographic study indicate that the teacher was a critical component of the integration process. He was the central figure, the "linchpin" who connected the participants and the processes in a manner that yielded successful integration, as defined by the participants. However, he was not acting alone. The following are the key findings related to the supports that were available to this teacher and others who were engaged in integration efforts in the Constellation School Board.

1. There were personnel and processes in place to support regular classroom teachers in implementing integration practices.
2. Many participants expressed the opinion that the supports that were in place were either inadequate or inappropriate.
3. Although there were designated personnel for supporting regular classroom teachers, many teachers stated that if they were facing challenges with integration, they would first seek the advice of fellow teachers.

People and Processes Supporting Integration

There were several people and processes that contributed to the integration effort of the classroom teacher. These included resource and administrative personnel, parents, professional development opportunities, and the IEP process. The following is a brief description of the ways that these supported the teacher and the process of integration.

Resource and Administrative Personnel

There were primarily three types of resource personnel providing support in Appleton School. These included resource teachers, learning

consultants, and integration aides. There were also social workers and specialists, such as speech therapists and occupational therapists, from the board who were supposed to be available to support the integration effort. However, during the year that I observed at Appleton school, I had very little contact with the latter resource personnel. Furthermore, very little reference to these personnel was made during interviews, or during the periods of observation. In addition to resource personnel, the administrators within the school and the board played a role in the successful implementation of this integration effort.

Resource Teachers

When closed special education classes were eliminated, the personnel working within them were moved to the regular system. As Julie Ryan described it, the integration policy was aimed at developing an inclusive system which responded to the needs of all learners and "the preferred way to do that (was) to have kids attend a community school and be members of regular classes. Bring the resources to the children instead of sending the children to the resources." In the re-modelled system, some job titles were eliminated and new ones were created. Roles were re-defined to address the needs in the restructured system.

In the old structure, special education teachers taught closed classes of children with learning and/or behavioral problems. At the same time, free flow teachers withdrew children with learning disabilities from regular classes to provide remedial support in resource rooms. In the re-structured system, both of these job titles, special education teacher and free flow teacher, were eliminated and the title "resource teacher" was introduced. The job description also changed. The resource

teacher, rather than teaching separate classes or withdrawing students, was expected to be primarily an in-class support to regular classroom teachers. As was described in an earlier chapter, not all educators made a successful transition to the new role.

The resource teacher role was designed to be the primary source of in-school support for regular classroom teachers who were going to have children with special needs as regular members of their classes. They were to collaborate with the regular teachers and others in developing IEPs for students, consult with the regular classroom teachers regarding the implementation of strategies in the classroom, provide direct assistance to some children, and evaluate the progress of children identified as having special needs. In addition to these responsibilities, the resource teacher was expected to be an in-school link to learning consultants and other specialists from the board and a coordinator of activities for integration aides.

Researcher: How does the resource room work? Brian would be somebody who works through the resource system, I guess? He would be identified?

Mrs. Tyler: Oh yeah.

Researcher: So what does it mean to be identified?

Mrs. Tyler: He's an 02 or something higher than that. We never gave numbers and this is all new, this number business. I would call him multi-handicapped....And then Ramona Stewart does see him....She does the goals. She's supported to do the goals in every subject and, we're supposed to adhere to them....At the end of the year, we'll have to go over his IEP.

Researcher: Right. So that's what it means then for a child who has been identified? Generally, they're assigned a resource teacher...who's supposed to-?

Mrs. Tyler: That's right. She coordinates all their learning with the teacher and says, "In this class he should be learning...these are the important things." She picks out the goals for the year, then short term goals.

Ms. Ryan considered the resource teacher role to be critical to the success of integration. She further stated that the way in which people fill that role was crucial. She expressed the opinion that some resource teachers were more effective than others in filling the role and she suggested some reasons why this might be so.

Ms. Ryan: We have people in the role...or performing the role of resource teacher...who operated in a previous model, with previous pedagogical practices, who have not shifted at all into holistic learning. So that's one thing with the resource. The other is we have people new to the role who are just now learning and are saying, "Well that's interesting. I've just learned this about learning disabilities. I've learned this about special needs." Because we have tried in many cases to put master teachers in resource roles, which is really what we want and not, necessarily, people with special training. But you look at it in hindsight and you see that some of the stuff that the special training offered is needed. Maybe like good analytic skills, good diagnostic skills, good communication skills, team member, or whatever. Not necessarily the deficit model...which we don't want them to have. But there were a lot of other things those people had that we're finding are missing.

Among the strengths of effective resource teachers, Ms. Ryan mentioned credibility and the abilities to listen to classroom teachers, to coordinate resources, and to be an advocate for the child.

Ms. Ryan: So, for various reasons: ...the credibility, the ability to coordinate, the ability to be the advocate for the kid. They're really an in-school consultant and in schools where they play that role well and they can listen to the anxieties of the classroom teacher, and then use it, and bring in the support, and show what to do, it's working.

Learning Consultants

Learning consultants were another group of resource personnel assigned to assist in the restructured system. These consultants worked for the Educational Services Division (ESD) of the board. The ESD itself was a new division created as a result of the restructuring. Prior to integration, there were two school board divisions addressing student

issues. These were Student Services, a division for working with children with special needs, and Instructional Services, a division responsible for curriculum.

Ms. Ryan: ...now is called Educational Services Division, but it used to be Student Services. And there was another section called Instructional Services. And the two came together as Educational Services because we found that we had a whole group of people over here working with all the kids with problems and...people over there were doing all the curriculum. And it didn't make any sense. So we came together as one division...it's Educational Services Division.

The learning consultants in the newly created Educational Services Division came from the previous divisions of Student Services and Instructional Services. Therefore, individual consultants had different areas of expertise but were now working for the same division.

Ms. Ryan: Jeanne is really from the Student Services scenario and Ed was really from the Instructional Services Division scenario. Which is interesting. Now all are under ESD. But she had the psychometric background and he had the curriculum background.

Ms. Ryan explained that the role of the learning consultant was to spend as much time as possible in the school, being available to assist with integration in whatever ways were required.

Ms. Ryan: They were to be there, at the school, to do, for instance, any assessments from that school; to be members of the resource team that met on a weekly basis to discuss students and discuss referrals and problem-solve; and also to go into any classroom where a teacher said, "Could you come in for a while and help."

Mr. Sparkes talked about the fact that learning consultants made visits to the schools to keep in touch with the schools and their various needs. Occasionally, teachers requested consultants to come into the school to offer support if they were experiencing serious problems. When this happened, teachers who worked with the student presenting the problem were expected to get together to discuss and devise a plan for

dealing with the concerns. Learning consultants were to assist with this process. However, Mr. Sparkes also pointed out that he had never, himself, initiated a process involving the consultants.

Mr. Sparkes: For integration, there is, as far as I know, a group of...I don't know what you'd call them, people at the board who are in charge of mainstreamed kids mainly. I don't know if they're all retired teachers or ex-teachers who have been working in mainstreaming and decided to take on more in terms of administration. I believe some of them might be therapists or professionals outside of teaching, but can add something to the mainstreaming program. And they occasionally do get seen in schools. I could recognize maybe four of them. I could recognize them. I can't say that I've spent any time with any of them on a one-to-one and rarely do they make an appearance in the gym. Certainly they're good listeners.

Researcher: How is their presence known to you? How do you know that they exist?

Mr. Sparkes: Through other teachers who requested them to come into the school. I think they, on their own initiative, do make visits just to keep in touch with the various schools and the various needs. And I believe that if I was having a serious problem with a child I could go through sort of an analysis process where the teachers involved with the student get together and discuss their concerns and a program is set up and that usually involves somebody from the board coming and helping out. So that I'm sure that if I wanted, I could make a request for those people to come. I don't know if they can come on a regular basis or for very long, but they are available....I have never on my own initiated that kind of process.

The resource teacher, who was the primary in-school link with the consultants, said that the consultants were as effective in their role as they could be, given the time constraints under which they worked. She pointed out that they actually had very little time allocated for working in any one school and because their time in each school was so limited, in-school personnel had a difficult job determining the most effective use of their time.

Researcher: Do you find that their role is an effective one to meet your needs?

Ms. Stewart: Given the time constraints, yeah, I think that they are quite effective for the most part. But the time available is so limited that we find ourselves having to make some hard choices about whether we use Jeanne's time for a consultation with a neurologist or do we use her time to test a child? Do we use her time to meet with a parent? Or do we use her time to interact more directly with a child in the classroom? And those are hard choices and we're finding that we have to do that all the time. That our testing lists...our waiting lists are way, way longer than we would like.

Researcher: And how many hours do you get of her time, during a week?

Ms. Stewart: By and large, she would be here a day a week, at most. At most. She has responsibilities in three other schools, including one high school. And she really oversees the integration of special needs children, is also helping to coordinate the programs for the kids that have a learning lag, and is also doing all the testing.

On the other hand, Ms. Stewart also stated that on many occasions *both* consultants who were providing service to Appleton School attended the same meetings and sometimes both would seek the same information or resources required by the school. This duplication of services was perhaps not the most effective use of their time.

Ms. Stewart: They were both making some connections with the student services about needs that we may have.....One or both of them would get an answer for us. And generally, they would both come to the meetings.

Ms. Ryan and others talked about the fact that some educators may have felt resentment toward learning consultants because they saw them as being the people responsible for introducing the children with special needs into their classrooms.

Ms. Ryan: I keep trying to put myself in the recipient's role, I think, "So there I am in the classroom and somebody comes along with little Johnny....I feel inadequate. I've never had special training. I don't know any of this stuff. They're going to call me into meetings and it's not in my contract"...

Ms. Ryan also suggested two other reasons why learning consultants might not have been used as effectively as possible in terms

of their ability to support the schools. The first reason was that learning consultants were perceived to be aligned with the board rather than the school.

Ms. Ryan: The other thing is, once you become aligned with implementation, you really need to be part of the school to implement, to make it work. Because once you become aligned with (the school board office)... they're still board.

The second reason was related to the bottom-up philosophy of the board. Ms. Ryan suggested that, because the board supported a democratic atmosphere, consultants could only go in and suggest, advise, or make themselves available. If the receptivity was not there for this kind of support, the learning consultants would not be effective.

Comments from regular teachers supported the notion that there was resentment toward learning consultants. They seemed particularly bothered by the fact that consultants seemed to be unable to relate to their situations in the classrooms, perhaps because there was a perception that they did not spend enough time there. Regular teachers pointed out that consultants interrupted regular class time but spent very little time actually in the regular classroom.

Pat Richards, a teacher, and Bev Norris, an integration aide, are talking about a consultant and a specialist who were in their class yesterday.

Pat tells the group of teachers about the experience and about how angry it made her, "I was so mad. Here I was, trying to conduct my class; we were having a circle time. Jeanne walks in and starts asking me, 'Is she here yet?' She was supposed to be there at 8:30! I spend 5 minutes talking to Jeanne about this while my kids are sitting there waiting. Finally she leaves. Then she comes back in again at 10:30 and announces, 'She's here!' The woman sits in the class taking notes for about 10 minutes then she comes to me and asks me if I have a spare coming up....When can we chat?' I say I don't have one and she says, 'Well can Bev take over for a few minutes? I say I'd rather meet while Bev is there also so that I don't have to repeat everything to Bev later....A little while later, Jeanne comes and announces that she has spoken with

Kathy and Kathy has agreed to take over my class so I can go and speak with them for half an hour. I go in with them and while I am sitting there, I can hear my kids going wild down the corridor. I'm trying to remember what they are saying....Look, I have time at lunch. I have time after school. Don't take me out of class anymore to meet!"

Bev added, "Look, that's one of the problems with specialists. We are the ones working directly hands on with them....Let them come in and take them for a while." (FN: October 22)

Another factor which may have contributed to the frustration experienced by teachers was that the children with special needs were often in the regular classroom days and even months before consultants arrived to provide support, advice, or guidance on how to work with them.

Mrs. Darcy said she thinks it is appalling that children with autism show up on the first day of school. The teachers get no preparation and the "specialists" show up for a consultation near the end of October. (FN: November 27)

Ms. Ryan listed several ways that the learning consultants have attempted to mitigate the problem of too little time spent in the classrooms and thus overcome the teachers' assumption that they cannot make valid contributions.

Ms. Ryan: We kept thinking: How can we have field workers who don't become perceived...as being from "the board"....If you get there in the morning, and you arrive when the kids get off the bus, and you're there on the playground, and you come in with the kids, and you're part of the staff, and you don't stand around conferencing in the hall, and you- There's certain things you do in the schools that make it look like you're part of the school as opposed to being an outsider....You could make a big difference...to have that orientation of getting your hands dirty. That's the kind of thing, I think, the teachers respond to.

Ms. Ryan believed that learning consultants who let teachers know that they were available to help if they were needed, who were committed to inclusion, and who had a very practical, hands-on approach, seemed to be able to work most effectively in the schools.

Integration Aides

According to the Handbook for Integration Aides, the role of the integration aide is a supportive one in the classroom. Under the direction of the teacher, the aide is involved in the instructional process and in responding to challenging behaviors. The handbook outlines specific duties of integration aides including child-care activities, clerical activities, teaching assistance activities, and data keeping. It also states that an aide's work may be largely focused on helping to meet the needs of one student in one class, or a variety of children in several classrooms.

Within the school, the resource teachers supervised aides, identifying where they would spend their time, which classes they would be assigned to, and for how long. The regular class teachers were largely responsible for deciding how integration aides would support them within their classes.

The aides had a range of experience and training. One teacher stated about integration aides, "You have everything from someone who has a degree in psychology to a well-meaning mother." Gloria was a high school graduate and did not have any formal post secondary education. However, she had extensive experience as a volunteer in the school. She had been a "volunteer mom" at the school for 8 years prior to becoming an integration aide. She had spent a great deal of time helping out and supporting teachers.

Gloria: I was a volunteer mom for eight years. And I was here a lot! I wasn't here one afternoon a week or two afternoons a month. I mean, I was here a lot. My daughter, Sarah, started in kindergarten and in those days, I came in once a month. I didn't even know parents could volunteer! It wasn't long before...my one afternoon...became a lot more. And as she moved up the levels, so did I. And when she went into grade two, I worked for the grade

two teacher, but I also went back to the grade one teacher. And I was here three and four times a week.

At the time that she was hired, there was no requirement for post secondary education. However, after she was hired, Gloria attended many training sessions for integration aides. These training sessions were facilitated by the Educational Services Division of the board and covered a wide range of topics.

Ms. Ryan: Their (the integration aides) inservice comes centrally from our division. We're the ones responsible for pulling them together as a team, giving them inservice throughout the year, and trying to help them develop their skills....beefing them up in terms of how do you do this job anyway, or what is inclusion, or what is William's Syndrome, or how does one function as an aide in a classroom to normalize without overshadowing etc. etc. and all the communication things. And our division put out the "Handbook for Integration Aides".

Many participants expressed the belief that integration aides required some training. But, while the Educational Services Division was formally responsible for the training of aides, the principal pointed out that much of the knowledge aides required could best be learned in the school where they worked. It was his belief that the resource teachers should have greater responsibility for the management and training of integration aides.

Principal: These people are school aides. The school board does create a couple of professional development opportunities a year for the integration aides where they get together, but how much real training can go on when you get a group that are working on widely differing situations? Each school has its own organizational plan. So I think that the real professional development for those people and the on-going training has to be within the school....We need additional resource teachers, trained in the area of special education, trained also in people management. We need something along those lines to help with the training, if you will, of the integration aides. And the training of teachers who work with integration aides.

Administrative Personnel

Ms. Ryan maintained that, along with effective resource teachers, supportive principals, or in-school administrators, were important to the integration process. She expressed the belief that leadership from administrators and resource teachers contributed to positive change for regular classroom teachers.

Ms. Ryan: I think the major contributing factors are the leadership in the school on behalf of the administrator and the resource teacher. The resource teacher in terms of the person's strengths just to fill that role, because as well as integrating students, that whole role has changed....That, coupled with an administrator who gives the resource teacher that clout and responsibility, plus really believes in inclusion. Then, really, the classroom teachers come along.

Ms. Ryan mentioned two specific ways that principals supported the process of integration. The first was by providing an avenue for external resources and support to get into the school. As was mentioned earlier, external personnel, in particular, have a difficult time making in-roads into schools. Ms. Ryan contended that a supportive principal could ease their entrance.

Julie Ryan: The principal's our avenue and they need to do the implementing in the school....So...you really have to work through the in-school people or you can't get it off the ground.

The second way principals supported integration was by staying on top of challenges and advocating that different approaches be taken to resolve difficulties until a solution could be found.

Julie Ryan: I know there are ways to go in there and turn that around. But the principal in the school has to be asking the question and has to constantly be saying, "This isn't good enough. Let's do this. Let's do this." And they can do it.

The belief in the importance of strong resource personnel and leadership from committed administrators, coupled with the use of a team approach, underpinned all of the board's efforts to support integration.

Ms. Ryan: We have made a real attempt to try to move strong resource people into the role; a real attempt to try to continue to promote inclusion among our administrators and to get them, themselves, dialoguing about it....Our division works closely with the elementary division, for elementary schools, the director of elementary schools. And before he makes resource teacher appointments, before he assigns integration aide assignments, and so on, I'm always part of that and other members of our division are part of that. So that we just went through an analysis of looking at the resources: Where can he increase it? Where can he shift it? Where could he encourage people to move from one school to another? Or, he has encouraged several people to move back into the classroom. And so it's an ongoing, team approach to trying to put the right people in place.

Parents

In this school, parents provided many forms of support. They volunteered at the school to assist teachers (especially in the younger grades), to run a lunch program, and to operate the bookstore. Parents also supported teachers by ensuring children got to school, providing materials for them to use at school, and taking children from school or making arrangements for them if they were sick. Parents of children with special needs seemed to have greater involvement with the school than other parents, particularly with respect to the educational planning of their children. They were involved in IEP meetings for their children, they provided information relevant to their children's disabilities or needs, and they were also the people educators turned to most frequently if their children were exhibiting behavioral or social challenges. Thus, parents of children with special needs seemed to be "partners" with educators in the education of their children.

The fact that these parents seemed to be more involved in the schooling of their children than other parents was probably largely due to the provincial laws and school board policy which mandated their involvement. The school board by-law stated, in part, "The procedure for evaluating students with special needs is through the development of an individual educational plan by a team of people significant to the students, which must include the parents or guardians of the students."

In addition to participating on IEP teams, parents of children with special needs seemed to have frequent contact with educators. Notes written between teachers and parents, regarding students with special needs, would be exchanged in students' agenda books and telephone calls were often made to address specific issues. Communication most often related to medical, behavioral or social issues.

Mr. Furlong finishes writing in Brian's agenda book. He turns around and shows the book to Brian. He tells him that he wrote suggesting to Brian's mother that she get Brian's ears checked to see if he has an ear infection since he has been sick for quite some time and has been complaining of sore ears. (FN: January 15)

That's not to say parents of children who did not have any identified special needs were not involved in the education of their children. It is possible that they were quite interested and involved, supervising homework or participating in other ways. However, during my research, there was no indication that parents of such children were expected to contribute in any significant way to their education. And, unlike the parents of children with special needs, there was very little reference to communication between educators and parents about their education.

Mrs. Winsor, Brian's mother, spoke about the fact that parents of children with special needs were partners in the schooling of their children. She asserted that when a child has special needs, the expectations for parental involvement are greater. Mrs. Winsor, who was a parent of one child who was identified as having special needs and two others who weren't, believed that if children had no particular problems, they could practically "grow up on their own", whereas children with identified problems required more parental support and involvement.

Researcher: To what extent do you think that you've been encouraged to become involved in Brian's education?

Mrs. Winsor: To what extent? Well, since day one. Since pre-school. He went to one of the special ones.....and from that point, we were encouraged to- Actually no, we were encouraged when he was diagnosed!

Researcher: Really? When was that?

Mrs. Winsor: Two. We pushed. We knew something was wrong. He wasn't developing at the same rate. And we pushed and pushed and pushed for a consultation and we finally got it, and, you know how it is when you finally get a label stuck on something? Ha! I know where to go. I know where I'm springing from and where I can go.

Researcher: Yeah.

Mrs. Winsor: So at that time, we started to work with the (Children's Hospital) and we knew that it's not- like most kids, you can just basically let them go to school and sometimes grow up on their own. It was going to be a combination right from day one. So that's the way it's been. Right from the beginning.

Researcher: What do you mean by a combination?

Mrs. Winsor: Well a combination. We've had to be involved in his schooling, in his learning, not just schooling, but in his learning process, right from the beginning. And not just learning curriculum, but learning skills: thought skills, mind processes, sequencing, stuff like that.

In addition to having to be more involved with the education of their children, parents of children with special needs sometimes found themselves in the position of having to defend their children's right to integrated education. As Julie Ryan pointed out, parents of children with

disabilities were often targeted as scapegoats. Their children were blamed for many of the problems plaguing education systems.

Ms. Ryan: Budget issues immediately become an integration issue. Every issue that comes up becomes an integration issue. They're not integration issues, but they become that....because these are the vulnerable people, because it's the kids that demand more time, because they are very susceptible. The parents of these children are targets. For instance....these parents...were, kind of, dumped on as creating the problems in the board: everything from not having enough lab assistants in the labs in the high schools to taking too much teacher time. Because it was felt we can dump on them....So it's an ongoing struggle. So the minute anybody cuts, if they cut a resource, if they can change a principal...it always comes out as an integration issue.

Perhaps because children with special needs, and the integration process, were somewhat vulnerable, parents provided global support in the form of advocacy for its continuation. Some participants also believed parents provided some of the impetus for integration.

Researcher: Where do you think the thrust for mainstreaming comes from?

Mr. Sparkes: My guess would be it comes from parents. And, probably the board. I think there's tremendous support for it at the board level. I think there's a tremendous need for it at the community level and I'm sure a lot of teachers believe it's the right way to go. I do too....I think it has come from parents, community.

Professional Development

The board facilitated a great number of training activities for integration aides. In addition, they produced documents, such as the Handbook for Integration Aides, which helped clarify roles and responsibilities of various educators and contributed to professional development. The board also facilitated professional development activities for educators, administrators, and resource personnel. During the course of this particular school year, the board hosted, among other things, a one day workshop on cooperative learning, another on the use

of computers in the classroom, and a series of meetings to discuss integration.

Professional development activities did seem to have an influence on teachers' practices. For example, many teachers began using cooperative learning after the workshop on that topic and they specifically stated that the workshop had inspired them to try it.

Researcher: You had them working in teams for a while, didn't you? How did you decide to do that?

Mrs. Tyler: After we had a seminar or workshop on cooperative learning.

Researcher: When was that?

Mrs. Tyler: Before Christmas....We had a work off day. And it was really good. I think it was five hours.

During the interview with the principal, he spoke about the role of professional development in the whole process of integration. He stated that the professional development activities were aimed at enhancing skills of teachers to enable them to teach children with a wide range of abilities.

Mr. Pinsent: I think we try also to provide inservice for our teachers in the area of helping students to achieve to the best of their ability and that's a wide ranging ability in a school this size.

Julie Ryan did, however, add the caveat that the school board had fallen behind in its efforts to meet the demand for more training for teachers to enable them to teach diverse groups of children. However, she also stated that the school board maintained that teachers learn best by doing, as long as they have adequate coaching. But, there too, she felt that the board had fallen behind where it ought to have been.

Ms. Ryan: The pedagogical part, we are really running like mad to keep pace with. People are already doing it before people have helped them learn how to do it. Now, we also believe very strongly in this board that you learn by doing. But, if you're going to learn

by doing, somebody's got to be there to coach you. And we're behind in the coaching.

IEP Process

Parents, resource personnel, and administrators all contributed to the integration process. The IEP process, which was required by law and implemented within the board, was also designed to assist in the integration effort. The IEP process involved educators and parents working together to develop, implement, monitor progress, and revise individualized educational plans for children who were identified as having special needs. The board prepared, and circulated to educators, information pertaining to the IEP process. This information described who should be involved on IEP teams, how often the teams should meet, and what they should do. Timelines, indicating when teams should meet and when various objectives should be met, were also included.

Researcher: The IEP process, how does that work?

Ms. Ryan: Well, it's set at the Ministry, initially, that you have to have an individual education plan....There have been some models suggested, but it's by-and-large one's own development and that's something else that has developed over ten years with us. The document's changed unbelievably. But, one is supposed to report to parents ten times a year, through the IEP process....

Researcher: Is there a set plan for how an IEP should get done through the year? Or when it gets done? And how the information is gathered? Things like that?

Ms. Ryan: Yes. Yes. And the timeline. I may be able to, actually, find you something there. There's, for instance, it says, September-October (or maybe it's August initially): collect background information; September- October: you form your annual goals for the year.

Researcher: Who does that?

Ms. Ryan: It's the resource and classroom teacher forming the annual goals: What do we want for this student throughout the year? In addition to forming the annual goals at that time, you're to make the first term short term goals that relate to those annual goals and that is to be given to the parent in September-October, as soon as you can get it done....That's the process given to people to do. You will find people circumventing it all over the place....

Researcher: Lot's of individual differences, I'm sure.

Ms. Ryan: That's right! Including the form, including changing the form.

Educators held pre-meetings prior to the meetings that were held with parents. During these pre-meetings they would identify long and short term goals and decide upon the messages they wanted to convey to parents. These pre-meetings were supported by the school board. The director of educational services suggested that the educators were expected to have pre-meetings so that they would be prepared. However, she also indicated that the ideas and plans that educators devised at pre-meetings should be open to the modification that would result from parental input.

Julie Ryan: The only thing we ask is that professionals, from the school system, not go into the initial meeting without some kind of a pre-meeting and some kind of concept as to what they are going to do as the professionals in the scenario. But! Not to have it cast in iron, either.

Brian's mom expressed satisfaction with the IEP process and suggested that it would be nice if all children could have IEPs.

Researcher: How much involvement do you have in terms of deciding what kinds of things should be his goals?

Mrs. Winsor: We review them. They're made at the beginning of the year. We review them with the first report. And I have input as to if I think it's the right way to go- the wrong way to go- or to push for this or don't push for that.

Researcher: Alright, so how do you feel about the IEP process then?

Mrs. Winsor: Oh it's good. I like it. I like the goals, objectives, and the reviews and everything. It's great. It's something for all of us to shoot for: the teachers, Brian, and me. And something against which we can measure. Actually it would be nice if all kids had that. But I'm glad he does. Yeah. I like it.

Inadequate or Inappropriate Supports

In the re-structured system, not only were new positions created, the actual number of resource personnel within the system was

increased. However, in spite of the fact that there were more educators working with and supporting children in the system, most participants stated that there was insufficient money available or being spent to support the integration effort. There seemed to be a commonly held belief that more resources would be beneficial.

Principal: If there's a frustration, I guess it would be budgetary in that sometimes the support services, that we feel we should provide for the youngster to be more successful or the teacher to be more successful, just aren't there. We cannot meet all the needs we've identified, certainly, on a budgetary standpoint.

Mrs. Walsh (parent): I'm not sure they have the personnel to handle it. Now if the school board had lots of money and they had the personnel, then maybe it would be a different story...But the way it is now, I just don't know.

Julie Ryan, the director of student services, was the only participant who suggested that the real problem was not necessarily insufficient resources, but rather *uneven distribution* of resources. She asserted that there were some situations where there was perhaps too much support and other situations where there was not enough.

Ms. Ryan: We have unevenness....In (some) situations we have, very much, a lack of support because there is an interpretation that this youngster belongs and so he's here, or she's here, and so we don't really need to do anything special. Which is, in my own assessment, a misinterpretation. And then we have the other part, where they're overshadowed and overdone. So, it's uneven. We don't have an evenness.

She also questioned whether the kind of resource support being provided was appropriate and she proposed alternatives.

Ms. Ryan: I think the challenge, to me, is to give classroom based support that's appropriate. Help classroom teachers do the job the way the job needs to be done. And, the only way I can think of that happening is to really have more on-sight people who have expertise in this regard. I call them "integration facilitators" and I think we need them and I think we need them just assigned to four schools and they will travel from those four schools and they will

just help, help, help, help and they will...be part of the staff, so it's not threatening.....Because my concern is that people are so willing, and the kids are there, but there are some things not happening that need to be happening.

Researcher: So you're not talking about the resource teacher role, or the learning consultant role? You're talking about a different-
Ms. Ryan: No. No, I'm talking about an additional (role). I think it has to be. And I think it has to be somebody who has had classroom experience, who is very practical, and who can go in and say, "OK. I'm at your school and three others this year and how can I help you?"

Teachers Helping Teachers

While the system had structured resource personnel such as resource teachers and learning consultants to help teachers, regular classroom teachers frequently expressed the opinion that talking with other teachers was more helpful to them. Over and over again, educators reported that they would first turn to friends or people in similar positions when they needed support.

Researcher: Where do you go for support, or ideas, or if you have any questions?

Gloria: Where do I go? Well, my friend Betty, is another aide here. We talk a lot.

Mrs. Tyler told me that she thought that things were going really horribly today....She said that she felt that this was the worst class that she has. The other classes that she has are a "delight"....She seemed to focus on the fact that there are so many kids in this class with special needs. She said that there are at least six kids that have been identified as having special needs. She also said that many of the kids seemed unmotivated. She said that she had tried talking to a friend of hers at a high school about this and that together they had come up with several ideas about games and things like that that might be able to help but she said that nothing seems to be working for long. She said that again today she was probably going to have to try and speak with someone about the difficulties she was having. I asked her who she might speak to. She replied, "Well (a resource teacher) knows less than I do. But, maybe I'll speak again with my friend at the high school."

(FN: January 15)

Mr. Sparkes: It's nice when teachers can get together and talk about what they're doing. Phys ed teachers, for some reason,

seem to meet only at tournaments where there's no time to discuss these things. It would be wonderful if there were three other physical teachers in this school that I could meet at lunch hour and have this conversation with. Not that we're unique in our approach to children, but, many of the things we try are so different from what people try in the classroom that you only have yourself to determine whether it's successful or not....Otherwise, it is just myself and you question yourself a lot....There's different categories of people. Those that are new and young and enthusiastic but inexperienced. And there's those that are old, experienced, and not so new in their ways. And there's good to be taken from both. I think the more you talk to others, the more you develop what is probably going to work best for you.

As Mr. Sparkes suggested, one of the reasons educators turned to others in similar positions was that their experiences were similar and comparable. Another reason offered was that other educators were often dealing with or had dealt with the same children so they had knowledge and experience with specific children who might be posing challenges. This rationale for speaking with other educators in similar positions was offered frequently by subject area teachers (e.g. gym, math, music) who had a particular class just a few periods a week. They would often turn to the homeroom teacher of that class to ask about a particular student.

Mr. Sparkes: There are two resource people here...I sometimes hesitate to go to them....Quite often the teacher, classroom teacher, has been through it before or is struggling the same way I am and I find just by talking with them. Usually we're on the same wavelength. Sometimes not. But usually we are. That's my major source of support I would rather go to than the principal, or the secretary, or anybody else....

Researcher: What do you mean, "The teacher's usually on the same wavelength?" What do you mean by that?

Mr. Sparkes: Usually they are having the same problems I'm having with the child.

Researcher: OK.

Mr. Sparkes: We seem to know the child equally. Problems that happen in the classroom, usually happen in gym. Nine times out of ten they're social- they're social-behavior problems. A physical skill difficulty, I am prepared to handle myself. But I'd sometimes like to know who can I expect things from? Who should I maybe lower my sights for? Am I letting this person be lazy or should I apply more pressure for them to perform more? Because they see

the child more, they maybe know what they're more capable of than I do. Some children I only see twice a week.

Researcher: If there was a child who was presenting a challenge that you were having difficulty resolving, do you feel that there are adequate supports there for you to call upon? Who would you call upon?

Mrs. Shortall: Well, first of all, I'd go to the homeroom teacher and say, "How do you handle- ? How is this child in your class?"....First of all to see if there is a problem, you know, that I'm not aware of. And if there is, how does she handle it in her situation because she has them most of the time.

Teachers frequently talked to each other about teaching and about students, particularly students who presented challenges. Most of the talk occurred in the staff room before classes began in the morning, at recess, lunch times, and after school. Among the most frequently discussed topics were the progress of students, teachers' frustrations, and strategies for teaching. As the following quote indicates, when teachers spoke to other teachers, they got practical suggestions and they got them fast.

Researcher: I want to get some idea of what it is that you get out of chatting to the regular classroom teachers.

Mr. Sparkes: Yeah. A good example, I guess, would be maybe at recess when I see Elliot, I would ask him, "I'm having some concerns about a student. I feel that they could maybe go and find a partner, when I ask them to, but they are not doing it. And they are totally refusing. And I've done everything I can to, sort of, persuade him to do it. Does it happen in class?" And if his answer is, "No, it's not happening in the class. You seem to be having this problem alone." Then I might say to him, "Well, what do you suggest I do? Am I going to get tears if I put pressure on this person? Are tears OK? What would you do in my case?" And quite often I do get help. I get suggestions.

Researcher: So it's not just a matter of having a sounding board or somebody who's sympathetic because they've been there too? You actually get some suggestions.

Mr. Sparkes: Yeah. For example, one student, I can clearly remember this one, wasn't listening and...I'd asked them many times if they knew the rules of the gym...if you deliberately misbehave you have to leave the gym. And this person, as I recall, was leaving the gym a lot because they weren't listening, so I asked the teacher, I said, "Do you have problems with this person

listening as well in the classroom?" And they said, "Well, you know they have a hearing problem in one ear." And I said, "No, I didn't know that." After that I just positioned the person differently in the class and things went a lot better. So, simply by asking the teacher, I alleviated a lot of the problems....Other times the information's in the file but I may not have time to go through the whole file from Kindergarten to grade 6 to figure out what the behavior problem might be or what solutions have been tried. It's much quicker, just to ask the teacher.

Teachers talking with other teachers sometimes served the purpose of simply providing emotional support to each other. Teachers would often express frustrations or fears related to their teaching experiences. Other teachers would quite often respond by simply listening sympathetically.

Before school began, in the staff room, Mrs. Dalton and then Mrs. Liddell began talking about Joey and how they were not looking forward to having him back. (Mrs. Liddell teaches Mrs. Dalton's class for one hour a day and Joey is in Mrs. Dalton's class.) Mrs. Dalton had tears in her eyes as she talked about how upset she was that he was coming back. She was standing preparing a cup of coffee or tea as she spoke. She said she was literally afraid of the child. She described him as emotionally disturbed and totally unpredictable. Mrs. Liddell was mostly supporting (and echoing) Mrs. Dalton's statements and did not really add much new information. (FN: April 1)

In addition to getting advice or support for dealing with specific issues or concerns, teachers also got new ideas or opportunities to discuss strategies by talking to other teachers.

Researcher: At the beginning of the school year....you were saying that you wanted to try to apply the principles of whole language to the gym, instead of focusing on teaching the skills....What made you think of trying that approach?

Mr. Sparkes: Certainly talking with other teachers in terms of learning other skills (reading, writing) through the whole language approach. It made sense.

Mr. Furlong: And again, this is from a teacher that I met in immersion, when my son was in the immersion class....I found that it was very cosy. But he had his desk almost as if he was like-

Researcher: You mean this classroom layout?

Mr. Furlong: This layout here.

Researcher: Was one that somebody else-?

Mr. Furlong: I've seen this before. So, most of the layouts I've seen or I've worked around...

Mrs. Newell joined us and asked Mr. Sparkes: "Is that cooperative learning I saw going on in the gym?"

Mr. Sparkes asked her something to the effect: Did you know I was doing that or did it really look like that? They continued to talk about the cooperative learning for a few minutes, sharing ideas for each other to use. For example, Mrs. Newell said that one of the things she finds very important is talking to her class about the experience. She feels the need to process with the group afterwards. Mrs. Newell also said that she felt her group this year was better than last year. She said, "They are less competitive." Mrs. Newell also said that she does use the cooperative groups quite a bit--to foster spirit--but she also uses pairs. For example, in math, she has them work as recorder and then coach and then they switch. Mrs. Newell says that this works especially well for those who need a lot of teaching. (FN: February 12)

Mr. Furlong stated that he did not feel teachers had enough opportunity to observe what went on in each others' classrooms or to interact. He said that a lot of the available communication time is taken up dealing with housekeeping-type issues.

Researcher: Do teachers interact about their experiences...like, "How's it going for you?" or-

Mr. Furlong:...The feedback has been mostly when we've had professional development and people have talked about what they're doing in their classroom or have mentioned that things have worked for them....Teachers don't do enough movement in the school. I think. Just from the routine that we get involved in and just the demands. It becomes more and more that you centre yourself in your classroom and unless you have to move out...whether it's a team meeting...and we don't have a lot. We have functional team meetings. But we used to have more team meetings, more often, and I think that there's a sense that unless it's practical, or it solves some specific problem, then we're getting children like Joey, or mainstreamed children who come in, or other demands placed on us, that we need to attend to and we can't if we are at a team meeting. And we don't always have team meetings oriented towards child problems. It's the management of orders. For instance, we have to do our ordering for art supplies which we did the last team meeting, that will take an hour and half to do. So there's the normal, sundry items that you have to discuss as a teacher, that you might have to keep the plant going--bring your supplies in--so that takes a while.

In the literature on integration, one of the recurring themes is the fact that collaboration between educators is a beneficial and even essential component of integration efforts (Villa et al., 1996). In this setting, educators expressed their desire to be able to talk to people who shared the same position (e.g. teacher-to-teacher), or who had a great deal of contact with a child they found to be challenging. This was the type of collaboration they sought yet they had little allotted time to do this. Although this integration effort was deemed successful, most educators did express frustration with the amount of support available. More time for collaboration might have reduced this frustration and enabled educators to feel and be more supported.

CHAPTER 11

DISCUSSION AND IMPLICATIONS

The research plan, out of which this thesis was developed, was to observe, describe, and analyze a successful example of integration of children with special needs in a regular classroom. To guide and focus this ethnographic study, the following questions were posed:

1. How do participants in this setting define *integration*?
2. How does physical, social, and academic integration occur?
3. How do participants seem to influence the process of integration? Conversely, how does the process of integration affect the participants?
4. How does the environment (setting, activities, resources) seem to affect the process of integration? Conversely, how does the process of integration affect the environment?

The qualitative research methods and the process of data analysis were described in detail in chapters 2 through 4.

The presentation of findings of this research began with a detailed description of the definitions of integration offered by participants. Thus, chapter 5 addressed the first of the guiding questions, "How do participants in this setting define integration?" The definitions offered by participants all contained similar elements including: who was considered to be integrated, where integrated children spent their time, why integration should occur, and how integration was facilitated. These four elements provided a natural framework for presenting the remaining findings of this research and addressing the other research questions. Each of these elements was addressed in separate chapters in chapters 6 through 10.

Question 2, "How does physical, social, and academic integration occur?" was one which was answered in detail in these chapters.

In this concluding chapter, I will elaborate on some of the findings already presented and address, more explicitly, the reciprocal effects that were suggested in questions 3 and 4.

Definitions of Integration

In chapter 5, four key findings about participants' definitions were presented. First, most people in the setting held similar definitions of integration and those definitions closely resembled the school board's definition. Second, although most educators held similar definitions of integration, many used different terms to describe it. Third, some people, particularly students and parents, did not seem to have any sort of definition for, or concept of, integration. Fourth, there were two participants who seemed to have a view of integration that differed significantly from the views of the majority.

The definition chapter addressed the fact that while most participants held similar views on integration, this was perhaps not that surprising, given that the board had a clear policy on the matter and promoted the concept through professional development activities and literature that was circulated widely in the school. However, while most educators shared a common definition, they used different words to describe what was happening for children with special needs. Some used *mainstreaming*, others used *integration* or *inclusion*. The use of different words may have been an indication of their familiarity with the literature, the period during which they received their training, or their experience with special education. Indeed, over the years, several terms have been applied to the process of moving children with special needs

into the regular education system (Lipsky & Gartner, 1997). In the 1950s and 1960s, *mainstreaming* was the term used, in the 1970s and 1980s, *integration* was the label applied, and, most recently, the term *inclusion* has been in vogue. Although differences in the meanings of each of these terms had been articulated, their general themes were similar and it was not difficult to understand that people might have interchanged the terms. Indeed, even in the literature, some researchers and writers have used the terms interchangeably (Biklen, 1985) or suggested that mainstreaming and integration are essentially the same (Danby & Cullen, 1988).

That students and parents, with the exception of those who had children who were identified as integrated, did not have definitions or concepts of integration was somewhat more surprising. A commonly expressed fear of those who are attempting to implement integration is that parents of children who are not identified as having special needs may resist the effort to include children with disabilities in the mainstream. One way that people have tried to avoid this resistance has been to plan sensitization strategies to familiarize parents with the process and to point out the benefits to all children, while reassuring parents that the school experiences of their children would not be diminished. It is possible, however, that these sensitization efforts could backfire, suggesting to people that they might have a reason to object to integration (why else the reassurance?), when this idea might not otherwise have occurred to them. Certainly the findings of this study support the possibility that integration can occur successfully without explicit efforts at community preparation.

In this setting, very little highly public sensitization was carried out. There was some indication that the information was available at home and school and school council meetings, but it was mostly picked up by parents of children with special needs because it seemed most relevant to them. Also, the parent of a child with special needs mentioned that there was at least one meeting designed specifically for parents of children with special needs. But, very few other parents or students seemed to have any clearly defined notions about integration and, indeed, seemed largely unaware of the effort. However, when asked about it, and informed that integration was the policy in their school, most did not offer the negative opinions that some have feared. In fact, many parents cited potential positive outcomes for their children as well as the children who were considered to be integrated.

The effects of peoples' definitions of integration can have implications for sensitization efforts. In this school, two definitions of integration were apparent. Most participants viewed integration as a process to "bring in" children with special needs who traditionally might have been left out of regular classes. However, Mr. Furlong had a different concept of integration. He viewed it as a process for all children and he viewed all children as having special needs. These different definitions of integration may be related to the school community's acceptance of it. In Appleton school, and particularly among the parents of Mr. Furlong's students, lack of sensitization training did not seem to affect attitudes unfavourably. On the contrary, the parents' casual acceptance of the diversity in the classroom, and their positive attitudes towards the school, and Mr. Furlong in particular, point to the success of this integration effort. The findings of this study, particularly as they

pertain to definitions of integration, suggest that if one were to engage in sensitization efforts, it might be wise to explain the effort, and the concept, in terms of the "extension of diversity" definition; the definition of integration held by Mr. Furlong and Ms. Ryan.

When educators, like the majority of those in this setting, view integration as a process of "bringing in" one or more children who are "different", the whole process may appear to be a bigger undertaking than it really is, because it seems that qualitatively different accommodations must be made to support only these integrated children. These teachers are more likely to divide their classes into two distinct groups, of "normal" and "different" children, and to worry that the normal children will be adversely affected by the amount of time or energy which the teacher expects will be necessary to adapt the class plans to accommodate the integrated children. In this study, participants who held this definition rarely expressed the possible global benefits from these adaptations; that the entire class might benefit from new strategies, as well as from the chance to learn together with children who vary in terms of their abilities, interests, talents, and other characteristics. Instead, this definition of integration seemed to reflect a philosophy which allowed for the development of resentment on the part of the teacher for what he or she could perceive as a daunting workload to benefit only a few students, to the detriment of the majority of the students. Resentment, and these reservations about the process, on the part of teachers, could foster a tendency to regard the integrated children as an "add on" group, vulnerable to removal. For the integrated children, this situation would undoubtedly result in a very tentative, at best, sense of belonging in the class, a tenuous placement.

On the other hand, if educators hold a definition of integration similar to Mr. Furlong's, and view it as merely an extension of an already existing diversity, then it might not seem like such a difficult undertaking. They would not consider the accommodations for the integrated children, the "extended diversity" in their classrooms, as qualitatively different from what they were already doing. The essential ingredient here would be the teacher, already viewing the class as a diverse group and already implementing creative strategies to address that diversity. The introduction of children who traditionally might have been left out of the mainstream might simply result in the development and implementation of even more creative ways of adapting for all the children because they all have unique needs. Thus, teachers who adhere to the "extension of diversity" viewpoint might be better equipped, philosophically and practically, to accept and welcome children with special needs into their classrooms, and thus offer them a more secure placement.

The different definitions of integration that existed in this setting also may have implications for how the process of integration is understood. If integration is viewed as a process involving the bringing in of one or two children with special needs to the regular classroom, then the process must refer to what is being done to accommodate those one or two children. If, on the other hand, integration is viewed as simply an extension of the already existing diversity in the regular classroom, then the process must effectively address the very diverse needs in the classroom. This latter option would simply be an extension of the teaching-learning process that conceivably already exists in a classroom where the teacher views all children as unique individuals with a wide range of special needs. It is interesting that Mr. Furlong's view of

integration is very similar to definitions of inclusive schools that are found in current literature.

Throughout this research, Mr. Furlong continued to emphasize that he considered all of the children in his class to have special needs. This focus on the uniqueness of individual children suggests a logical next step for research in this field. Perhaps it would be beneficial to conduct ethnographic research focusing on the uniqueness of all the children in a particular class. It would be helpful to examine how their uniqueness influences the people and processes and how the people and processes respond to their uniqueness. This research would hopefully represent a departure from the current studies, including the present one, which focus too much on the children who have been identified as having special needs. It would also perhaps stimulate educators and other readers to become more conscious of the diversity that already exists and the fact that it is necessary to respond to a wide range of diverse needs in regular classrooms. This heightened awareness might enable us to move forward from an era where integration, and even inclusion, continues to be viewed by many as a process primarily aimed at children with special needs.

Reciprocal Influences Between Participants and the Integration Process

The third question in this thesis, "How do participants seem to influence the process of integration? Conversely, how does the process of integration affect the participants?" guided much of the discussion in chapters 6, 7, 8, 9 and 10. Among the findings in these chapters, several stand out as particularly important. I will focus first on how the integrated childrens' characteristics affected, and were affected by, the integration

process. Then I will turn to ways the educators seemed to affect, and be affected by, the integration at Appleton School.

Characteristics of Children

Participants in the study thought the characteristics of students were crucial to the integration process. First, the research suggested that participants in the study focused on the characteristics of children as a primary consideration in deciding which children would be considered to be candidates for integration. Second, the participants viewed characteristics of the children as a critical factor in the eventual outcome, success or failure, of the integration effort.

Chapter 6 presented and discussed the findings regarding *who* was integrated. One of the main findings here was that the characteristics of the children, in particular the types of special needs that they had, affected their integration. Most participants expressed the belief that most children with special needs should be included in regular classes and that their inclusion would benefit all students to some degree. However, participants almost unanimously agreed that children whose behavior or presence might be disruptive to other children should not be included in the regular classrooms. Thus, children who exhibited very challenging behaviors or who had extreme learning difficulties were not thought to be appropriate candidates for integration by most participants.

Chapter 8, in which an overview of the rationales offered for integration was provided, and the components thought by the participants to be associated with success were discussed, also illuminated the ways that the characteristics of children affected the process of integration and on the perception of success. Brian and Moira each had personal characteristics which seemed to have an effect on

their success, at least insofar as success was defined by the people in this setting. Participants generally viewed that the integration was successful if the child was accepted by others. Brian's success was often attributed to his friendly, outgoing personality and Moira's "failure" at integration was usually blamed on what participants' perceived as her socially unacceptable manner.

The fact that the characteristics of children seemed to have an effect on the integration process in such important ways has important implications for educators. In the past, people held on to the fallacious assumption that children could be changed to make them "ready" for integration. The readiness approach led to the continued exclusion and increased removal of children who were not considered to be ready for the mainstream. For some, perhaps, behavior modification worked well enough or enough new skills were acquired, so that they were deemed eligible for integration. But, for others, the desired changes never occurred and the result was that they remained outside the regular system, apart from their peers, and lacking the opportunities for growth and advancement that existed in the mainstream of society. For an integrated child whose personality seems to threaten the chance for acceptance, the implications are even more problematic. In this setting, many attempts were made to make Moira more acceptable and very few of these led to success. It would have been interesting to see if a more global approach, one that dealt overtly with the issues the class and the school had over acceptance and inclusion, might have led to her greater acceptance. It may be that what is actually needed is a greater level of tolerance in the whole of society; tolerance of differences and recognition that sometimes people will not be able to conform to the present

standards of acceptability. A focus on the child's characteristics, and ability to be accepted by others, as an indicator for successful integration, may be far too limiting. The key for successful integration may lie in whether we, as a society, can widen our definitions of what is acceptable. As Emanuelson (1997) stated, if real integration is the aim, then accepting more diversity becomes the challenge. It would be quite a challenge to achieve such an ideal of acceptance in society, but a challenge, once taken up, which would return twofold benefits: the people with special needs would benefit from full inclusion in society and the society would benefit from the remarkable diversity which these individuals can bring to classrooms and communities and a heightened awareness of and ability to respond to the diversity which was always present but largely ignored.

Characteristics of children certainly seemed to influence the process, and it appeared that the process exerted an influence on the children also. As was discussed in chapter 8, perhaps the most obvious effect of the process was that, according to most participants, it helped prepare all the children for life in the real world. There was also some evidence to suggest that having their needs effectively addressed in the regular classroom, as opposed to a segregated environment, enhanced the self-esteem of children with special needs.

Preparation for the real world has become a popular goal of education (Villa & Thousand, 1994). Lipsky and Gartner (1996) stated that, "Inclusive education in restructured schools provides benefits for all students and serves as an exemplar for an inclusive society, one that is both diverse and democratic" (p. 792). Indeed most of the parents in this setting stated that their children would benefit from having the opportunity

to be educated alongside children with diverse needs, and to see these needs being recognized and effectively addressed. Parents said these opportunities would help their children learn to be more sensitive to the needs of others and to be helpful to other people. The parents seemed to recognize these as important traits and skills that would be helpful to their children, particularly when they become adults and begin dealing with many diverse situations and people. Brian's mother also spoke about the fact that integration would help Brian prepare for the real world. She expressed the belief that being educated with his age peers in the regular classroom would help Brian feel comfortable in "regular society" and that this would help him later in life when he might be seeking employment or doing other things in regular society. She pointed out that Brian had had experiences in a segregated setting and that those experiences had left him feeling depressed and left out.

Educators' Attitudes and Expectations

Educators also brought individual influences to the process of meeting diverse needs in the classroom. First, as was discussed at length in chapter 9, the teacher's characteristics or personality seemed to have an effect on his ability to meet the diverse needs of his students. Second, educators' expectations with respect to the progress of children may have had an effect on their ability to meet diverse needs in the classroom. In particular, educators' expectations of what integration should achieve may have influenced what they did; what goals they prioritized and worked toward. Their expectations, therefore, also seemed to influence the outcome of the process.

In this study, some of the key characteristics of the teacher which had an effect on his ability to effectively address the diverse needs of

students in his classroom included: his flexibility, positive approach, conducive values and beliefs, empowerment of students, and effective organizational and teaching strategies. The teacher is critical to the process and, fortunately, there was a good fit between this teacher and the job he believed he had to do. Mr. Furlong believed that all children could learn and develop in the regular classroom. He viewed all children as unique individuals with special needs and recognized the need to make accommodations and adaptations to meet their needs. He seemed to believe that children would work harder if they were self-motivated to learn and therefore he attempted to facilitate the development of self-direction. He utilized time and space effectively to maximize growth opportunities for all students. Finally, he utilized an eclectic array of teaching strategies flexibly and responsively to meet students' individual needs.

This finding, that the teacher's characteristics and attributes seem critical to the success of the integration effort, is consistent with other research in this area. Dollard, Christensen, Colucci, and Epanchin (1996) described strategies for constructive classroom management but stated that effective management was not so much dependent on the strategies as on the teacher's philosophy and outlook. They asserted that, "Teachers who respect and care about their students and who believe their job is to enable and facilitate growth and development...can use these techniques effectively" (p. 11). Olson et al. (1997) have even suggested that universities may want to modify their admission procedures for students of education to ensure selection of individuals with "humanistic attitudes" toward people with disabilities (p. 32). They point out that in their qualitative study of "successful inclusionists",

educators described themselves as tolerant, reflective, and flexible. Furthermore, educators insisted that the primary inclusion practice that contributed to their success was showing warmth and acceptance to students with disabilities.

Teachers' expectations for what a child could achieve, socially, emotionally, and academically also may have had an effect on their ability to effectively address the students' needs. Mr. Furlong expected children to progress beyond their own current level of ability. He compared the progress of individual children against their own past performance, and was therefore able to celebrate all successes, even relatively small ones. Other teachers, who compared progress of integrated children with the progress of other children, sometimes expressed their frustration with the seemingly limited progress of the integrated children. Their frustration may have led to a reduction in their motivation to try to teach these children, and an expressed desire to see these children educated somewhere other than the regular class. The following quote from a teacher illustrates this point.

Teacher: Other days I want to see if they've practiced, what they've learned. Or if they're actually learning from this class. And I don't always get it. And one of the reasons that I didn't go into special education is because I, as a person and a teacher, have to see results. I have to know that what I'm doing is working. And with some special education children, mainstream children, I use the term loosely...sometimes the results will only come over a long period of time. And what some children may show you in terms of improvement...with some it takes two months, three months and usually by then, we've moved onto a different activity so...that bothers me.

The expectations of educators also seemed to affect the integration process itself. At Appleton school, most efforts for the integrated children were focused on addressing their social and

emotional needs. While it is true that these two areas were also prioritized in discussions of successful integration, that is, what educators and participants expected or hoped to achieve, most people also expressed the desire that academic advancement also be a realized outcome. However, much more emphasis seemed to be placed on social and emotional development than academic progress. It is not really surprising that social and emotional development were considered priority goals for children who would have been routinely segregated in the past. There has been a great deal written about the potential rejection and lowered self-esteem that children with disabilities may experience when and if they are brought into the mainstream. Thus, a fundamental concern for educators and parents has been the protection of children from these potentially harmful effects. However, educators and others should be mindful of the emphasis placed on these aspects of development, lest they be justifiably criticized for focusing on these to the detriment of academic development. Indeed, there is some evidence that such criticisms are already being made. Fuchs and Fuchs (1994) criticized proponents of inclusive schools for their focus on social competence and friendship and apparent lack of concern regarding academic performance. The need to be mindful of all aspects of development may also be particularly important and sensible when one considers the interaction between the various aspects of development. After all, as was discussed in chapter 8, progress in academics may actually contribute to social and emotional growth.

The teacher certainly influenced the process of integration, but interestingly, the process influenced the teacher as well. Mr. Furlong noted that the integration of children with special needs influenced what

he did with all the children in his class, not just those identified as having special needs.

Mr. Furlong: I think, with a lot of children who are challenged, physically, intellectually, ...when they're challenged so are we. So then we start to question what we're doing on the floor and whether we're doing the job that we should be doing with not just those children, but the other children.

This finding is consistent with Gormley and McDermott (1994) who found that inclusion enabled the teachers to improve their understanding of teaching and learning and helped sensitize them to the needs of all the children in their classrooms.

Reciprocal Influences Between the Environment and the Process of Integration

The fourth question guiding this thesis was "How does the environment (setting, activities, resources) seem to affect the process of integration? Conversely, how does the process of integration affect the environment?" Different aspects of the environment affected and were affected by the process of integration. These included: (a) the policies that were in place there and the philosophies that were adhered to, (b) the resource structure that existed, (c) the physical space that was utilized, and (d) the teaching strategies implemented. Policies that supported integration enabled it to happen and gave fair consensus to the meaning of integration. As well, a bottom-up philosophy led to ownership of the process and commitment to it. The resource structure was modified to provide support to the regular classroom teacher and the class as opposed to separate systems. The classroom was rich with resources and the physical environment was also modified in an on-going way to meet the diverse needs of students and the activities taking

place there. And finally, there was a wide range of teaching strategies that could be flexibly and effectively applied to enhance students' growth. A thorough discussion of the teaching strategies can be found in chapter 9. In this chapter, I will elaborate on the first three aspects of the environment mentioned above.

Policy and Philosophy

The Constellation School Board had a clearly articulated policy that supported integration. This policy stated that children with special needs would attend their community school and within that school they would be members of regular classes and would receive support services as indicated by an individual educational plan. This policy opened doors and enabled children who traditionally might have been excluded to be a part of the regular education system.

In addition to articulating a clear policy, the board also used several avenues to promote this policy and to ensure that all educators within their system were familiar with the policy. They held workshops, produced handbooks, and facilitated meetings to address the issue. These efforts were probably largely responsible for the high level of consensus among educators in their definitions of integration.

One philosophy of this school board, that decision-making should occur at the local level, appeared to add some strength to the integration process. While the board had a policy for integration and did much to promote it, it also adhered to the philosophy that decision-making, particularly with regard to the specifics around implementation, occur at the local level. There was a deliberate avoidance of forcing people to participate or of determining at the board level how integration should occur. People at the school board and at the school expressed the belief

that allowing decision-making to occur at the local level rather than top-down facilitated a sense of ownership of and commitment to the process. They also recognized that there were some trade-offs with this philosophy. One significant trade-off was that there was great variation between schools and between classrooms within schools with respect to how integration occurred. Sometimes the people at the board level were less than satisfied with what went on in different places, but there was an overall belief in and commitment to the philosophy because it was felt that more people would support the process if they felt it was a choice as opposed to if they felt it was being forced upon them.

Julie Ryan: The culture of our board is really local control and a lot of autonomy at the school level. It's a very, very big strength in many ways. But our strength ends up being our Achilles heel at times, too, because you get mediocrity, lots of times, where you shouldn't have it. Or things not being done at all that should be done. So, that is kind of the history of this board. So one goes with it a bit. It's not a very top-down board.

The philosophy supporting local control was also evident at the school and classroom levels and, there too, it seemed to have a positive effect on integration. At the school level, the principal described how he used this philosophy to solicit support for integration from reluctant teachers.

Researcher: As an administrator, what has been your approach to teachers who might have been more reluctant toward (integration)?

Principal: Hopefully, more supportive, not coercive: making teachers feel a part of the selection process for the integration aide with whom they are going to work, having teachers part of the resource team when we're dealing with youngsters, having teachers be responsible with the resource teacher for the referrals that we do when we want children tested.

At the classroom level, Mr. Furlong's efforts to promote self-motivation through the availability of choice indicated his belief that local

level decision-making was more effective in facilitating a sense of ownership and commitment. In this case, the ownership and commitment were potential aids to students' learning and growth. Mr. Furlong seemed to believe that students should not be viewed as passive recipients of knowledge but as active participants in the construction of their knowledge. Lipsky and Gartner (1992) point out that allowing children opportunities to make choices and to have control in their environment enables them to develop a sense of competence and mastery. They further assert that these feelings of mastery and competence are important for all students but are perhaps particularly significant for students with disabilities who too often are "tended to rather than enabled" (p.7).

Resource Structure

As a result of the school board policy, segregated classrooms within this board were being closed and resource funds and personnel were being redirected to provide greater support to regular classroom teachers and classes. Instead of special education teachers and aides assigned to closed special education classrooms, the board reallocated aides to regular classes and redefined and renamed the roles of special educators. Special education teachers and free flow teachers from the closed special education era became resource teachers. As well, the board employed learning consultants who worked from the board but who spent a great deal of time in the schools working with resource teachers and other educators.

More detail on the types of resource support that were available was provided in chapter 10 and need not be repeated here. However, further discussion of two of the findings seems necessary. First, most

participants expressed the belief that the current resources available were not adequate to meet their needs. Second, most teachers reported that although they were aware that resource teachers and learning consultants were available to provide support, they would be more likely to turn to friends or people in similar positions when seeking assistance.

These findings seem to contradict one another, and indeed, the resource situation was problematic. On the one hand, participants said that they needed more resource support, while on the other hand, they said that they did not find the resource support that was available as helpful as turning to others in similar positions for support. Inevitably, the question arises over whether the kinds of formal support available were really able to meet the needs that existed. Educators often mentioned that they relied, heavily, on friends or people who were in similar situations (teachers helped teachers, aides helped aides) and yet, the opportunity for this type of support was very limited. Teachers interacted with teachers during their recess and lunch breaks or on the fly between classes. Perhaps the school or the board might capture this interest and willingness to share ideas and assistance on the part of teachers, and channel it into formal support networking. For example, it might be possible and beneficial to reallocate some of the resource funds from designated, but underused, resource personnel to substitute teachers or rearrangement of school time and scheduling, so that regular classroom teachers and other educators involved in the integration process might have more time, scheduled time, for greater collaboration.

The fact that educators in this setting expressed the desire for more opportunity to collaborate is consistent with the literature on inclusive schooling which emphasizes the importance and benefits of

collaboration (Villa et al., 1996). As the school population becomes increasingly diverse, the need for educators and resource personnel to communicate and exchange knowledge and ideas in order to address students' needs is becoming greater. Villa et al. have asserted that collaboration is so vital to inclusive schooling that it should no longer be considered optional. However, the reality in most North American schools is that the desire and ability to consult and collaborate is hampered by a range of barriers (Johnson, Pugach & Hammittee, 1988; Nevin, Thousand, Paolucci-Whitcomb & Villa, 1990; and Phillips & McCullough, 1990). Villa et al. identified several barriers to collaboration in schools including inadequate teacher preparation; ineffective organizational structures, policies, and procedures; loss of the familiar dominant school culture (isolation); and poor leadership. One of the key organizational barriers they mentioned was a lack of time available for collaboration in schools. Thousand and Villa (1995) offered several strategies for "expanding time for collaborative planning, teaching and reflection" in schools (p. 67). These were creative ideas that could be used by any educational system that had a desire to promote and facilitate collaboration.

Physical Environment

The physical environment also affected how effectively the diverse needs of the students could be addressed. Both where the children actually spent their time (in segregated versus regular classrooms), and the characteristics of that classroom environment, seemed to be important to their social, emotional, and academic growth.

Chapter 8 included discussion of the participants' assertions that having diverse groups of children in regular classes encouraged

acceptance, helped children feel good about themselves, and facilitated academic learning. Further, it was stated that a priority goal of integration was to prepare children for the real world and so it made sense, and was perhaps essential, to begin by placing all children together in the regular classroom. If segregation in schools is allowed to continue, and children who are deemed to be different or special continue to be placed in special environments, then a whole separate world is created: a world that is structured differently; a world where the people are different; a world that perhaps emphasizes different goals and expectations. And the leap from that separate world to the world experienced by the majority in the regular classroom might be a leap that would be too challenging for either population to complete successfully. Many years ago, John Dewey (1899) suggested our schools should be "a miniature community, an embryonic society". If we have achieved this goal, and schools and classrooms are reflective of the larger society, then they should be the best possible preparatory ground for that world. At once special, diverse, and integrated.

It follows that the best possible classroom should also include the characteristics most conducive to achievement of the goals of diversity and integration. The physical environment in the classroom that I observed was so diverse, fluid, rich, intriguing, and stimulating, that it was easy to believe that children of various shapes, sizes, colours, ages, and religions; children with varying interests, talents, and abilities could all be welcomed and included in this room. The classroom contrasted with others that were kept neater and more orderly, with sparse decor and fewer teacher-provided resources; classrooms where everyone was expected to sit in the same formation for most of the school year, and

where conformity seemed to be encouraged, at the expense of diversity and individuality. Mr. Furlong's slightly untidy, busy, colourful, and interesting classroom helped convey to the children the message that diversity, in things and in people, is not only acceptable, it is a positive thing.

The environment certainly had an effect on the process, but the process also affected the environment. It was the integration policy itself which led to the decision to close special education classrooms and move children and resources into the regular classrooms. As well, the presence of children with increasingly diverse needs in regular classrooms no doubt had an effect on the physical characteristics of the classroom. More and different resource materials were introduced, seating arrangements and the physical layout of the space was modified and new teaching strategies or other activities were introduced and employed to meet the new and diverse needs.

In the final analysis, the success of the integration process is dependent upon the positive confluence of several factors. First, and foremost, among them is the regular classroom teacher, his or her definition of, and attitude toward, integration and flexibility in teaching style and strategies. Encouragement and development of positive attitudes, style, and strategies should be included in the curriculum at teachers' colleges. Second, the integration process seems to be precariously hinged upon makeshift collaborative efforts between the regular classroom teacher and other sincere participants. Provision for formalized and structured collaboration between educators in order to develop and expand this valuable resource tool is indicated. Third, cooperation, tolerance, and positive attitude among participants in any

integration effort is essential. The range of participants goes beyond the school personnel, parents, and students and includes the whole of society itself. Proponents of full integration may need to look at ways of encouraging social change beyond the classroom door. Perhaps a starting point would be creating greater awareness of the reality that "special needs" children are not the only unique children; all of society's children are unique and have special needs. The way we define and talk about integration can influence people's understanding and acceptance of diversity and the process of integration.

The present study adds to a growing body of research in which integration efforts are viewed through a qualitative framework. This study provides an in-depth and detailed description of the interactions and processes that were occurring in a classroom where children with special needs were being educated along with non-handicapped peers. Educators can draw inferences from this data which might relate to their own experiences in the classroom, and perhaps begin to plan and prepare for more of the challenges and benefits which this research highlights. While this research project does not yield findings which can be generalized to all persons engaged in integration efforts, the findings of this study will, undoubtedly, be of relevance and interest to a number of educators who must make decisions for practice in the real world.

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APPENDIX A

LIST OF PSEUDONYMS AND PARTICIPANTS' ROLES

The Grade 4/5 Class:

Regular Classroom Teacher
Students (in alphabetical order)

Mr. Elliot Furlong
Charles Abbott
Noel Andrews
Adam Anstey
Max Bailey
Moirra Browne
Heather Chipman
Tom Costello
Reggie Drew
Sue Fisher
Bobby Foley
Gregory Fraser
Stan Gillis
Tony Harvey
Alan King
Ronald Lane
Denis Moore
Trish Norman
Mark Power
Dean Russell
Derek Smith
Rick Taylor
Wayne Tucker
Karen Walsh
Billy Webber
Brian Winsor
Tyler Young
Mrs. Gloria Firth

Integration Aide

Other teachers and support personnel for the Grade 4/5 class:

Resource Teacher
Math teacher for grade 5's
Gym Teacher
Music teacher
Relieved Mr. Furlong one period a week
Learning consultants from the school board

Ms. Ramona Stewart
Mrs. Marlene Tyler
Mr. Keith Sparkes
Mrs. Veronica Shortall
Mrs. Liddell
Mr. Ed Williams
Ms. Jeanne Ralph

Parents who were interviewed:

Mrs. Abbott (Charles')
Mrs. Andrews (Noel's)
Mrs. Fraser (Gregory's)
Mrs. Power (Mark's)
Mrs. Russell (Dean's)
Mrs. Smith (Derek's)

Mrs. Taylor (Rick's)
 Mrs. Walsh (Karen's)
 Mrs. Webber (Billy's)
 Mrs. Winsor (Brian's)

Administration:

School Board
 Director of Educational Services
 School
 Principal

Constellation
 Ms. Julie Ryan
 Appleton
 Mr. David Pinsent

Other children in the school who were mentioned:

Cyril
 Dillon
 George
 Joey
 Katie/Katherine
 Richie
 Paul
 Sherri
 Wendy

Other educators in the school who were mentioned:

Regular classroom teachers

Mme. Arthur
 Mr. Richard Clancy
 Mrs. Dalton
 Mrs. Cherry Newell
 Mrs. Pat Richards
 Bev Norris
 Betty King
 Mrs. Spurrell
 Mrs. Darcy
 Mrs. Udell
 Mrs. Malloy

Other integration aides

Substitute teachers

Other:

Facilitator of computer workshop
 Secretary
 Two consultants with the school board
 to whom Ms. Ryan referred

Mr. Tricco
 Mrs. Goodridge

Terri Black
 Cynthia Carew

APPENDIX B
SAMPLE LETTER FOR PARENTAL PERMISSION AND CONSENT
FORMS

Sample Letter

Dear parent,

With the cooperation of the Constellation³ School Board, Appleton School and Mr. Furlong, I am undertaking research in your child's classroom this year.

This study is concerned with the integration of children with special needs into regular classrooms and it is hoped that the findings will help teachers be more effective for all children.

I shall be observing classroom interactions an average of one day a week and, later in the year, I intend to conduct one or two interviews with some of the children as well as teachers, administrators, and parents. There will be no testing of any kind and participation will be strictly voluntary.

In the reporting of the results of this research, care will be taken to see that the actual names of the school or any of the children are not used. Some time after the completion of this study a summary of the findings will be available through the school.

If you have no objections to my working with your child, I would greatly appreciate it if you would please sign the attached consent form and return it to the school as soon as possible.

If you have any questions or would like further information about this project, please feel free to contact me at any time. I can be reached through the secretary at Appleton School.

Yours Sincerely,

Michele T. Neary

³ For clarity, pseudonyms have been used in Appendices B-K.

Consent Form

Mr. Furlong's class and Appleton school are collaborating with Ms. Michele Neary of McGill University in an observational study. I have no objections to my child taking part in this study.

This research is about the inclusion of children with special needs in regular classrooms. It is primarily observational, but may also involve one or two interviews with some individuals or groups. Observations will take place on average one day per week and some of the children may be asked to participate in one or two interviews. However, participation in interviews will be voluntary and my child will be free to refuse to participate at any time.

I understand that my child, as an individual, will not be singled out for study and that observations will be of the entire class. There will be no testing of any child for this study.

I have been informed that the results will be reported in such a way that specific information about the school, the classroom, and the children will not be revealed. A summary of the findings of this study will be available through the school sometime after the completion of the study.

I understand that Ms. Neary will be glad to answer any questions regarding the procedures of this study. She can be contacted through the secretary at Appleton School.

I have read and understand the above explanation and I agree that my child participate in this study.

Date

Signature of Parent or Guardian

APPENDIX C
SAMPLE PARENT INTERVIEW LETTER AND FORM
Sample Parent Interview Letter

Dear parent,

As you may recall, I am conducting an observational research project in Mr. Furlong's classroom. The primary focus of this project is on the inclusion of children with special needs in regular classrooms. It is hoped that the information derived from this research will help teachers in integrated settings provide more effective education for all children. As I mentioned in my letter to you, dated September 23, I am studying this issue primarily through observation and interviews. In the past month I have interviewed those children whose parents agreed to their participation as well as many teachers from Appleton School. At this time, I am interested in conducting interviews with parents of children from Mr. Furlong's class.

I feel that it is important to obtain the perspectives of parents and to understand their beliefs and/or concerns about the process of integration. I am aware that most people are very busy at this time of year and schedules are quite hectic, however, I would truly appreciate any time you might be able to offer. The interviews will be very brief (about half an hour), and can occur at a time that is suitable to you. I am prepared to conduct interviews face-to-face or over the phone, depending on your preference.

Once again, I would like to assure you that the anonymity of all participants in this research will be maintained. In the reporting of the results of this research, care will be taken to see that the actual names of the school, teachers, parents, or any children are not used. As well, I will not disclose the particulars of information obtained from individual participants with any other person or persons involved in this project.

If you would be willing to participate in an interview, please complete the form provided and return it to the school as soon as possible.

If you have any questions or would like further information, please feel free to contact me at any time. I can be reached through the secretary at Appleton School.

Yours Sincerely,

Michele T. Neary

Parent Interview Form

This form is applicable to either mother, father, guardian (or any combination of these).

Name(s): (please print): _____

☐ I am (we are) willing to participate in an interview

☐ I am (we are) NOT willing to participate in an interview

If you **are** willing to participate, please provide the information requested below.

I (we) prefer:

Telephone interview: _____

Face-to-face interview: _____

If you select face-to-face interview, please specify where you would like the interview to take place: _____

Possible times/dates for interview:

Date: _____	Time: _____
Date: _____	Time: _____
Date: _____	Time: _____

I will telephone you to arrange and/or confirm a suitable time and place. Therefore, please provide a **telephone number** and **time** when you can be reached at this number:

Number: _____ Time: _____

Signature(s): _____

APPENDIX D

INTERVIEW PROTOCOL FOR THE CHILDREN

The first questions were directed to all the children in Mr. Furlong's class who were interviewed. The next questions were directed toward selected students. Questions were divided into several categories including social, academic, and physical.

Questions for All Children Interviewed

Social

1. Everyone in your class seems to have a different job like: music monitor, sanitary engineer. What's your job? How did you get that job? Is everyone's job decided in the same way? If not, what are the differences and for whom? Are some jobs more liked than others? Why? Do you like your job?
2. What are the rules in your class? How were these decided? How are they enforced? If you have something to say in class, how do you indicate that you would like to speak? Do you always get to speak after you indicate in this way? What happens if you just speak out?
3. I'd like you to help me to understand friendships in the class. Who are your friends in the class? Do you have a closest friend? Why are they your friends? What do you talk about with your friends? What do you like to do with them?
4. Is there anyone else you would like to be friends with but are not friends with presently? Who? How would you go about making friends?
5. Who is not your friend. Why? Is there anyone you would really not like to be friends with? Why?
6. Does everybody in the class have friends? If not, who doesn't and why?

Who has the most friends in the class? Why? Who has the least friends in the class? Why?

7. (Draw friendship maps).

Academic

8. I have noticed that sometimes in class you work in pairs, other times you work in groups and still other times, you work by yourselves. Which do you like best? Why? Which way do you learn best? Why?

9. How is it decided whether you will work in pairs, alone, or in groups?

10. How is it decided who will work with whom? If you have a choice, who do you like to work with, and why? Who would you not like to work with, and why?

11. If you need help with your work in school, who do you ask? How do you ask for help? Do you always get help when you need it? Do you ever ask Gloria for help? If not, why not?

12. Why is Gloria in the classroom? What does she do? How does she do it? Who does she help?

13. Some students leave the class and go to Mrs. Stewart's room. Why do they go there? What do they do there? Who goes there and why? Do people like to go there?

Physical

14. In your classroom, the seating arrangement, where you sit, has changed many times throughout the year. How is it decided where everyone will sit?

15. Is there someone you like sitting next to best? Why? Is there someone you would not like to sit with? Why?

Questions for Selected Students

Charles and Trish

1. What's it like being a new student in this school? You seem to have developed a few friends since you arrived. How did you go about this? Do you think you were treated any differently because you were a new student? If so, how?

Charles

1. On the parent consent form that your mother sent back to me at the beginning of the year, she mentioned that there had been integration at the school you attended before. Can you tell me a bit about this? How does it compare with what's going on here at Appleton?

Brian

1. I notice that during class, Mr. Furlong very often refers to you. He asks you questions, uses your name, or points out things that you have done. Why do you think that he does this? How does it make you feel (do you like it)? Why?

Trish, Sue, Karen

1. What is the writing club? How was it formed? When do you go? Do you like it?

Dean, Karen, and two new class reps

What were (are) your responsibilities as Class Rep? How did you get the position?

Tyler and Bobby (interviewed together)

1. Ask about their friendship. Do they live close to one another? Do they socialize a lot outside of school time?

2. What kinds of things do they talk about?

3. How did they become friends?

APPENDIX E

INTERVIEW PROTOCOL FOR MR. FURLONG

General Questions About Integration

1. People refer to both *mainstreaming* and *integration*. Which term do you prefer? What is your understanding of the concept of integration (use *mainstreaming* if it is his term)? That is, what is your definition of integration? What are its purposes and goals?
2. When integration seems to be working well, what's happening? That is, what's your idea of an integrated situation that's working well?
3. Why do some situations seem to work well, but not others?
4. What are the problems?
5. How do the child's characteristics (intelligence, behaviors, physical appearance, personality) influence the integration of that child?
6. How do teacher behaviors (eg. teaching style, use of particular strategies, etc.) influence it?
7. How do parents influence integration?
8. How about administrative factors? (resource assistance, release time, inservice, etc.)? I have named four types of influences, can you think of any others that I haven't named? Overall, what would you say are the most important things influencing integration?
9. Do you think your conception of integration is similar to that of other teachers in this school? If not, how does it differ?
10. How does the integration affect the children who are being included?
11. How does it affect other children?
12. How does it affect you as a teacher?
13. How does it affect parents and families?

14. You have often said that Brian and Moira are not the only children with special needs in your class, how do you manage to meet the needs of all the children in your class?
15. You have been teaching for quite a number of years. Have you found any difference over the years in the range of diversity among the children in the regular classes? Has your teaching changed as a result of this?
16. Do you make any special adaptations for the children with special needs in your class? If so, what are these adaptations? How do you decide what adaptations to make?
17. In the literature on integration, a lot of emphasis seems to be placed on the need to have resource help available to the regular education teacher. How important is this to you?
18. What role, if any, do resource personnel (in the school or the school board) play in the integration of children with special needs in your class?
19. How well do you think integration is working in your classroom?

Specific Questions About Various Aspects of Integration

Physical

20. The seating arrangement has changed frequently throughout the year. Why is that? Do you have particular preferences for who sits next to who and who doesn't. How are the seating arrangements decided? Are there rules around seating? Do you try to seat people who work well together next to one another?

Social

21. Everyone in the class seems to have a job: music monitor, sanitary engineer, etc. Whose idea was it to create and assign jobs? What are the

purposes or goals of having these jobs? Are these goals being met?

How are these jobs assigned?

22. As we have discussed in the past, many children do not seem to want to sit next to Moira and in fact many children have requested that Moira not sit next to them. What do you think are the reasons for this?

23. Has anything been done to try to increase Moira's acceptance by the other students? If so, what and by whom (by you, Gloria, or someone else)? What, if any, success has there been?

24. What friendships exist in the class? How do you know who is friends with whom?

25. What seem to be the most important factors contributing to the development of friendships among the students?

26. Do Brian and Moira have friends? If not, why not? Have you noticed any difference in the way they relate as compared to others? Are there other children in the class who don't have friends? If so, why do you think they don't have friends?

Academic

27. In January you began to use cooperative groups in the class. Why did you decide to do this? What were you hoping to achieve? Did you notice any benefits or drawbacks of this approach? The majority of activities up to that point had been individual or large group. How did the children respond to the change?

28. During class time, I notice you refer to Brian more so than any other student. You ask him questions, use his name, or talk about something he has done to illustrate a point. Can you tell me why you do this?

29. Ask about Brian's and Moira's academic histories.

30. Ask questions about Gloria's role.

APPENDIX F

INTERVIEW PROTOCOL FOR INTEGRATION AIDE

1. What is your job title? How long have you been working in this position? How do you come to get this position?
2. I am trying to get an idea of the structure of the administration of the integration programs; the line of authority. Can you help me with this? To whom are you directly responsible? Who is responsible for the students who are being integrated? Who do you go to if you have any difficulties or would like some information? Who assigns your responsibilities?
3. What are your responsibilities in Mr. Furlong's classroom? How are these determined from day to day? Do you and Mr. Furlong talk about this? If so, when (as it happens, before class, recess)? How are your responsibilities in this class the same or different from your responsibilities in other classrooms to which you are assigned? Is the method for deciding them the same or different than in other classes? What method for deciding your responsibilities works best for you?
4. I notice that some days you spend more time with Moira and other days you spend more time with Brian. How is it decided who you will spend time with?
5. Do children other than Brian and Moira ever ask for your assistance? If so, who and when? Are there children who you feel would never ask for your assistance? Who? and why?
6. Was your presence in the classroom explained to the class? If so, how and by whom? If not, what do the children understand about your presence in the room? Why do they think you are there?

7. I have observed that many children do not seem to want to sit next to Moira and, in fact, Mr. Furlong has said that children have requested that Moira not sit next to them. What do you think are the reasons for this?
8. Has anything been done to try increase Moira's acceptance by the other students? If so, what and by whom (by you, Mr. Furlong, or someone else)? What, if any, success has there been?
9. I have observed several children ordering Moira about or speaking to her in a negative tone of voice. I have also noticed that Brian frequently orders her about saying things like, "Sit down, Moira!" What do you think is going on there? Why does he do this?
10. In your opinion, why do you think that Brian is so well accepted by the other students?
11. What is your understanding of the concept of integration? That is, what is your definition of integration? What are its purposes and goals? How is it accomplished?
12. How successful do you think the integration is in Mr. Furlong's classroom?
13. What are the most important things contributing to this success (or lack of success)?
14. How do you think you can best contribute to integration efforts? Do you think that you are able to do this in this setting? Why or why not?
15. Is integration ever addressed in the class (by Mr. Furlong, you, or the children)? Are children aware that Brian and Moira are being integrated?

APPENDIX G

INTERVIEW PROTOCOL FOR MUSIC AND MATH TEACHERS

1. People refer to both *mainstreaming* and *integration*. Which term do you prefer? What is your understanding of the concept of integration (use their term)? That is, what is your definition of integration? What are its purposes and goals?
2. When integration seems to be working well, what's happening? That is, what's your idea of an integration situation that's working well?
3. Why do some situations seem to work well, but not others?
4. What are the problems?
5. How do the child's characteristics (intelligence, behaviors, physical appearance, personality) influence the integration of that child?
6. How do teacher behaviors (eg. teaching style, use of particular strategies, etc.) influence it?
7. How do parents influence integration?
8. How about administrative factors? (resource assistance, release time, inservice, etc.)? I have named four types of influences, can you think of any others that I haven't named? Overall, what would you say are the most important things influencing integration?
9. Do you think your conception of integration is similar to that of other teachers in this school? If not, how does it differ?
10. How does the integration affect the children who are being included? How does it affect other children? How does it affect you as a teacher? How does it affect parents and families?
11. What support do you get from each other? Or what support do you get in general? From whom?

APPENDIX H

INTERVIEW PROTOCOL FOR GYM TEACHER

1. People refer to both *mainstreaming* and *integration*. Which term do you prefer? What is your understanding of the concept of integration (use his term)? That is, what is your definition of integration? What are its purposes and goals?

Where is the thrust coming from for integration in this school board?

Do you think your conception of integration is similar to that of other teachers in this school? If not, how does it differ?

2. When integration seems to be working well, what's happening? That is, what's your idea of an integration situation that's working well?

3. What are the problems? Is there sufficient support for integration? What are some of the concerns that are particular to gym teachers?

4. What support do you get? From whom? If you are having a particular problem with a child who is being integrated, who would you turn to for help?

5. Gym teachers steering committee to identify and clarify concerns. Any follow up on this since last year?

6. How well do you think the integration is working here at Appleton?

7. How could integration be made better?

8. How does the integration affect the children who are being included?

9. Do you have the same expectations for Brian and Moira as for everyone else? Have you seen any progress with Brian or Moira this year? Was Gloria with Brian in gym last year? Why is Moira so isolated? Have things improved for her over the year? If so, to what do you attribute the improvement?

10. How does integration affect other children?

11. I notice the girls often end up on one team. What's the reason for this? Also, the girls don't participate well in a lot of the activities. What do you think is the reason for this? Is that typical of most classes, or particular to this class?
12. How does integration affect you as a teacher? Do you have to do anything differently?
13. Describe general pattern of gym class (introduce activity, children practice, recap).
14. Rules?
15. Teaching strategy. You mentioned to me at the beginning of the year (September 11) that you were planning to try to apply the principles of whole language to gym. You said that in the past you had been much more skills oriented and, as a result, children spent a lot of time practicing skills and sometimes didn't get to the actual game. Where did you get the idea for changing your approach? How did you find it worked out? At that time, you mentioned that you also felt that it might be better for Brian because he used to get frustrated when he couldn't master a skill. Do you think the change affected him in any way?
16. In January you began doing some cooperative learning activities. How did you come about starting this? How did it work out?
17. There seemed to be a lot of things going on in the gym this year to disrupt your routines: tarring, floods. How did you feel about that?

APPENDIX I

INTERVIEW PROTOCOL FOR PARENTS

1. How long has your child been at this school?

2. Why did you choose this school for your child?

As you know, the purpose of my research is to look at the inclusion of children with special needs in regular classes...

3. What is your understanding of the school board's policy around education of children with special needs?

If parent does not talk about integration or does not seem to know that it is a policy, I will briefly describe the board's policy.

4. How do you feel about this policy?

5. Do you think integration of children with special educational needs affects your child? If so, how?

If all effects mentioned are negative, ask: Do you think there are any positive consequences for your child?

Conversely, if all effects mentioned are positive, ask: Do you think there are any negative consequences for your child?

6. Do you think it is an important issue for people?

7. How do you think your child understands integration?

8. If you had any questions or concerns about integration, would you feel comfortable addressing them with school or school board personnel? If not, why not?

9. If your child had any questions or concerns, do you think they would feel free to ask the teacher or talk it over with someone at the school? If so, who? If not, why not?

Now I want to ask some more general questions about your experiences with this school. I am trying to gain an understanding of the relationship that the school has with parents.

10. What kinds of experiences have you had with the school and the teachers at the school?
11. How do you feel about the experiences that you've had?
12. To what extent do you feel that you have been encouraged to become involved in your child's education?
13. If you had some concerns about the education of your child, do you feel that there are avenues to have these expressed and addressed?

APPENDIX J**INTERVIEW PROTOCOL FOR BRIAN'S MOTHER**

1. How long has Brian been at this school?
2. Why did you choose this school for Brian?
3. Can you tell me what Brian's educational experience has been so far? (i.e. history of his education) Was he always in this school? How many years?
4. How have you felt about his educational experiences so far? What have you liked? What have you disliked?
5. Have any particular people had a significant impact on Brian's educational experience? If so, who? And what was the impact?
6. What is your understanding of the school board's policy around education of children with special needs?
7. How do you feel about this policy (integration)?
8. If you had any questions or concerns about integration, would you feel comfortable addressing them with school or school board personnel? If not, why not?
9. Is integration is an important issue for you?
10. How do you think being in the regular class affects Brian? If all effects mentioned are negative, ask: Do you think there are any positive consequences for Brian? Conversely, if all effects mentioned are positive, ask: Do you think there are any negative consequences for Brian?
11. How do you think Brian's presence in the class affects other children?
12. If Brian had any questions or concerns, do you think he would feel free to ask the teacher or talk it over with someone at the school? If so, who? If not, why not?

13. Last year Brian was spending some time outside the classroom on a one-to-one with an integration aide. This year, he has been spending almost all of his time in the classroom. Do you think this has affected Brian? If so, how?

14. What kinds of experiences have you had with the school and the teachers at the school?

15. How do you feel about the experiences that you've had?

16. To what extent do you feel that you have been encouraged to become involved in your child's education?

17. I understand that parents are involved in the IEP process for their children. Can you tell me how this process works? What was your involvement? How did you feel about this process?

18. If you had some concerns about the education of your child, do you feel that there are avenues to have these expressed and addressed?

19. Is there anything that you would like to change about Brian's educational situation?

APPENDIX K

INTERVIEW PROTOCOL FOR RESOURCE TEACHER

1. People refer to both "mainstreaming" and "integration". Which term do you prefer? What is your understanding of the concept of integration (use her term)? That is, what is your definition of integration? What are it's purposes and goals?
2. What is the school's or the school board's policy on integration? How do you feel about this policy? When was it adopted? Why do you think this policy was adopted? How successful do you think it has been?
3. How does the integration affect the children who are being included?
4. How does it affect other children?
5. How does it affect parents and families?
6. How are teachers affected by integration?
7. What supports are in place to make it work? At the board level? At the school level? At the classroom level?
8. How do you feel about the supports that are available?
9. How are the responsibilities of integration aides decided?
10. What do you think are the most important things contributing to 'successful' integration efforts?
11. Describe your role as a resource teacher. That is, what are your responsibilities?
12. How does your role inter-relate with the role of classroom teachers? What interactions do you have with them?
13. How is it decided which children will receive resource help?
14. With new children coming into the school, if you know that they have special needs, how will they be served? (e.g. assessment? planning? wait and see? if assessment, who does this?)

15. What is the process of developing Individual Education Plans (IEPs)?

16. Who is involved in IEP's?

17. How are goals decided for particular children? What are the major considerations in defining goals?

18. What kinds of modifications are made in order to accommodate children with special needs in regular classes? If modifications (like curriculum adaptations) are required, who is responsible for making them?

19. Over the year, several children in Mr. Furlong's class received resource help. How was it decided who would receive help and what help they would receive?

20. I noticed that for part of the year, you were also coming into the classroom to help some children copy their homework. How was this arranged or decided upon? How did it work?

21. Moira seems to be experiencing some significant social problems. Tell me about the history of her problems and the efforts that have been made to alleviate them. What is the current plan for Moira?

APPENDIX L

INTERVIEW PROTOCOL FOR DIRECTOR OF EDUCATIONAL SERVICES

1. People refer to both *mainstreaming* and *integration*. Which term do you prefer? What is your understanding of the concept of integration (use her term)? That is, what is your definition of integration? What are its purposes and goals?
2. What is the school board's policy regarding the education of children with special educational needs? Tell me about the history of this policy. Impetus? (Laws, advocacy, etc.)
3. What are some of the ways that it is being implemented? What are some of the ways that it is not yet being implemented? That is, what are the differences between the stated policy and the reality today? How is the change from segregated services to integrated services occurring (process)? What education/support is being provided to the people implementing the policy? (Pre-service? Inservice? Personnel?) What are the next steps?
4. To what extent does the school board attempt to make the parents of the children in the school (and community in general) aware of this policy?
5. What has been the response to the policy - or to the current implementation of the policy? Response of parents of children with special needs? Response of other parents? Response of teachers? Administrators? Support personnel?
6. Over the course of the year, I have frequently heard people state that the children with behavior problems present the greatest challenges to

integration. Would you agree with this? How has the school board responded to this?

7. In your opinion, what have been some of the major milestones or events in the process of moving toward integration? What issues have been resolved? What still needs to be worked on? Where do you see the integration efforts moving in the next few years?

APPENDIX M

INTERVIEW PROTOCOL FOR PRINCIPAL

1. People refer to both *mainstreaming* and *integration*. Which term do you prefer? What is your understanding of the concept of integration (use his term)? That is, what is your definition of integration? What are it's purposes and goals?
2. What is the school board's policy regarding the education of children with special educational needs?
3. What education/support is being provided to the people implementing the policy? (Pre-service? Inservice? Personnel?) What are the next steps?
4. To what extent does the school attempt to make the parents of the children in the school (and community in general) aware of this policy?
5. What has been the response to the policy - or to the current implementation of the policy? Response of parents of children with special needs? Response of other parents? Response of teachers? Support personnel?
6. Over the course of the year, I have frequently heard people state that the children with behavior problems present the greatest challenges to integration. Would you agree with this? How has the school responded to this?
7. In your opinion, what have been some of the major milestones or events in the process of moving toward integration? What issues have been resolved? What still needs to be worked on? Where do you see the integration efforts moving in the next few years?

APPENDIX N
COPY OF CONTACT SUMMARY FORM

Contact Summary Form

Visit Date:

Today's Date:

1. What were the issues that struck you in this contact?

2. Summarize the information you got (or failed to get) on each of the research questions:
 - a. How does physical, social, and academic integration occur?

 - b. How do participants seem to influence the process of integration? Conversely, how does the process of integration affect the participants?

 - c. How does the environment (setting, activities, resources) seem to affect the process of integration? Conversely, how does the process of integration affect the environment?

3. Summarize the information you got in point form. Attach theme or aspect to each point in **CAPITALS**. Invent themes where no existing ones apply and asterisk those.

PAGE	SALIENT POINTS	THEMES/ASPECTS
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4. What new questions or issues have evolved from the notes of this visit?

APPENDIX O
COPY OF INTERVIEW SUMMARY FORM

Interview Summary Form

Interview Date:

Today's Date:

People Interviewed on this date:

1. Provide a brief description the main issues that stuck you while reading through this set of interviews:

2. Summarize the information you got (or failed to get) from these interviews, especially as it relates to each of the following research questions:
 - a. How does physical, social, and academic integration occur?

 - b. How do participants seem to influence the process of integration? Conversely, how does the process of integration affect the participants?

 - c. How does the environment (setting, activities, resources) seem to affect the process of integration? Conversely, how does the process of integration affect the environment?

3. Summarize the information you got in point form. Attach theme or aspect to each point in CAPITALS. Invent themes where no existing ones apply and asterisk those.

PAGE	INTERVIEW	SALIENT POINTS	THEMES/ASPECTS
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4. What new questions or issues have evolved after reviewing this set of interviews?

APPENDIX P
COPY OF DOCUMENT SUMMARY FORM

Document Summary Form

Document:

Today's Date:

1. Provide a brief description of the document:

Where, when, and from whom was the document obtained?

2. What were the issues that struck you in this document?

3. Summarize the information you got (or failed to get) from the document, especially as it relates to each of the following research questions:

- a. How does physical, social, and academic integration occur?
- b. How do participants seem to influence the process of integration? Conversely, how does the process of integration affect the participants?
- c. How does the environment (setting, activities, resources) seem to affect the process of integration? Conversely, how does the process of integration affect the environment?

4. Summarize the information you got in point form. Attach theme or aspect to each point in CAPITALS. Invent themes where no existing ones apply and asterisk those.

PAGE	SALIENT POINTS	THEMES/ASPECTS
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5. What new questions or issues have evolved after reviewing this document?

APPENDIX Q

SAMPLE OF CODES USED IN THE ANALYSIS OF THIS RESEARCH

<u>CODE</u>	<u>CATEGORY</u>	<u>DEFINITION / DESCRIPTION</u>
Adapt-1on1	Adaptation - one-on-one	Refers to 1 - 1 assistance being provided to a child by an educator. 1 - 1 assistance offered by peer would be coded TLP-TS PT (if initiated by teacher) or SDA-T-A (if initiated by a student).
Adapt-DRA	Adaptation - Different Rules Apply	Different rules are applied to some children. This category contains information about and examples of how different rules are applied.
Adapt-M	Adaptation - Materials	Some children are given different materials to work with. For instance, a different math book or reader.
Choice	Choice	A theme seems to be developing or evident about the choices that students are provided within the class. This teacher seems to want to empower children to take responsibility for their own actions. One way that he does this is by allowing them to have input into the decisions that are made.
Diff	Different	References to a child with special needs being "different" or feeling "different".
In	Interaction	Verbal and non-verbal communications. Coded according to who is interacting. The first party noted is the one initiating the interaction, unless mediated. In that instance, "m" will be placed after who interacts with who (i.e. InCCm). Subcategories based on

purpose of the interactions: aggression (A); Directing (D); helping (H); housekeeping (Ho); Humour (Hu); Informing (I); Misbehaving (M); Miscellaneous (Mis); Problem Solving (PS); Rejection (R); Relationship Building (RB); Seeking Help (SH); Teaching (T); Thanking (Th); Welcoming (W), etc.

Please Note: InTClass will NOT be used when the primary purpose of the interaction is teaching since this would be redundant with TLP.

Integ-A	Integration - Attitudes	Data including the expressed feelings or opinions of participants with respect to integration
Integ-Ref	Integration - References	References to integration or the inclusion of children with special needs.
Integ-Own	Integration - Ownership	One of the factors influences the success of this integration effort may be the fact that the teacher has a sense of ownership for all the kids in his class. This differs from many "integration" situations where the children who traditionally may have been educated elsewhere are allowed to be in the regular classroom, but they still remain very much the responsibility of the special educators. Mr. Furlong clearly takes responsibility for educating all the children in his class. Data coded "Integ-Own" includes information indicating this sense of ownership.
PP	Physical Placement	Includes information on seating arrangements (formal) as well as any information about where and why children/adults orient themselves in various places.

		This category could reveal information about physical isolation, friendships (children might orient themselves close to friends), helping and other things. PP will not be used to describe where Gloria is in relation to the children since this data will be coded under R-P-IA.
Rej	Rejection	A subcategory of interaction. Because of the relevance of this topic to the study, it will be coded separately from the start. Includes any interactions which result in the rejection (pushing away) of a person.
RP-M-I	Research Process - Methods- Informant	Participants in the setting offer interpretations about what's going on in the setting.
RP-M-RB	Research Process- Methods- Rapport Building	Usually consists of social conversation or activities with participants, the purpose of which is to get to know them a little better and to enable them to get to know and feel comfortable with the researcher.
Rules	Rules	Information pertaining to the regulations for action or conduct in the school. There are formal and informal rules (these are subcategorized). That is, some are explicitly stated and defined (formal). Others seem to be practised without being explicitly stated as a rule (Informal) It is interesting to note that the way that the formal rules were derived was indicative of the style and philosophy of this teacher. Rules were developed by the class in a class meeting that was facilitated by the teacher. This approach differed

		from that of another teacher who imposed a set of rules.
SDA-T-A	Student Directed Activity-Teaching Academic	Children frequently correct each other and (attempt to) modify each others' behaviors or responses. This can be as deliberate as a form of Peer Tutoring which the <u>children initiate</u> or it can be very informal. The informal form of teaching usually occurs very rapidly and consists of one or two statements being made. For example, a child may tell a neighbour, "No, use your rules!" The Peer Tutoring that is referred to here is not the same a Peer Tutoring that occurs at the request of the teacher. That form would be coded TLP-TS-PT.
SN	Special Needs	This category contains all references to children who have been identified as having "special needs" but who are not in Elliot's class. It also contains any information about any references that are made by participants to "special needs".
SS-H	Social Structure Hierarchy	Any information pertaining to patterns of social power that indicate one or more members seem to exert more control than others.
SS-Ro-C	Social Structure Roles - children	Category contains information pertaining to the roles (functions, offices, or positions) that children fulfill in the setting. Children in the class take on or are assigned roles that may or may not be explicitly defined or discussed. For example, some children may act as "helper" to others. This could be an example of an "unofficial role". Official roles include such things as "office

monitor". These official roles are talked about a great deal during the interviews at the end of the year. The roles were assigned two times during the year.

People serving in different roles have their names in the related "pocket" that is stuck to the front of Mr. Furlong's desk. Many of the roles are referred to as "monitor". For example, office monitor, milk monitor. Children had input into the roles that they would play.

Taboos

Taboos

Anything which is avoided or prohibited in the setting.

TLP

Teaching
Learning
Process

Includes information on what the teacher is doing and what the children are doing in response in order to facilitate learning.

Several different activities make up the process. These activities (named below) may or may not all occur during a given teaching sequence. However, there do seem to be consistent patterns in the order in which these activities generally occurred.

Subcategories of TLP (which are also coded separately) include: Preparation (P) - Direction (D) - Strategy (TS) - Response (R) - Product - (Prod) Evaluation (Eval) - Correction - (Cor) Consequences (C) - Transition (Trans). There are also subcategories of many of these. For example, some of the subcategories of TLP-TS are Audiovisuals (AV); Cooperative Learning (CL); Debate (D); Lecture (L); and Individual Attention (IA).