

RSEKN 

Equity Education for All

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Jacqueline Specht (Western University)
Sheila Bennett (Brock University)
Monique Somma (Brock University)
Tiffany Gallagher (Brock University)



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Faculté des sciences sociales et Faculté d'éducation
Faculty of Social Sciences and Faculty of Education

Centre de recherche sur les services éducatifs et communautaires (CRSEC)
Centre for Research on Educational and Community Services (CRECS)



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Agenda

- Inclusive Education and Equity
- Present Research Study – Why Not Me?
- Discussion
- Present Research Study – School to Community Transition
- Discussion
- Take Away Messages for Equity Education





Inclusion Outcomes

- Students with Disabilities in Inclusive Settings
 - Achieve better in school
 - Continue to post secondary settings
 - Have employment opportunities after completing school
 - Have more social connections
- YET – 42,000 students spend some or all of their day in segregated settings in our school in Ontario



WHY NOT ME?

https://www.inclusiveeducationresearch.ca/events/inclusive_education_news.html

Partnership between Community Living Ontario, ARCH Disability Law Centre, and researchers from Brock and Western

Determine what school is like for students who have intellectual disabilities in Ontario

280 usable surveys

33 interviews



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Results

Students in Inclusive Settings More Likely to

- Work for Credit in Secondary School
 - More inclusive 57.5%
 - Less inclusive 14.6%
- Spend more time in an inclusive setting for their academic work, unstructured time like recess and lunch, and extracurricular activities like clubs and sports.





Regardless of Placement

Academic

67% of parents reported that their child had been excluded from the appropriate curriculum based on their level of learning

Attendance

- 39% arrive after others
- 54.3% leave early
- 62.7% reported that their child had been excluded from extracurricular activities

Parents Are Relied On Heavily For The Participation That Does Happen

- 71.9% said they had to accompany them to school or on a trip to allow them to participate



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Discuss

- Look at the two quotes for the area related to the study
 - Do these quotes represent experiences in your school/board?
 - How does your school/board deal with these issues?
 - What could your school/board do to support the student/family





Quotes - Academic

- *My concern with the academics sometimes is there's an assumption that students are going to plateau with their learning, so they kind of stop teaching them to read and write and do basic math skills because they start pushing the life skills*
- *So IEPs and stuff are great in elementary schools, if they're followed, but once you go to high school, there's not a lot of accommodations to keep kids in mainstream classes.*





Quotes - Extracurricular

- *They actually come and get him and bring him to the club and they make sure that he goes to the club, which I think is great*
- *One of his strengths is he loves to take pictures, so he could be the, you know, taking pictures for the school yearbook, he loves to do that. But what did they do? They shut him down*





Quotes – Attendance

- *Yes I haven't been able to work. When [child's name] was put on a three day week, he was home 68 days and I had to be available for him and then, as I said, for eight years he was on a half day schedule or less*
- *He only goes for two and half hours, then I have to pick him up, but if I'm on day shift then I don't have anybody to pick him up. He can't go to school then*





Young Adults with Intellectual Disabilities Transitioning from School into Community

- Job experience program that facilitates the employment placement and transition of students with intellectual disabilities (ID) through job coaches (EA's)
- Program provides students with meaningful work placements, support on their job performance and offers guidance for future vocational goals
- Students are supported by job coaches who, at the beginning of a work term, provide intense on-site support
- Scaffolding is gradually withdrawn as the students gain familiarity and competency on the job
- Work is to ultimately establish significant community relationships and networks that the students will need post-secondary school





Methods

- ▶ Mixed methods approach was used for data collection
 - Qualitative, semi-structured interview with students with ID (n=21) about school, their classmates and friends, their family, and their work.
 - Quantitative surveys about school climate, educators, students with disabilities and their colleagues/peers:
 - Teachers (n=91)
 - Educational Assistants (n= 67)
 - Job Coaches (n=7)
 - Community Employers (n=20)
 - Peers (n=43)
 - Parents (n=22)



Results

- No significant differences among the participants with respect to their beliefs about inclusive educational placements; participants hold similar values related to inclusion and the rights of students to appropriate educational program delivery
- Job Coaches and Parents held the most positive attitudes and beliefs about the inclusion of students with ID
- Parents were more likely to agree with statements about the positive effects of inclusion for their children with ID in *both* the classroom and workplace and expressed confidence in their students' educational and work placement experiences
- Employers most likely to agree that students with ID are supported and interacting with others in the workplace
- Teachers most often agreed that students *without* disabilities experienced positive effects as a function of inclusion





Discuss

- Look at the quotes for the area related to the study
 - Do these quotes represent experiences in your school/board?
 - How does your school/board deal with issues of transitioning students with exceptionalities?
 - What could your school/board do to support the student with exceptionalities prior to graduation?





Quotes – School Board Philosophy

The Principal of Programs (Special Education) echoed the stance of this school board and its community:

- *“Many parents, not necessarily parents of children with exceptionalities provided lots of support, from the most outspoken champions of inclusion to those parents who felt that inclusion was the right thing to do. And since we have been doing inclusion for around 40 years, many teachers and principals had ‘grown up’ in an inclusive environment.”*
- *“All the life skills classes in the world have not prepared the young men and women who have intellectual disabilities to share in a community life.”*



Quotes – Students’ perspectives on co-workers’ acceptance

Taylor and Jordan (students with ID) express their perceptions of their co-workers’ acceptance.

- ***What do you like about your job?***
- **Taylor:** *“I like one of them [jobs]. One of them is my favorite. It is the [charitable foundation], they've got nice people, they know me... I'd like to [permanently] work there.”*
- ***What do you like about your job?***
- **Jordan:** *“Oh well everybody's really, really nice. Trust me, if somebody was not nice I would not want to work there.”*



Quotes - Students' perspectives on their competency

In the case of the students themselves, they evaluated their own work-related competency with a great deal of positive confidence. Jessie (student with ID) describes her experience.

What did you find easy about the job?

- **Jessie:** *“The explaining of everything because I played basketball all the time so I already knew all the skills so it was easy to go this that that. It was easy to show the technique.”*

What did you find hard about the job?

- **Jessie:** *“Trying to get them [the children] to pay attention [laughing]. When you work with grades 4 to 6’s they really don’t want to pay attention [laughing].”*





Quotes - Students' perspectives on the Job Coach

The role of the job coach was to transition students into a skill set and fostering independence at the job. Reece and Taylor (students with ID) self-evaluated their performance in light of the job coach's role.

Do you have a job coach?

- **Reece:** Yeah... *"I'm getting, I'm getting rid of her. I'll tell you, I don't really need her, because I can do it my own self... I've got it all in my head."*

Who helps you the most at work?

- **Taylor:** *"Well, I needed some (assistance from job coach) at first but I don't need any more."*





Conclusions

- What message can you take back to your practice tomorrow morning
- What could you see doing as an Immediate Action?
- What could you see as a Long-Term Action?

