

# Inclusive Education in Canada: Historical Perspectives

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# Overview

Inclusion Past

Inclusion Present

Inclusion and Teacher Education



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# Inclusion Past

Isolated Schools

Eugenics, Vocation, and Auxiliary Education

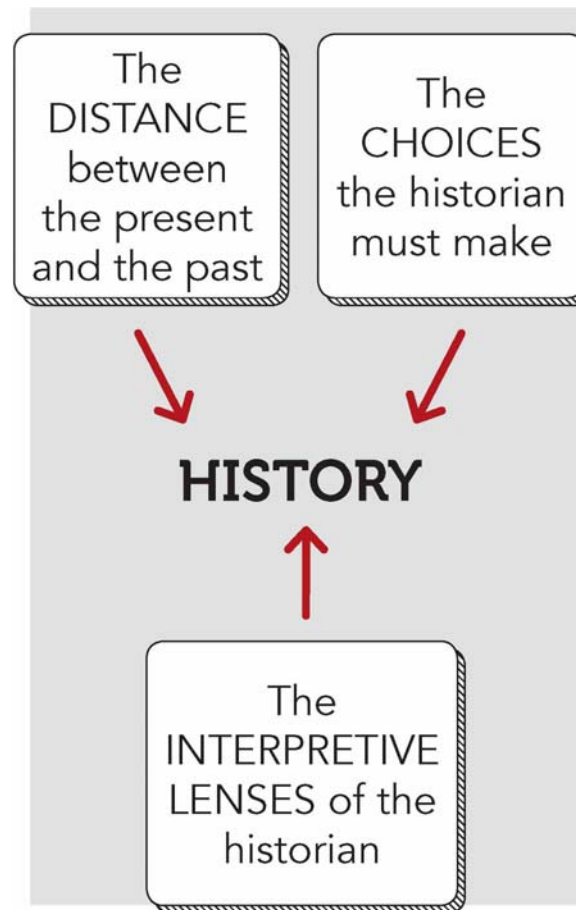
An Evolving Legal Framework



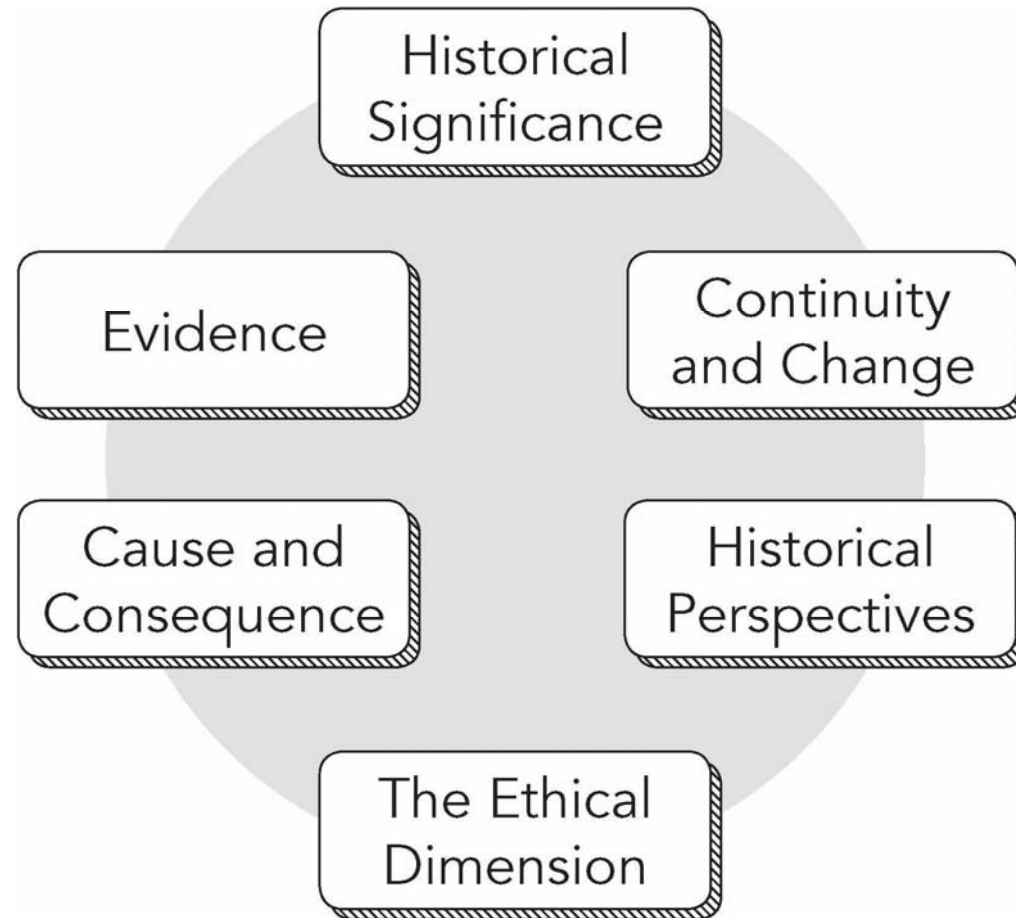
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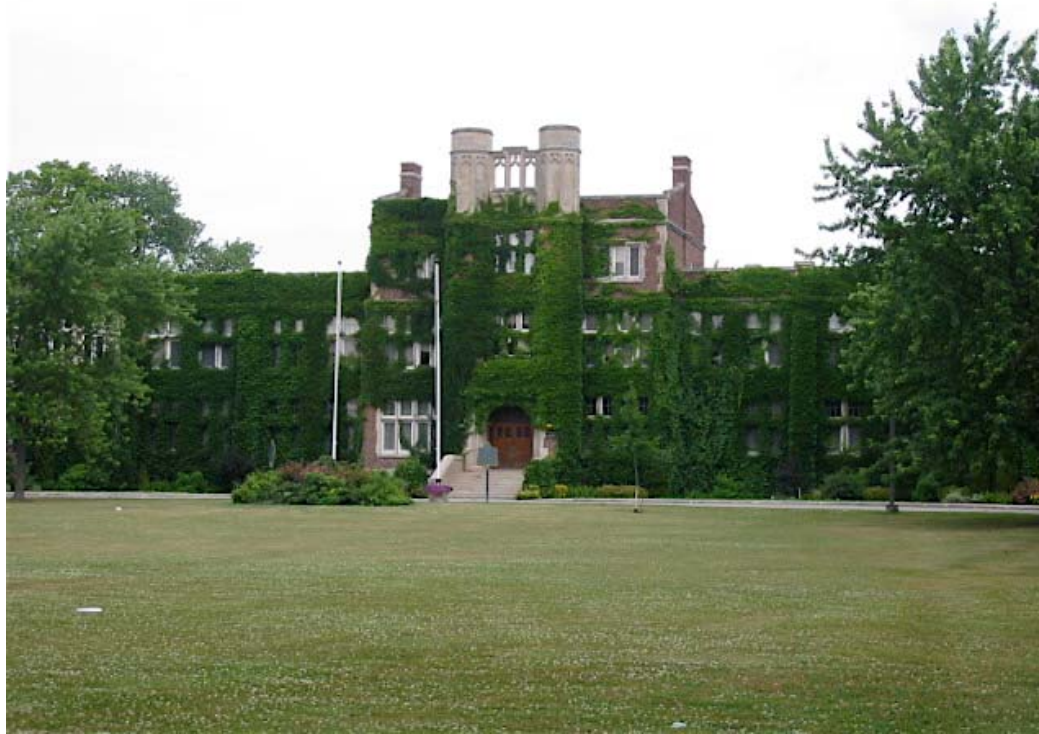
# History ≠ Past



# Historical Thinking



# Isolated Schools



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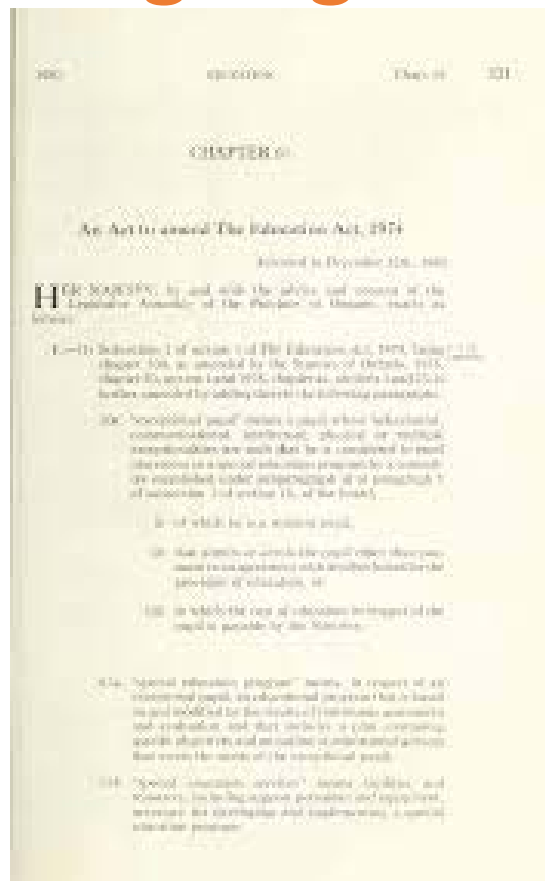
*Sir James Whitney School for the Deaf (1870)*



# Eugenics, Vocation, and Auxiliary Education



# An Evolving Legal Framework





# Inclusion Present

Identification of Students

Placement of Students

IPRC Process



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# Identification of Students

**Communication:** Part I, Section 4

Information must be provided through Braille, large print or audio-cassette formats upon request.

**Parent/Pupil Participation:** Part I, subsection 5(1)

Entitlement of parents and 16 year old pupils to participate in all discussions.

**Representative:** Part I, subsection 5(3)

Entitlement to have a representative present to speak on behalf of, or otherwise support, the parent or pupil (if over 16 years old).

**Parent Guide:** Part III, Section 13 -- Parent Guide must be available in alternate formats.

Expanded Parent Guide will provide additional information concerning:

1. IPRC's duty to list pupil's strengths and needs;
2. IPRC's duty to include exceptionality and definition in statement of decision;
3. names and addresses of provincial and demonstration schools;
4. list of local parent organizations eligible to be on SEAC.



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*Ontario Regulation 181/98*

# IPRC Process

## **Appeal Board:** Part VI, subsection 27(1)

An appeal board will be comprised of:

1. one member selected by parent;
2. one member selected by school board;
3. chair selected jointly by the two.

Where no agreement on chair, appropriate manager of ministry district office to select chair.

## **IPRC Statement of Decision:** Part IV, subsection 18(2) and 18(3)

IPRC statement of decision to include:

1. description of student's strengths and needs;
2. pupil's exceptionality identification and definition;
3. the placement decision;
4. reasons for placement in a special class;
5. IPRC may make recommendations re: programs and services.

## **Integration:** Part IV, Section 17

IPRC shall decide to place an exceptional pupil in a regular class when such a placement meets the pupil's needs, and is in accordance with parental preferences.



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*Ontario Regulation 181/98*

# Placement and Services

## **Placement and Services:** Part IV, Subsection 16(1) and (2)

The IPRC may discuss and make recommendations for special education programs and services that may meet the pupil's needs.

### a) Timelines

More specific timelines are included for carrying out the responsibilities related to the identification and placement of exceptional pupils.

## **Individual Education Plan (IEP):** Part I, Section 6

Principal shall take into consideration any recommendations of the IPRC in the development of the IEP. An IEP must include:

1. learning expectation for the pupil;
2. an outline of special education programs and services;
3. how the pupil's progress will be evaluated;
4. a transition plan for every pupil over 14 years old (except for students identified as Gifted).



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*Ontario Regulation 181/98*

# Inclusion and Teacher Education

The Category Paradox

Differentiating Instruction

Reporting on Student Progress



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# The Category Paradox

**Mild Intellectual Disability:** A learning disorder characterized by:

- a. an ability to profit educationally within a regular class with aid of considerable curriculum modification and support services;
- b. an inability to profit educationally within a regular class because of slow intellectual development;
- c. a potential for academic learning, independent social adjustment, and economic self-support.

**Developmental Disability:** A severe learning disorder characterized by:

- a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b. an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- c. a limited potential for academic learning, independent social adjustment, and economic self-support.



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*Special education in Ontario, Kindergarten to  
Grade 12 (2017)*

# Differentiating Instruction

Differentiating instruction can occur in three ways:

- Accommodations;
- Modifications;
- Alternative learning expectations.

To support this, classroom or program planning must be:

- Integrative;
- Functional or Environmental;
- Developmental; and
- Behavioural.



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*Planning for independence: A support document for teachers of students with intellectual disabilities (1990)*

# Reporting on Student Progress

## **Expectation 1: Attend to tasks and people**

- *Olivia will attend to and complete tasks of up to 10 minutes duration.*
- *Olivia will attend to conversations with her peers at least 5x per day and listen to instructions for up to 10 seconds per interaction.*

## **Expectation 2: Develop daily living skills**

- *Olivia will pick up food with her fingers, with hand-over-hand help, and direct food toward her mouth.*
- *Olivia will drink from a container that she holds herself.*

## **Expectation 3: Extend listening skills**

- *Olivia will listen to a story from a book for 5 minutes, while her attention is directed toward the pictures.*
- *Olivia will listen to her teacher and classmates for 10 minutes during whole class and group times.*

## **Expectation 4: Maintain physical exercise**

- *Olivia will engage in physical exercise in her mobility device twice or more times a day.*
- *Olivia will move about the classroom on her own, as her activities require.*

## **Expectation 5: Develop further communication skills**

- *Olivia will use assistive technology such as See and Learn Speech, 5x/day to increase the number of ways to make her needs and wishes known.*

## **Expectation 6: Expand academic skills**

- *Olivia will use manipulatives and hands-on activities to explore and learn the shapes of numbers 1-9.*
- *Olivia will engage with concrete forms of letters of the alphabet during the daily literacy block.*



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*Fictional student, "Olivia"*



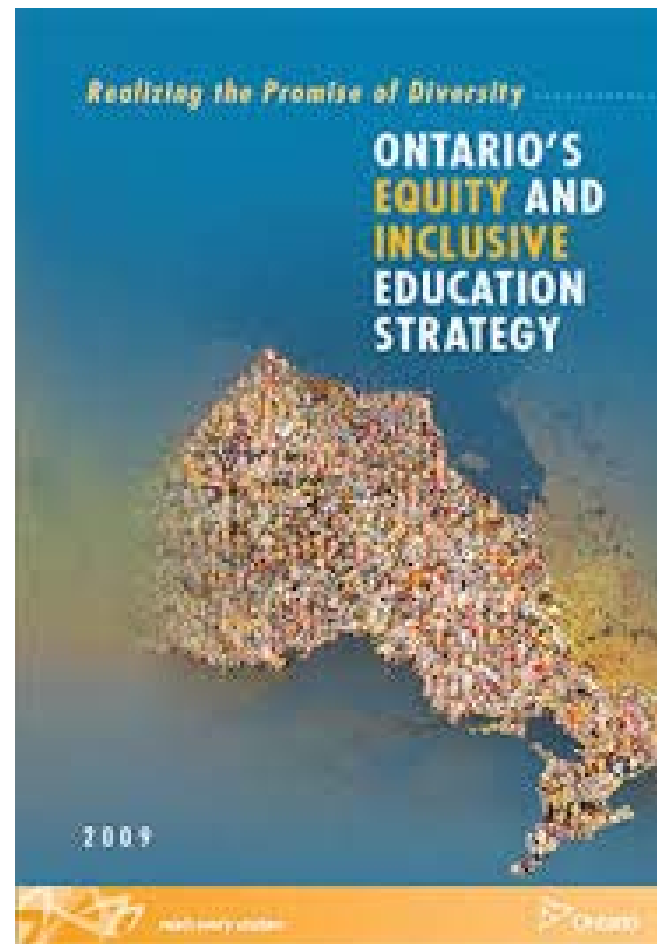
# Dankeschön!

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