Inclusive Education in Canada: Historical Perspectives

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Overview

Inclusion Past

Inclusion Present

Inclusion and Teacher Education
Inclusion Past

Isolated Schools

Eugenics, Vocation, and Auxiliary Education

An Evolving Legal Framework
History ≠ Past

The DISTANCE between the present and the past

The CHOICES the historian must make

HISTORY

The INTERPRETIVE LENSES of the historian
Historical Thinking

- Historical Significance
- Evidence
- Cause and Consequence
- Continuity and Change
- Historical Perspectives
- The Ethical Dimension
Isolated Schools

Sir James Whitney School for the Deaf (1870)
Eugenics, Vocation, and Auxiliary Education

Dr. Helen MacMurchy (1901)
An Evolving Legal Framework

Ontario Education Act (1980)
Inclusion Present

Identification of Students

Placement of Students

IPRC Process
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.

*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.
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).

*Ontario Regulation 181/98*
Inclusion and Teacher Education

The Category Paradox

Differentiating Instruction

Reporting on Student Progress
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.
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.
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.
Dankeschön!

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