

Rapport de recherche

PROGRAMME ACTIONS CONCERTÉES

Établissement d'un outil-ressource en matière de déficiences intellectuelles pour les éducateurs et les familles : lien entre la recherche et la pratique

SECTION 3 - RAPPORT SCIENTIFIQUE INTÉGRAL

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PARTIE A – CONTEXTE DE LA RECHERCHE

1. Problématique

The majority of research continues to show that inclusive education for children with a developmental disability who receive instruction in a regular classroom setting is the most effective model to enhance the cognitive, social, and behavioural performances for all students, not just those with a disability. Studies and reports already exist demonstrating improved academic outcomes for disabled students in regular classrooms. However, for this inclusive education approach to be effective and accepted by all participants, it is critical that it is viewed from a multifaceted perspective that recognises the interplay between multiple levels:

At the resource level, represented by physical materials such as up-to-date resource tools and professional support. This should include resources both at the school level (special needs teachers and child-care workers) and at the school board level (speech pathologist, occupational therapist) alongside practical help in adapting curriculum and implementing learning strategies that target specific needs.

At the educator and parental levels, in terms of school-parent collaborations, teacher knowledge, attitudes, and experience, and the uptake of available resources.

And at the policy level, in terms of developing appropriate policy framework that can recognise and promote good practice.

At the time this research was proposed, Quebec lacked a centralized resource tool with the materials and information needed by teachers and educators of students with developmental disabilities to support their learning in the regular classroom. One solution to this problem was to bridge the gap between the new generation of knowledge derived from a decade of research advances in childhood developmental disabilities and the uptake and utilization of these discoveries by educators and families. In order to achieve this goal, and for new research knowledge to have a functional impact on existing professional knowledge and practise, we needed to ascertain the current state of knowledge and perspectives of inclusive education by stakeholders at all levels and to assess the factors influencing these perspectives. Likewise, we needed to identify what was available to parents of both disabled and non-disabled children in terms of specific school resources and information, as well as what further actions or resources each group of parents would find beneficial to meet their needs.

2. Principales questions de recherche et hypothèses

This research comprised a number of studies to assess the knowledge, needs and perspectives of the community in order to ensure the resulting online tool would be useful. Principal research questions included:

Study 1:

- 1) Are there differences among groups of educators in their reported knowledge of working with children with different developmental disabilities in an inclusive setting?
- 2) Are there differences among groups of educators in what they perceive as challenges, stressors and successes working with children with different developmental disabilities in inclusive educational settings?

Study 2:

- 3) How the following perceptions interact with parental views of inclusive education:
 - a. Availability of teacher resources
 - b. Academic/social advantages of inclusive education
 - c. Knowledge of what inclusive education entails
 - d. Knowledge of developmental disabilities

Comparing responses from parents of children with a developmental disability and parents of typically developing children.

Study 3:

- 4) What are the participants' understandings of the procedures, and roles and responsibilities of individuals involved in the transition planning process?
- 5) Do differences exist between pre-service teachers enrolled in the elementary program versus the secondary program on their knowledge of working with children with disabilities and knowledge of the transition planning process?
- 6) How prepared do pre-service teachers feel with regard to working with students with disabilities?

- 7) What are pre-service teachers' perception of student involvement in the transition planning process?

Hypotheses:

Study 1:

- 1) Differences among groups of educators will exist in their reported knowledge of working with children with different developmental disabilities in an inclusive setting?
- 2) Differences among groups of educators will exist in what they perceive as challenges, stressors and successes working with children with different developmental disabilities in inclusive educational settings?

Study 2:

- 3) That positive perceptions of inclusion and its effectiveness will be correlated with the perceived availability of resources and support services
- 4) Low parental knowledge will relate to negative perceptions of the effectiveness of inclusive education
- 5) High parental knowledge will relate to positive perceptions of the effectiveness of inclusive education

Study 3:

- 6) Since transition planning is not legislated in Quebec, it is predicted that no differences will be found among the different years of study regarding the transition planning process
- 7) A deficit in transition planning guidelines will result in a lack of teacher preparation in this area
- 8) No difference predicted to be found between pre-service teachers enrolled in elementary and secondary level teaching programs

3. Objectifs poursuivis

The overarching objectives of this project were, firstly, to examine those factors influencing perceptions of inclusive education. And secondly, to establish from this research a unique, research informed and functional resource tool that will integrate

new scientific and clinical knowledge on developmental disabilities and make it applicable to meaningful practice across a child's academic trajectory.

More targeted objectives linking to this overarching goal are listed below.
To examine:

- 1) What are the perceptions of inclusion of students with special needs in the ordinary classroom?
- 2) What is the existing level of knowledge regarding developmental disabilities?
- 3) What services exist to facilitate the comprehension and management of various challenges in the classroom?
- 4) What explicit difficulties exist for educators, professionals and families in the inclusive classroom?
- 5) Pre-service education teachers' current understanding of the transition planning process within a Canadian context.

PARTIE B – PISTES DE SOLUTIONS EN LIEN AVEC LES RÉSULTATS. RETONBÉES ET IMPLICATIONS DE VOS TRAVAUX

1. À quels types d'auditoire s'adressent vos travaux?

The tasks and outcomes of this project are targeted towards educators, practitioners and families of students with developmental disabilities.

2. Que pourraient signifier vos conclusions pour les décideurs, gestionnaires ou intervenants?

In partnership with families, school-boards, educators, allied professionals and provincial decision-makers, our results have the potential to inform future educational policies on inclusion and the factors that can promote the success of inclusive education.

This research has revealed inclusive education as a complex issue demanding a directed approach from all angles (parents, teachers, policy makers). More specifically, the importance of an optimistic attitude of inclusive education on behalf

of key school personnel involved in policy making was emphasized for the overall success of its implementation.

Our studies highlight the targeted roles and responsibilities of parents, principals and teachers for the success of inclusive education and the transition process.

Conclusions indicate a need for a definitive definition and framework of the transition planning process to inform pre-service training and practice for teachers.

At the undergraduate (B.Ed) level, more intensive and specific education programs and assessments on developmental disabilities need to be implemented.

At the school board level, three main areas of policy change were suggested:

- Class size and student to teacher ratio
- Teacher training and knowledge
- Student-based services

Finally, stakeholders need to be made aware of potential benefits inherent in inclusive education. The resulting online tool serves to reflect various attitudes, factors of success and identified strengths of inclusive education. It is our hope that, like the research activities comprised in these studies, the existence of this tool will serve to link communities together in a larger discussion of inclusive education.

3. Quelles sont les retombées immédiates ou prévues de vos travaux sur les plans social, économique, politique, culturel ou technologique?

Specific recommendations for changes at various levels are listed in (B.2) above. With greater knowledge comes the opportunity to develop and target more effective integration of services and interventions that meet the unique needs of students with developmental disabilities as well as the needs of their families and educators. It is our hope that increased availability of information and resources through the online tool may lead to the recognition and promotion of best practices.

4. Quelles sont les limites ou quel est le niveau de généralisation de vos résultats?

Data was collected in a relatively specific geographical area, in partnership with school boards based on the island of Montreal and its surroundings. While both English and French school boards were approached, participation from the French side was minimal. It should also be noted that Quebec already shows a positive

upward trend in the number of students with developmental disabilities being educated in regular classrooms. Results stemming from surveys distributed at McGill University may not generalize to education programs in other institutions. Finally, while the resulting online tool was developed to eventually have Canada-wide and international application, its content is currently geared towards the stated needs of the surveyed population.

A limitation specific to Study 2 was the unusually low response rate to the questionnaire resulting in a low sample size. This study also stated a potential self-selection bias in respondents who chose to participate in the follow up discussion.

5. Quels seraient les messages clés à formuler selon les types d'auditoire visés?

Overall, research involving the different groups of stakeholders, including various groups of educators, parents and administrators, has revealed inclusive education as a complex and nuanced process. Participants' perceptions of inclusive education were shown to be influenced by many variables. This complexity requires an approach to inclusive education from all angles (parents, teachers, decision makers).

Parents :

Collaborations on inclusive education at the school level should also include parents of typically developing children. Their understanding and support of the goals and potential benefits of inclusive education are crucial to the success of its implementation.

Educators :

Principals and educators have a role to address negative perceptions and potential disadvantages of inclusive education. These include students' unique needs not being met in the regular classroom, as well as risks of bullying.

At the University level (B. Ed programs), more intensive and specific education programs on developmental disabilities need to be implemented to equip pre-service teachers for their roles in the inclusive classroom and in transition planning.

Decision makers :

There is a need for legislation and provincial guidelines to drive the transition planning process and pre-service teacher training. This would also include consistent and comprehensible definitions of transition and transition planning, a mandated transition planning component for all students with IEPs, and guidelines to teachers of the roles and responsibilities involved in this process.

Much can be done at the school board level to enhance the potential benefits of inclusive education for both children with developmental disabilities and typically developing children.

6. Quelles seraient les principales pistes de solution selon les types d'auditoire visés?

Parents :

Include parents of typically developing children as collaborators towards the success of inclusive education in their child's classroom.

Identify what factors can promote partnerships between different groups.

Make use of and contribute knowledge to the "Building Links" online tool.

Educators :

Prior to changes at the legislative level, changes can begin with Faculties of Education to ensure pre-service teacher training on developmental disabilities and inclusive education.

Principals and teachers should be made aware of their roles at the school-level to directly address parental concerns relating to inclusive education.

Decision makers :

There is an identified need to establish legislation and provincial guidelines to drive the transition planning process and pre-service teacher training. Consistent and comprehensible definitions of transition and transition planning are essential for teachers to have a firm grasp of the concepts and procedures involved.

Policy changes at the school board level have also been suggested in (B.2) above.

PARTIE C – MÉTHODOLOGIE

1. Description et justification de l'approche méthodologique privilégiée

The overall goal of this research was to describe the current perceptions and stressors facing educators and families of students with developmental disabilities who are educated in regular classrooms.

To assess the needs of the community to ensure that the online resource will be useful, two main studies were conducted.

Study 1: A survey and focus groups of different educators gathering information from teachers, resource teachers, non-teaching professionals and support staff based in English and French School Boards across Montreal, Québec. The survey posed questions on the following issues:

- Current perception of inclusive education and developmental disabilities
- Current uptake of services and training programs to facilitate instruction for students with different developmental disabilities
- Specific stressors, challenges and successes faced by educators who work in an inclusive education setting.

Study 2: A survey of families with and without members with developmental disabilities. To do this, we developed a new survey, in order to identify family members' perceptions and knowledge about inclusion and developmental disabilities.

In order to assess the needs of the community around issues in secondary education, one main study was conducted.

Study 3: An educator survey of knowledge and perceptions of transitions in inclusive schools. Conducted with pre-service teachers. (M.A. Research by Hailey Sobel)

2. Description et justification des méthodes de cueillette de données

Study 1: A 38-question survey was distributed to four groups of educators (teachers, resource teachers, non-teaching professionals and support staff). The survey collected information pertaining to descriptive information of the respondents, educators' perception of current level of resources, educators' current level of knowledge when working with students with developmental disabilities, and specific challenges and stressors when working in an inclusive classroom. Lastly, space was allowed where participants could further comment on inclusive educational practices. (See sample in APPENDIX A)

Study 2: Data was collected using a multi-method approach involving both quantitative and qualitative information. A questionnaire was developed for the

study, and three open-ended questions were included in the questionnaire (See APPENDIX A).

The qualitative data was derived from the three open-ended questions in the questionnaire. The three open-ended questions in the questionnaire were:

1. How would you define inclusive education?
2. Are there any factors not currently in place that you think will ease the inclusion of children with differing disabilities into regular classrooms?
3. What resources do you think need to be available to teachers in order for you to feel confident having your child in an inclusive classroom?

Follow-up interviews with a percentage of participants were conducted. The following two questions comprised the format of the follow-up interviews:

1. What has been your experience with inclusive classrooms?
2. What resources do you feel a classroom/teacher/school should have access to in order for you to feel comfortable having your child in an inclusive educational environment?

Study 3: A pilot study analysis was conducted in order to assess the clarity of the questionnaire. The results of this pilot study led to the amendment of the questionnaire to include definitions of the terms *transition* and *transition planning*. For a sample of the questionnaire, see APPENDIX A. Participants were given 15 minutes to complete the questionnaire. Questionnaires were completed during class time.

3. Corpus ou échantillon

In **Study 1**, aimed at educators, respondents represented four main groups which included regular classroom teachers (n = 287), resource teachers (n = 102), non-teaching professionals (n = 84) (e.g. occupational therapists, speech pathologists, school administrators, psychologists, special needs consultants, guidance counsellors), and support staff (n = 127) (e.g. child care workers, special ed. technicians, integrated aids, school administrative staff). Of the total 600 surveys received, the majority 75% (n=450) was collected at professional development events and 15% (n=150) of the surveys were collected directly from schools.

In **Study 2**, a sample of 66 parents completed the questionnaire. Of these, 21 were parents of a child with a developmental disability and 45 were parents of a child without a developmental disability. Questionnaires were distributed only to parents of children in classrooms considered to be inclusive.

In **Study 3**, a sample of 165 pre-service teachers from the McGill Faculty of Education completed the survey. The levels of study ranged from year one to year four of the program, but recruitment focussed primarily on the Inclusive Education classes.

4. Stratégies et techniques d'analyse

Study1 : Data were analyzed by a variety of techniques to address the study's core objectives :

- Assessing differences among groups of educators in their perceived level of knowledge on different developmental disabilities
 - Interval data were obtained using a four-point Likert scale (4 = high knowledge, 3 = moderate knowledge, 2 = low knowledge, 1 = very low knowledge).
 - An analysis of variance (ANOVA) was performed using the Statistical Package for the Social Sciences (SPSS 17.0). ANOVA provides greater flexibility and power with respects to violations of normality (Kirk, 1999).
 - Post hoc comparisons were computed to identify educators groups that differed the most from other groups in mean values.
 - A Bonferroni correction was applied to control for inflated type I error (.05/6). A p-value of .008 was therefore established for post hoc tests.
 - Where assumptions of homogeneity were met a post hoc test using the Tukey test was used otherwise the Tamhane's test was used because it is robust to the violation of homogeneity of the variance assumption (George & Mallery, 2006)
- Assessing educators' perceptions of attitudes working in inclusive educational settings
 - Descriptive statistics, frequency distributions, and percentages were computed for each item of the survey pertaining to attitudes.
 - Chi-square tests were performed to establish associations among the four groups of educators in their self-reported of perceived attitudes (challenges, stressors and successes) working with students with different developmental disabilities in an inclusive educational setting.
 - A Bonferroni correction was applied to control for inflated type I error (.05/8) for the challenges, stressors and (.05/5) for the success categories. A p-value of .006 for the challenges and

stressors categories was established whereas a p-value of .01 (.05/5) was set for the success category.

Study 2:

Quantitative data

Statistical analyses were computed using PASW (version 18.0) and SAS. Due to a low sample size and cell size requirements for chi-square analyses, knowledge scores from each disability were collapsed together to form three groups; high knowledge, average knowledge, and low knowledge. Therefore, a participant was considered to have low knowledge if the total of their knowledge ratings equalled 37 or more, high knowledge if their total knowledge score equalled 21 or less, and average if their score ranged from 22-36, inclusive.

Qualitative data

The researcher identified themes in the three open-ended questions in the questionnaire. The process began by identifying the elements of the participants' response, then categorizing them according to concept. Four or five themes for each of the questions were identified and participants' responses were coded based on the overall impression portrayed in their answers, therefore each participant had one independent response. The themes were verified by an independent rater. The independent rater was blind to the purpose of the study.

Study 3: Responses were organized into four broad categories for analysis. Methods of analysis varied between categories depending on the variables being considered.

- Previous knowledge/experience with disabilities
 - Logistic regression analysis
- Transition planning procedures
 - One sample t-test to assess difference in percentages between definitions
- Roles/responsibilities of individuals in the transition planning process
 - Answers to open-ended questions #6, #9, #13 were summarized to provide categories of answers.
- Level of preparedness to assist in transition planning.
 - Nonparametric measures used to assess group differences (Mann-Whitney independent sample test)
 - Kruskal-Wallis analysis of variance was conducted to evaluate the relationship between teaching level and self-perceived level of preparedness to assist with the transition planning process.

PARTIE D – RÉSULTATS

1. Quels sont les principaux résultats obtenus?

Study 1 :

- Educators' perceived knowledge of different developmental disabilities in regular classrooms

Regular classroom teachers reported higher perceived levels of knowledge across different developmental disabilities than the other groups of educators. Non-teaching professionals reported, on average, the lowest level of knowledge relative to other groups. Descriptive statistics for each group's perceived level of knowledge for each developmental disability are displayed in Table 1 (Appendix B)

- Attitudes of Educators Towards Inclusive Educational Settings: Challenges, Stressors, Successes

Challenges: Challenges most endorsed included *managing classrooms*, *implementing an IEP*, *negative staff attitudes*, and *lack of resources*. The four groups varied in their responses. Significant differences seem to be accounted for by the perceptions of resource teachers and non-teaching professionals as they endorsed a higher total number of challenges working in an inclusive educational setting. Descriptive statistics are displayed in Table 2 (Appendix B).

Stressors: Resource teachers (57.6%) endorsed the highest level of stressors. Stressors included sustaining an active learning environment, being accountable for all students' educational outcomes, developing an IEP, obtaining funding, and working with students with inappropriate behaviours. See Table 3 (Appendix B) for descriptive statistics of identified stressors.

Successes: Non-teaching professionals (60.3%) perceived the inclusive environment as having the highest level of successes followed by resource teachers (50.3%). See Table 4 (Appendix B) for descriptive statistics of identified successes.

Study 2 :

The majority of respondents (54%) felt that inclusive education was effective while 17% believed it was not. The remaining 29% felt the effectiveness of inclusion depended on a variety of factors.

56% believed teachers lack resource materials

56% believed that children requiring significant academic assistance did not have their needs met in the regular classroom.

71% believed that children with disabilities will be better prepared for the real work when educated in an inclusive classroom

77% believed the mixed environment that inclusive classrooms offer promotes the understanding and acceptance of differences.

The entire group was approximately evenly distributed with 19 participants reporting high knowledge, 22 average knowledge, and 21 low knowledge.

The assessment of knowledge of *developmental disability* yielded several definitions. However, not one definition approximated the actual definition, revealing a gap in parents' understanding of the term.

The assessment of knowledge of *inclusive education* also yielded several definitions (See Table 5).

Factors not currently in place

Parents were asked to indicate what factors could be implemented at their child's school that would make the inclusive classroom more effective. Of the parents who decided to reply, most indicated policy changes or improvements within the school:

- programming for students and teachers such as social skills training or more education on disabilities,
- more individualized curriculum,
- introduction and question and answer sessions for children at the beginning of the school year,
- more human resources,
- continuity of services from one year to another,
- zero tolerance of bullying,
- team communication with parents,
- and a lower student to teacher ratio

See Table 6 for a breakdown of participants' responses.

Resources that should be made available for teachers

Most parents (52%) of a child with a disability chose policy improvements within the school system as a method of increasing their confidence in teachings leading the inclusive classroom. As a group, parents of children without a disability saw

policy change as equally important. See Table 7 for a breakdown of participant responses.

Study 3:

The results highlighted the lack of knowledge and inconsistent perceptions that pre-service education teachers possess regarding the transition planning process. Pre-service teachers were not provided with training in transition planning, and as a consequence were not sufficiently informed about their roles and responsibilities in the process.

Previous Knowledge/Experience with Disabilities

Analysis demonstrated that those in the K/Elementary program or those in later years of study were most likely to have experience working with children with a disability. Results suggest that pre-service teachers in the elementary school program are better prepared to facilitate the inclusion process.

Knowledge of Transition Planning Procedures

Results showed no consensus on the definition of transition (Figure B.3). The majority (60.7%) did not identify the child as an integral member of the transition planning process, yet almost all identified the importance of teachers and parents. About two thirds said transition planning should begin during the elementary school years (Figure B.3.1).

Roles/Responsibilities of Individuals in the Transition Planning Process

Results indicated that pre-service teachers have some degree of understanding of their role. However, responses did not encompass the entire sphere of teacher responsibilities. The majority of respondents were unable to identify student responsibilities.

Previous Education/Training in Transition Planning

The majority of respondents did not receive education or training in the domain of transition planning, and the reported level of preparedness on transition planning was low. A significant number of participants felt they did not have enough access to resources to assist in transition planning (Figure B.3.2)

2. À la lumière de vos résultats, quelles sont vos conclusions et pistes de solution?

Study 1 :

The study revealed two important findings

- 1) Educators at all levels reported having limited knowledge regarding different developmental disabilities
- 2) There is great variability between different groups of educators with regard to their attitudes in working in an inclusive school setting.

These findings have implications for the implementation and outcomes in inclusive education and practices.

- More intensive and specific education programs on developmental disabilities need to be implemented. Undergraduate programs (e.g., B.Ed) should provide specific training opportunities for pre-service educators to prepare them to work successfully in an inclusive school environment.
- Crucial that key school personnel who are involved in the policy making regarding the implementation of inclusive education possess an optimistic attitude on the benefits of inclusionary best practices as the support for change and inclusionary development is determined by the values and attitudes they hold.

Study 2 :

Negative perceptions of inclusive education were related to:

- Negative academic outcomes for both typically developing children and children with disabilities
- Participant disagreement that children with different disabilities learning in an inclusive classroom are better prepared for life in the real world
- Participant disagreement with the statement that inclusive education promotes the understanding and acceptance of differences

Therefore, it seems having a negative view of inclusive education tends to be related to a disregard or unawareness of both the academic and social advantages of learning in an inclusive environment accrued by all children. Effective inclusionary practices will flounder if the stakeholders are not aware of the potential benefits inherent in inclusive education.

Policy change, effective inclusive education, and positive parental perceptions were intertwined. More specifically, findings indicated clearly that parents want policy improvements. Three main areas of change were put forth:

- Reduced class size and student to teacher ratio
 - Hiring of more paraprofessionals

- Allowing parent volunteers into classroom
- Teacher training and knowledge
 - Courses on developmental disabilities for pre-service teachers
 - School boards to require more knowledge and training of school staff
- Student-based services (as an alternative to paraprofessional support)
 - Peer support
 - Question and answer period at beginning of the year regarding disabilities students may encounter among their peers

These suggestions made by parents for policy change are all validated by research and attainable at the school board level.

Study 3 :

Pre-service teachers need to be made aware of the importance of working as a collaborative team (with professionals and agencies outside the school) and making use of all available resources.

Pre-service teacher education should include assessment of the level of preparation to teach self-determination skills to students.

There is a need for pre-service teachers to gain greater knowledge about their role in the transition process.

There is a need for a definitive definition and framework of the transition planning process to inform pre-service training and practice for teachers.

3. Quelles sont les principales contributions de vos travaux en termes d'avancement des connaissances?

Study 1 : Given substantial advances in the understanding of developmental disabilities, it is important that this new information be transferred to educators at all levels who assist in the development of an IEP. This study contributed to existing knowledge in that it went beyond examining the perceptions of regular classroom teachers to examining the differences in perceptions, knowledge and attitudes across multiple groups of educators (regular classroom teachers, resource teachers, non-teaching professionals, support staff).

Study 2: At the time of this study, Montreal schools were overall not a successful environment for inclusive education. The study was an in-depth look of what

Montreal parents of children learning in an inclusive classroom believe about inclusive education. Thus, the results shed light on the specific challenges facing Montreal teachers and parents, as well as provide directed recommendations to advance the success of inclusive education in Montreal schools.

Study 3 : The results from the current study demonstrated some of the knowledge and perceptions that pre-service education teachers believed they possessed regarding the transition planning process. Prior to this study, the perceptions and knowledge of pre-service education teachers working with children with disabilities and of the transition planning process had not been investigated. More specifically, this type of study had not been conducted with a Canadian population, gathering information from pre-service education teachers in a province which does not mandate transition planning, but emphasizes the importance of inclusive education.

PARTIE E – PISTES DE RECHERCHE

1. Quelles nouvelles pistes ou questions de recherche découlent de vos travaux?

Analyses using parent knowledge of disabilities as a variable resulted in no statistically significant results. These findings called into question the “knowledge of disabilities” variable and indicate a need for further research in this area.

There still remains much to assess, establish, develop, and refine in order to study the efficacy of inclusive education. Future research needs to go beyond survey and interview data to utilize direct observation methods to assess the knowledge base and attitudes of not solely all school personnel but all students as well in various academic settings, such as from the elementary and the high school.

Future research on pre-service education teachers’ knowledge of the transition planning process should look at the specific content of courses and pre-service teachers’ exposure to topics within the realm of inclusive education. Future research could also include a comparison between different pre-service education programs to determine if these results could generalize to pre-service teachers’ perspective trained in different education programs.

2. Quelle serait la principale piste de solution à cet égard?

Future research should build on the data generated by this study’s questionnaire survey methods to develop more in-depth examinations of the key elements identified in this first round of studies. This would include expanding the scope of

the research to make comparison between different academic settings, educational institutions, school boards and geographic regions.

PARTIE F – RÉFÉRENCES ET BIBLIOGRAPHIE

A complete bibliography from Studies 1-3 can be found in Appendix C. The content of this report relied predominantly on the following sources:

Daniel, Kim. (2011). *Identifying the gaps towards an inclusive educational system within Québec: collectively examining the perceptions of different groups of educators*. McGill University Department of Educational and Counselling Psychology. Retrieved from: http://digitool.Library.McGill.CA:80/R/-?func=dbin-jump-full&object_id=103546&silo_library=GEN01

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APPENDIX A – RESEARCH TOOLS

Figure A.1 Sample Questionnaire Study 1

Which of the following would you describe as advantages to the inclusion of children with disabilities in regular classrooms? (Please check all that apply)	
<i>Future prospects and life chances are improved for children with disabilities</i>	<input type="checkbox"/>
<i>Students gain a greater sense of community</i>	<input type="checkbox"/>
<i>Students gain an increased capacity to get along with others</i>	<input type="checkbox"/>
<i>Provides leadership opportunities for stronger students</i>	<input type="checkbox"/>
<i>Students with disabilities have the opportunity to model behavioural and study habits</i>	<input type="checkbox"/>

Which of the following describes your attitude towards the inclusion of children with disabilities in regular classrooms? (Please check all that apply)	
<i>The needs of children with special needs are best served in separate classrooms</i>	<input type="checkbox"/>
<i>Children with special needs do better in school when they face the challenge of learning the same subjects as their typical peers</i>	<input type="checkbox"/>
<i>Typical students will not do as well in school if taught in an inclusive environment</i>	<input type="checkbox"/>
<i>Children with special needs will benefit socially and emotionally from being in a regular classroom</i>	<input type="checkbox"/>
<i>The mixed environment that inclusion offers promotes understanding and the acceptance of differences ...</i>	<input type="checkbox"/>
<i>It is likely that children with special needs will show behaviour problems in a regular classroom environment</i>	<input type="checkbox"/>
<i>The inclusive environment can be beneficial for children without special needs</i>	<input type="checkbox"/>

Figure A.2 Sample Questionnaire Study 2

8.

Do you feel as though inclusive education is effective?

Yes q

.....

No q

.....

9.

How do you rate your current level of knowledge the following disabilities?

	<i>High</i>	Moderate	<i>Low</i>	<i>Very Low</i>
<i>Attention Deficit Hyperactivity Disorder</i>	q	q	q	q
<i>Autism Spectrum Disorder</i>	q	q	q	q
<i>Down Syndrome</i>	q	q	q	q
<i>Fragile X Syndrome</i>	q	q	q	q
<i>Hearing or Visual Difficulty</i>	q	q	q	q
<i>Language Disorder</i>	q	q	q	q
<i>Learning Disability</i>				
<i>Reading Difficulty</i>	q	q	q	q
<i>Math Difficulty</i>	q	q	q	q
<i>Tourettes Syndrome</i>	q	q	q	q
<i>Non-Specific Intellectual or Developmental Delay</i>				
<i>Motor Difficulties</i>	q	q	q	q
<i>Emotional Disorder</i>	q	q	q	q
<i>(e.g. anxiety, oppositional defiant disorder, etc.</i>				

Figure A.3 Sample Questionnaire Study 3

McGill Education Transitions Questionnaire

The information derived from this survey will remain completely confidential. Please read each question carefully and answer each question to the best of your ability. Please respond to **all** questions on the first page prior to continuing to the second page.

Teaching Level: ☐ KG/Elementary Gender: ☐ Male
☐ Secondary ☐ Female
☐ TESL

Teaching Subject(s): ☐ English Year of Study: ☐ Year 1
☐ Math ☐ Year 2
☐ Science ☐ Year 3
☐ Physical Education ☐ Year 4
☐ French ☐ Other (please specify): _____
☐ Religious Studies
☐ Other (please specify): _____

1. Have you had experience working with children with a diagnosed disability?
 Yes ☐ No ☐

If yes, please specify in what capacity have you worked with those children:

2. On the scale below, please circle how prepared you feel to work with children with disabilities
 (1 - really low, 2 - somewhat low, 3 - average, 4 - somewhat high, 5 - really high):

1 2 3 4 5

3. How do you rate your current knowledge about working with students with the following disabilities (1 - really low, 2 - somewhat low, 3 - average, 4 - somewhat high, 5 - really high):

ADHD	1	2	3	4	5
Autism Spectrum Disorder.....	1	2	3	4	5
Down's Syndrome.....	1	2	3	4	5
Fragile X.....	1	2	3	4	5
Learning Disability.....	1	2	3	4	5
Physical Disability.....	1	2	3	4	5
Hearing or visual Disability.....	1	2	3	4	5

4. In your opinion, what does the term **transition** mean?

APPENDIX B – RESULTS

Table 1 – Means and standard deviations for group difference in educators' perceived knowledge of developmental disabilities.

	<i>Classroom Teachers</i>	<i>Resource Teachers</i>	<i>Non Teaching Professionals</i>	<i>Support Staff</i>
<i>Types of disabilities</i>				
ADHD	1.96 (0.69)	1.65 (0.65)	1.60 (0.66)	1.88 (0.67)
Autism	2.51 (0.89)	2.20 (0.80)	1.88 (.767)	1.73 (0.69)
Down Syndrome	3.08 (0.87)	2.82 (0.87)	2.32 (0.80)	2.21 (0.83)
FXS	3.52 (0.68)	3.51 (0.66)	2.92 (0.79)	3.15 (0.89)
Language Disorders	2.45 (0.81)	2.10 (0.70)	2.02 (0.77)	2.43 (0.89)
Learning Disorders	2.03 (0.79)	1.57 (0.67)	1.51 (0.67)	1.83 (0.62)
Intellectual Delay	2.72 (0.92)	2.31 (0.90)	1.85 (0.70)	2.17 (0.85)
Tourettes Syndrome	3.16 (0.84)	2.86 (0.82)	2.51 (0.84)	2.89 (0.96)

* Statistically significant differences found at the adjusted $p < 0.008$ level

Note. Means that are close to 4=high knowledge, 3=moderate knowledge, 2= low knowledge and 1=very low knowledge.

Table 2 – Perception of educators’ current challenges working with students with different developmental disabilities (DDs) in an inclusive classroom.

	<i>Number (%)^a</i>			
	<i>Classroom Teachers n= 265 (47.7)</i>	<i>Resource Teachers n= 98 (17.6)</i>	<i>Non Teaching Professionals n= 75 (13.5)</i>	<i>Support Staff n= 118 (21.2)</i>
<i>Current Challenges*</i>				
Managing classrooms	176 (66.4)	79 (80.6)	60 (80.0)	73 (61.9)
Implementing an IEP	137 (51.7)	65 (66.3)	55 (73.3)	52 (44.1)
Negative staff attitudes towards students with DD's	84 (31.7)	58 (59.2)	43 (57.3)	76 (64.4)
Difficulty increasing interaction among all students	87 (32.8)	41 (41.8)	30 (40.0)	50 (42.4)
Lack of support from staff members	94 (35.5)	26 (26.5)	21 (28.0)	34 (28.8)
Lack of resources	168 (63.4)	71 (72.4)	40 (53.3)	57 (48.3)
Lack of funds for specialized programs	183 (69.1)	77 (78.6)	59 (78.7)	69 (58.5)
Lack of funds to implement specialized workshops	129 (48.7)	64 (65.3)	37 (49.3)	55 (46.6)

*collective responses from participants

a The number of respondents varied because of missing responses

Table 3 - Perception of educators’ current stressors working with students with different developmental disabilities (DDs) in an inclusive classroom.

	<i>Number (%)^a</i>			
	<i>Classroom Teachers</i>	<i>Resource Teachers</i>	<i>Non Teaching Professionals</i>	<i>Support Staff</i>
	<i>n= 242 (47.4)</i>	<i>n= 96 (18.8)</i>	<i>n= 72 (14.1)</i>	<i>n= 101 (19.8)</i>
<i>Current Stressors*</i>				
Lack of parental support	129 (53.3)	61 (63.5)	38 (52.8)	51 (50.5)
Sustain an active learning Environment	169 (69.8)	73 (76.0)	57 (79.2)	53 (52.5)
Accountability for all students educational outcomes	148 (61.2)	67 (69.8)	41 (56.9)	34 (33.7)
Developing an IEP	107 (44.2)	52 (54.2)	32 (44.4)	28 (27.7)
Obtain funding	120 (49.6)	64 (66.7)	47 (65.3)	38 (37.6)
Working with students with a poor attention span	121 (50.0)	54 (56.3)	33 (45.8)	42 (41.6)
Working students who have inappropriate social behaviors	156 (64.5)	66 (68.8)	41 (56.9)	53 (52.5)
Establishing a rapport with child's parents	37 (15.3)	6 (6.3)	4 (5.6)	19 (18.8)

^a The number of respondents varied because of missing responses

*collective responses from participants

Table 4 – Perception of educators' current successes working with students with different developmental disabilities in an inclusive classroom.

<i>Variables</i>	<i>Number (%) ^a</i>			
	<i>Classroom Teachers</i>	<i>Resource Teachers</i>	<i>Non Teaching Professionals</i>	<i>Support Staff</i>
	<i>n= 249 (46.6)</i>	<i>n= 95 (17.8)</i>	<i>n= 76 (14.2)</i>	<i>n= 114 (21.3)</i>
<i>Current Successes*</i>				
Increased social interaction among all students	159 (63.9)	76 (80.0)	62 (81.6)	90 (78.9)
Increase acceptance, compassion and awareness of students with developmental disabilities among typical students	161 (64.7)	77 (81.1)	67 (88.2)	99 (86.8)
Increase acceptance, compassion and awareness of students with developmental disabilities among the staff	102 (41.0)	49 (51.6)	50 (65.8)	52 (45.6)
Increased collaboration and partnerships with parents	86 (34.5)	37 (38.9)	50 (65.8)	40 (35.1)
None of the above	25 (10.0)	3 (1.2)	3 (3.9)	5 (4.4)

^a The number of respondents varied because of missing responses

*collective responses from participants

Table 5 – Participants’ Definitions of Inclusive Education*Participants’ Definitions of Inclusive Education*

	With a Disability		Typically Developing	
	<i>n</i>	%	<i>n</i>	%
No Reply/Do not Know	3	14	8	18
Special Needs in Regular Classroom – Mention of Services	12	57	6	13
Special Needs in Regular Classroom – No Mention of Services	3	14	23	51
It is a Tool	1	5	1	2
Equal Opportunity (Social and/or Academic)	2	10	7	16

Table 6 – Perceived factors of an effective inclusive classroom not currently in place at child’s school.*Perceived factors of an effective inclusive classroom not currently in place at child’s school*

	With a Disability		Typically Developing	
	<i>n</i>	%	<i>n</i>	%
No Reply/Do not Know	7	33	24	53
No other factors required	3	14	3	7
Policy improvements within school	9	43	18	40
Policy improvements at the governmental level	2	10	0	0

Table 7 – Perceptions of what resources should be available to teachers.

	With a Disability		Typically Developing	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
No Reply/Do not Know	3	14	15	33
No additional resources required	1	5	0	0
Services (direct, tangible)	6	29	14	31
Policy improvements within the school	11	52	14	31
Remove special needs children from regular ed. classrooms	0	0	2	5

Table 8 : Stressors/Challenges identified in focus groups**Identified stressors/challenges**

Difficulty managing the classrooms and implementing IEP
Staff's negative attitudes towards children with developmental disorders
Difficulty increasing interaction with typical and atypical children
Lack of support, resources, materials, funds, training, staff

Table 9: Factors of success identified in focus groups**Identified factors of success**

Students with developmental disabilities adapted well to regular schools
Increase acceptance, compassion and awareness of children that are considered "different"
Students with a physical (visible) disability are more easily understood by teachers and other students

Figure B.3 – Categorized definitions provided of the term 'transition'.

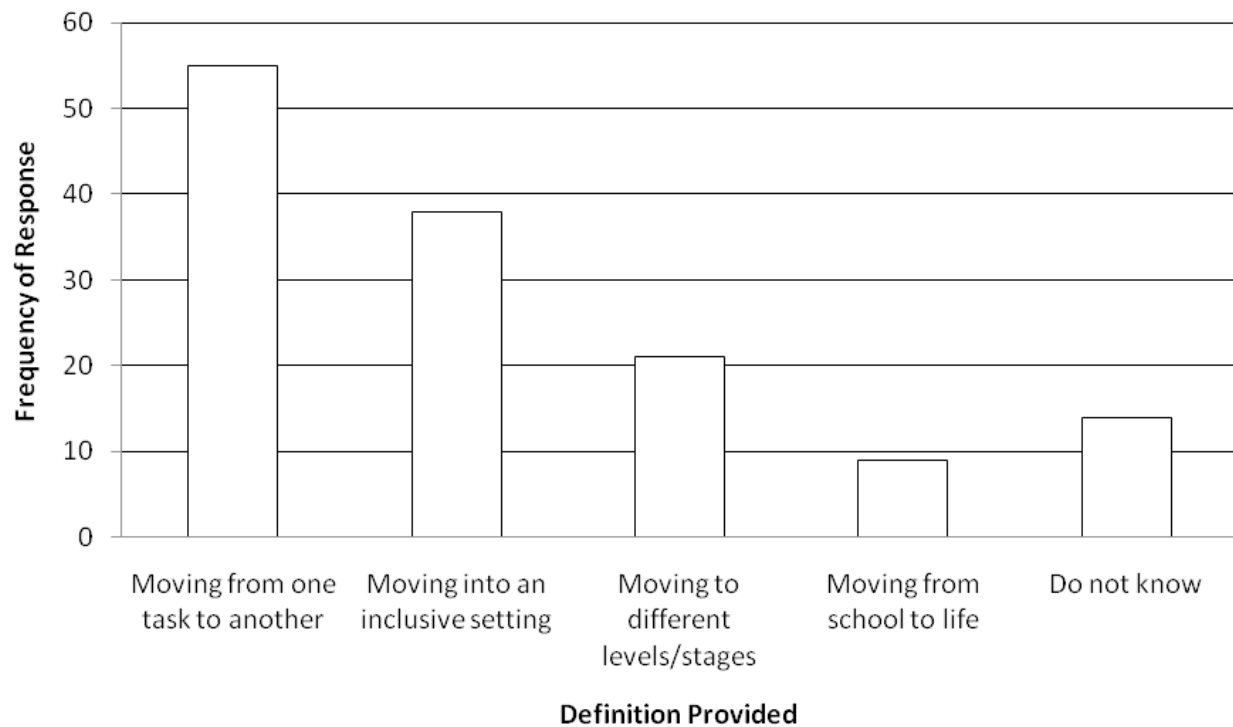


Figure B.3.1 – Categorized explanation of when transition planning should start.

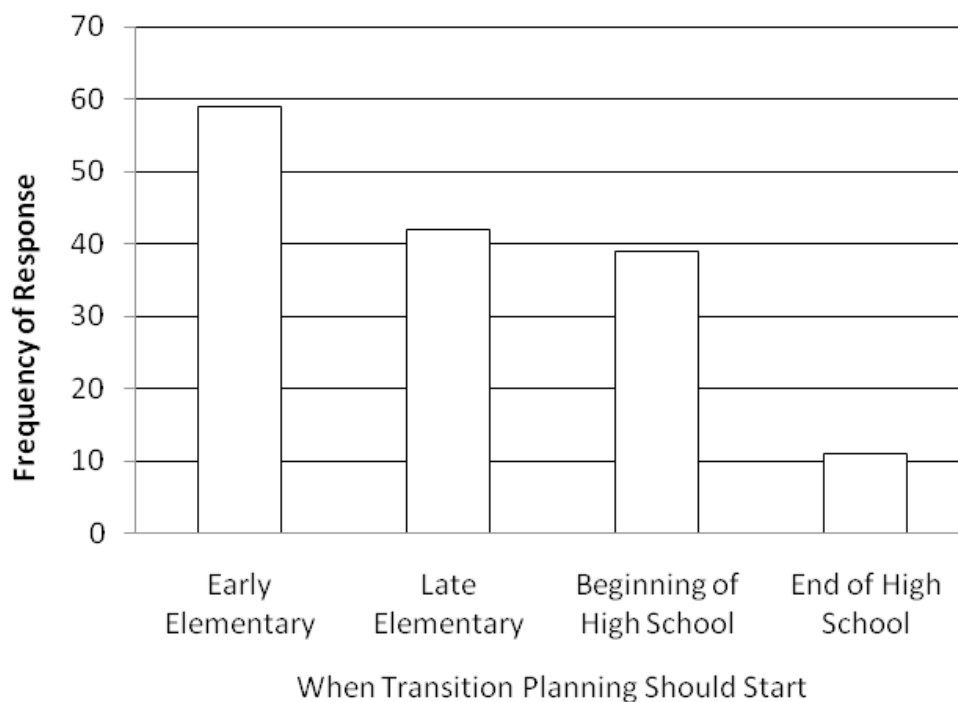
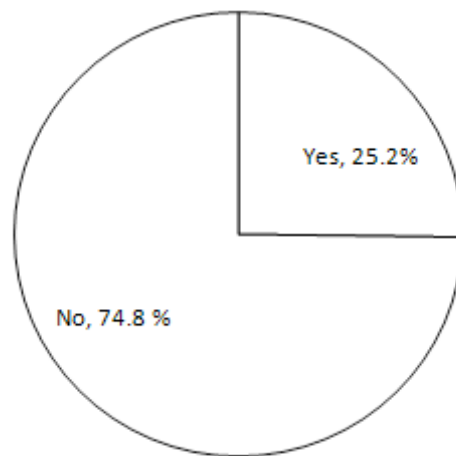


Figure B.3.2 – Whether or not pre-service teachers have enough information about or access to resources



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