

**INCLUSIVE EDUCATION EXPERIENCES, OPINIONS, AND PERSPECTIVES  
AMONG HIGH SCHOOL EDUCATORS**

**KAILEE CELINE SMITH**

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**KAILEE CELINE SMITH**

Approved:

[REDACTED]

April 4, 2022

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Co-supervisor: Cheryl Crocker, PhD

[REDACTED]

Date:

April 4, 2022

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Co-supervisor: Edgar Schmidt, DSocSci

[REDACTED]

Date:

April 4, 2022

---

Second Reader: Simmee Chung, PhD

[REDACTED]

Date:

April 5, 2022

---

Dean of Graduate Studies: Ramses Ilarraza, PhD

Date:

## Summary / Abstract

This qualitative action research project examined common experiences, opinions, and perspectives of high school educators regarding the inclusive education of students with exceptionalities. Participants included four high school teachers who are teaching introductory high school courses (10 level) in the 2021-2022 school year from the Science, Social Studies, and English departments. Data were collected through one-on-one interviews and analyzed through an inductive coding approach to allow the data and narratives to unfold and speak for themselves. Findings portrayed a significant array of experiences with teaching and programming for students with exceptionalities. Participants shared positive beliefs and benefits of why students with exceptionalities should be included through inclusive programming. Barriers to inclusion were also identified. Several strategies to support both students and educators/teachers with inclusion for students with exceptionalities were discussed by participants.

*Keywords:* inclusion, exceptionality/exceptionalities, educator, experience, opinion, perspective

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## Research Context

This action research project was conducted at an Edmonton Catholic Schools Division/District High School with approximately 1000 students, 53 teachers, and 51 support staff including Educational Assistants, custodians, and administration assistants. As Division and District are both used in policy and communication, the common reference throughout this report will be Edmonton Catholic Schools. Programs available at this school include, Advanced Placement (AP), Knowledge and Employability, Language and Fine Arts, along with numerous academic and options classes. Academic classes are leveled based on prerequisites. There are currently five classrooms offering Programs of Choice for students with exceptionalities. Programs of Choice are Generations and WIN. Generations is “a highly individualized program supporting students who have multiple profound exceptionalities... These students require constant assistance and/or supervision in all areas of functioning” (Edmonton Catholic Schools, n.d., para. 1). There are two classrooms offering Generations programming at the school site. There is an approximate one-to-one ratio (teacher to student) with additional support from a nurse, a speech and language pathologist, and an occupational therapist. WIN is described as: “Whatever is Necessary, Whenever it’s Needed” - supporting the understanding that some students benefit from alternative ways to access learning based on their unique diverse needs. WIN programming focuses on building skills and opportunities to prepare students for the real world. Transitioning into the community is an integral component of the program. Work study supports career programming and community participation with transitional supports (Edmonton Catholic Schools, n.d., para. 1).

WIN Senior programming is available in all Edmonton Catholic High Schools to provide opportunities for students with exceptionalities to attend their community high school for grades 10 through 12. There are currently three classrooms offering WIN programming at the school site. Two classrooms are currently being grandfathered out. WIN Senior is the program offered to students in high school and will be the sole WIN program in approximately two years at the school.

Inclusive education programming is supported through Edmonton Catholic Schools Programs of Choice. The district states,

As a faith community, the Division welcomes all resident students into our schools.

Welcoming, inclusive, caring, respectful and safe learning environments create a sense of belonging for all learners and their families. We are committed to collaboration with all education stakeholders so that all students are successful, have meaningful access to curriculum, and participation in their school community... We offer flexible and multiple pathways to meet the needs of our children and students. Our Inclusive Education Programs are a continuum of supports for PreK - 12 (Edmonton Catholic Schools, n.d., para. 1).

The district and school approach are guided by Alberta Education's inclusive education principles. Alberta Education notes,

Inclusion is not just about learning with special needs. It is an attitude and approach that embraces diversity and learning differences and promotes equal opportunities for all learners in Alberta. Alberta's educational system is built on a values-based approach to accepting responsibility for all children and students. Every learner has unique needs.

Some learners have profound and ongoing needs and others have short-term or situation-

based needs. This calls for flexible and responsive learning environments that can adapt to the changing needs of learners (Government of Alberta, 2022, paras. 1-2).

Students are referred to WIN programming by Inclusive Education Consultants. Once enrolled, students have opportunities to access learning through inclusive programming in academic and options classes. Students can also access a WIN classroom with individualized programming provided by a teacher and support staff.

### **Research Aims and Objectives**

Successful inclusive educational programming for students with exceptionalities requires teachers who understand and support inclusion education. The purpose of my action research project was to gain understanding of high school educators' prior experiences, opinions, and perspectives of inclusive education for students with exceptionalities. My research question is:

What are common experiences, opinions, and perspectives regarding inclusive education for students with exceptionalities among high school teachers?

The data I collected are from educators who are likely to teach students from the WIN Senior program. As the teacher of the WIN Senior program at my school I hope to gain insights on how to support both students and teacher colleagues to offer successful inclusion opportunities. All educators come with different skill sets, comfort levels, and abilities with teaching and programming for students with exceptionalities. They have a range of experiences including years of teaching. By gaining insight into the experiences, opinions, and perspectives of the teachers at my school who have students with exceptionalities in their classes, I will better be able to support the inclusion of students into their classes. This research may lead to further professional development, Educational Assistant support, and collaboration in the development and implementation of Individual Program Plans (IPPs).



## Related Literature

### What is Inclusive Education?

The idea of inclusion and inclusive education came about in Alberta in the 1990s following the educational models of mainstreaming (1980s) and integration (1970s) (Alberta Teachers' Association, 2014). Moving towards a full inclusive model of education was seen as a moral decision not an educational one (Raines, 1996).

In Alberta, the idea of mainstreaming students was the educational model preceding inclusion (Alberta Teachers' Association, 2014). Mainstreaming in education is defined as, "to place (a student, such as a disabled child) in regular school classes" (Merriam-Webster, 2021, Definition 3). One controversial aspect of the mainstream model of educational programming was that it implied that students with exceptionalities or disabilities require fixing (Bowd, 1992).

The integration educational model preceded the mainstream model for the instruction of learning for students with exceptionalities in Alberta. The integration model was implemented in Alberta in the 1970s (Alberta Teachers' Association, 2014). According to Bowd (1992), "integration is commonly employed in Canada to describe the placement of exceptional children in settings which foster interaction between them and their nondisabled peers. These settings are usually identified as regular classrooms within neighbourhood schools" (p. 19). The comparison between Bowd's integration description and ideas associated with inclusion practices suggest similarities between the two educational models in that both believe in students attending their community or neighbourhood school in a regular classroom.

What inclusive education for students with exceptionalities looks like and means can be different depending upon the location, environment, setting, and stakeholders including administrators, educators, students, and families. The literature differs in defining inclusion.

Hass (1993) shared the idea that special education, which is often linked to the idea of inclusion and those conception variations that precede it, was never meant to be only defined as a place. Instead, special education was intended to be specifically designed instruction that would not be of any cost to the parents. Bennet et al. (1998) focused on addressing what parents view in terms of inclusion with a focus on thinking about a child's life span instead of focusing only on a specific academic year. Bennet et al. (1998) noted, "[w]ithin complex educational settings, differing orientations toward students with disabilities has led to a myriad of interpretations of what it means to provide inclusive opportunities for students with special needs" (p. 98).

21st century studies continued to develop the concept of inclusive education for students with exceptionalities, disabilities, or special needs. Jordan and Stanvich (2004) described inclusion as educating all students in the regular or general education classroom. This description has similarities to the integration model described by Bowd (1992). Hersman and Hodge (2010) found that the placement of an exceptional student should be in the least restrictive environment where they can be successful. Irvine et al. (2010) addressed the importance of balancing academic and nonacademic activities to shift from instructional and physical mainstreaming to authentic inclusion. Finally, Taub and Foster (2020) used a definition of inclusion that includes being in a similar space and working on similar academic work as their peers but modified in the knowledge and difficulty. Inclusive education can and does appear vastly different depending upon the setting, e.g., school district, classroom, and each educators' understanding. However, the idea of inclusive education seems to be based on the notion of providing learning opportunities for all students in regular classrooms at their community school.

## **Why Inclusive Education?**

All students deserve an education at an appropriate level, with support and services available, to create opportunities for learning (Forbes, 2007). Providing an inclusive education for students with exceptionalities involves acceptance and belonging with opportunities for an active role in the community (Aktan, 2020). As students enter high school settings, discussions about their future aspirations begin. Today, more students with autism are attending post-secondary schooling (Shmulsky & Gobbo, 2019). Students are better supported when they have opportunities to interact with typical peers to learn how to socially interact with others (Cross et al., 2014). Through inclusive programming, including adequate adaptations, supports, and individualized programs, students with exceptionalities can achieve academic and social success in regular classrooms (Rea et al., 2002).

The inclusion model of educational programming supports both students with and without exceptionalities. Students with exceptionalities who are taught in general or regular educational classrooms and settings with their peers, acquire positive social and emotional skills through role models as these settings allow students to learn from their peers (Aktan, 2020; Taub & Foster, 2020). Starzewska et al. (2012) found that most teachers believed that integration, which they noted as similar or the same as inclusion, was beneficial for children with and without disabilities. In earlier research, Bowd (1992) reported that, “[s]egregation deprives nondisabled children of opportunities to learn about disabilities and to appreciate the real diversity of their communities” (p. 23).

Earlier educational models of segregation, categorization, integration, and mainstreaming (Alberta Teachers’ Association, 2014) focused on separating students with exceptionalities from

those without exceptionalities. This separation served to demonstrate that these students are different and not able to function in society (Haas, 1993). Alternatively, when full inclusion is implemented, the value of acceptance of all people and believing that everyone is important and able to contribute to society is demonstrated (Haas, 1993). Similarly, Taub and Foster (2020) shared:

Inclusion in educational systems is a key driver for inclusion into the rest of the community. When schools' segregate students based on academic ability or disability labels, they inadvertently set up a hierarchy of power later reflected in the larger society (p. 276).

### **High School Inclusive Education**

Inclusive educational programming is often different in appearance and format between elementary and secondary school settings. Elementary classrooms frequently provide adapted learning activities for students with exceptionalities that are developed by a classroom teacher with support from a Learning Coach as needed. The Learning Coach role differs among schools. However, a Learning Coach usually oversees a school's inclusive profile and provides support to teachers, support staff, and students. In high school settings, students can be in different levels such as: Advanced Placement (AP), dash one, dash two, and dash four (Knowledge and Employability) based on their prior achievements and prerequisites in previous classes. An example of this is that students may enroll in grade 10 English at the 10-1 level, 10-2, or 10-4 based on their results in grade nine English.

Focusing on educating all students in inclusive environments, at all division levels, can lead to inclusion for students after graduation (Taub & Foster, 2020). Educators may be focused on the here and now of students' academic progress. However, it is also important to look

beyond classroom walls to the life students will be immersed in after graduation. Educational settings prepare students to be participants in society as they become adults (Bennett & Gallagher, 2013). Downing (2005) shared a simple strategy to address true inclusion in secondary school settings. He suggested registering students with disabilities at the same time as peers register, naming students who are then visible on class lists could go a long way to establishing their place in the classroom. Schools have different registration processes and may choose to enroll students at different times prior or during a semester.

### **Requirements for Successful Inclusion**

Research around the inclusion of students with exceptionalities identifies ideas and strategies that are supportive of successful inclusion environments in school settings. Le Doux et al. (2012) identified communication, collaboration among administrators and teachers, and professional development as necessary for inclusion. Rea et al. (2002) also identified the need for collaboration among principals, teacher leaders, and those working with students to facilitate a shared responsibility for student achievement. It is necessary for administrators to provide their staff with resources, planning time, and training, to create successful learning environments where non-inclusive practices are irrelevant (Irvine et al., 2010). Administrators can encourage participation of all team members (Downing, 2005). Through team participation a shared orientation and practice can demonstrate to both staff and parents the importance of inclusion, which leads to its success (Bennett & Gallagher, 2013). Having a unified approach to supporting students' learning requires time, effort, and the desire to support students with exceptionalities within inclusive learning environments (Downing, 2005).

Classroom teachers are often the first people responsible for adapting or modifying curriculum for students with exceptionalities in inclusive educational settings. "Teachers whose

epistemological beliefs are supportive of, and associated with, inclusive practices are therefore more likely to produce “inclusive solutions” within the problem solving that is part of everyday teaching” (Sheehy, 2017, p. 64). Teaching, assessing, and programming to capture and celebrate the whole student or child’s progress takes time, instruction, and outreach to support inclusion for all students (Belli, 2018). The selection of classes that provide the best learning opportunities, where every effort is made to adapt the curriculum so that students can demonstrate and share their learning and understanding, can lead to success in general education classes supporting inclusion (Downing, 2005). The teacher participants in Downing’s (2005) study shared a need for specific professional development during pre-service training. In school districts that focus on teaching differently abled students, learning about inclusive pedagogy strategies, and learning from colleagues was seen as paramount.

There are many stakeholders responsible for the education of children. Irvine et al. (2010) identified the importance of parental involvement in helping with decision making and ensuring that the duty does not only fall on school staff. Irvine et al. (2010) noted that communication between parents and schools is essential to student success. Having similar beliefs and understandings, along with having a collaborative practice with colleagues, administrators, and families helps contribute to successful teaching and learning practices for students with exceptionalities (Jordan & Stanovich, 2004).

### **Barriers to Inclusive Education**

Inclusive education initiatives may face barriers to successful implementation. As noted previously, there are numerous definitions and variations of inclusive education. Differences are often attributable to years of experience as well as how one defines and understands inclusive practices. Increased funding for quality inclusive practices needs to be addressed in policy

(Cosier et al., 2020). Inclusion requires commitment and support from all stakeholders including governments, pre-service training programs, schools, communities, administrators, and educators (Irvine et al., 2010). “The challenge facing special and general educators is not to fit the child into the program... but to deliver effective education to each unique child” (Martin, 1995, p. 198). Similarly, Irvine et al. (2010) states “[a]dvocates for inclusive education have come to the realization that the onus for change must shift from the individual students fitting into school programs offered to schools making the necessary changes to ensure learning success for all students” (pp. 70-71).

Barriers to inclusive education at the school level can be addressed upon understanding teachers’ experiences, opinions, and perspectives about inclusive education for students with exceptionalities. Constantia and Christos (2019) found that students with exceptionalities were marginalized due to teachers’ lack of knowledge and views about inclusion. Support for inclusive educational programming from principals can be significant in leading to change (Irvine et al., 2010). Teachers with a generalist background often do not feel prepared to meet or address the needs of differently abled students in their classrooms, which can lead to feeling overwhelmed trying to meet the academic and social needs of all students (Able et al., 2015). General education teachers need more awareness training, better skills with developing accommodations, and collaboration in problem solving (deBettencourt, 1999). General education teachers represent any teachers who teach content classes in the 10, 20, and 30 levels who do not teach in a Program of Choice. Florian and Black (2011) shared,

[T]he widespread belief that mainstream classroom teachers are not well-prepared to

work with such students, but little is known about exactly what teachers need to know in order to teach all students in inclusive schools. Lack of clarity about definitions of inclusion has contributed to confusion about inclusive education and practice (p. 826).

Due to the confusion and lack of clarity about inclusive education for students with exceptionalities, it is important to remember that inclusion does not solely represent a place (Forbes, 2007) but needs to include appropriate learning environments and activities where all students are successful in learning with their peers.

## **Research Method**

### **Participants and Recruitment**

The research project was conducted with an aim to further developing the WIN Senior Program of Choice for students with exceptionalities at my school site. This is an action research project as it gave me the opportunity to study an area of interest that is specific to my professional teaching context (The Alberta Teachers' Association, 2000). Furthermore, action research can improve both teacher professional development and initiatives in school sites (The Alberta Teachers' Association, 2000). The action research project focused on gaining insight into high school teachers' experiences, opinions, and perceptions of inclusive education for students with exceptionalities will help me develop our WIN Senior program. As well, the research project increases my knowledge and understanding of how I can better support the inclusion of students with exceptionalities in high school environments, particularly at my school site. The project will further my understanding of the support teachers may require when they include students with exceptionalities from the WIN Senior program in their classes.

WIN Senior is an inclusive Program of Choice pathway available to students with exceptionalities in Edmonton Catholic Schools. Approval from Edmonton Catholic Schools was



required after receiving approval from Concordia University of Edmonton's Research Ethics Board for this study. Approval from my school division was required as I would be conducting the action research project at my school site with participants who are colleagues in my school.

Once having received approval from both Concordia University of Edmonton's Research Ethics Board and Edmonton Catholic Schools, I met with my school principal. This was a requirement from Edmonton Catholic Schools to present my research project and discuss potential participants. I had a brief discussion with my principal, but no specific names were selected as participants' identities are to be anonymous throughout the process.

I emailed my Letter of Introduction (see Appendix 2) to five potential participants. Each of these participants taught at least one class of Science, Social Studies, or English at the grade 10 level. Two participants emailed back with interest in volunteering to participate, one participant expressed their interest through a hallway discussion, and a fourth participant was recruited through a conversation where I explained the purpose of my research project. Once a participant had volunteered to participate, I emailed a Follow up Email for Selected Volunteer Participants (see Appendix 3). This email included an agreed upon date for the one-on-one interview. I also attached the Consent Form (see Appendix 4). I copied the interview guiding questions from the Interview Guide, Protocols, and Data Collection (see Appendix 1) to share with participants prior to our scheduled interview date. Providing this information ensured transparency for those who volunteered to participate.

### **Interview Guiding Questions**

- How many years have you been teaching and what subjects do you currently teach this semester?

- How many times, or how often, have you included a student with an exceptionality in your class?
- Tell me about your understanding of inclusion education specifically for students with identified exceptionalities?
- When a student with an identified exceptionality is going to be in your class, what thoughts or questions do you have prior to meeting the student(s)?
- What support would you like provided, or receive assistance with, when you have students with identified exceptionalities in your class?
- Do you have any final thoughts or suggestions regarding inclusive educational programming at our school that you would like to share?

### **Interviews**

Each participant was given the choice of an in-person or virtual one-on-one interview on a mutually agreed upon date. The six interview guiding questions were also shared approximately two weeks prior to the interview date. Each participant chose an in-person interview in either their own classroom or my classroom. All interviews were conducted during non-instructional time in November and December 2021.

Prior to the start of each interview, each participant signed the Consent Form (see Appendix 4). Participants were made aware that our interview discussion would be recorded in two formats, through a cell phone and a tape recorder. The two methods were used in the event the recording device faulted. Each interview lasted approximately 15 to 20 minutes.

Interviews were recorded and transcribed. Each participant received a transcript of the interview discussion within one week following the interview date. Each participant was asked to

validate the transcription, sign, and return within two weeks. Transcripts were all validated and collected prior to December 17, 2021.

### **Data Analysis**

After all transcripts were validated by the volunteer participants, the data was ready to analyze. I used an inductive method of analysis and allowed the data to speak for itself. This method allowed the data narrative to emerge without preconceived notions on what the themes should be (Delve, n.d.).

Each question was dissected among all four participants. Key ideas were pulled out of the transcript for each question and separated into similar themes. This was done through the Google application Jamboard. This application allowed identification of the key ideas from all participants for each individual question. I used the sticky note feature on Jamboard to capture the key ideas on different colours to separate each participant's ideas. Once ideas were written onto sticky notes, I was able to move the ideas around to find similar themes within each individual question. Once all questions were individually analyzed, I created subcategories based on similarities and differences among the ideas shared for each question. This provided a visual representation of similarities and differences within each question among the participants' responses.

After analyzing each individual question, I did a similar analysis on a larger scale looking at all ideas combined from each question. Instead of using Jamboard, I used poster paper and coloured paper notes. I wrote all the ideas highlighted in the Jamboard for all questions on separate coloured paper notes with a different colour for each participant. I identified the following four themes: experiences, opinions, perspectives, and strategies. These themes reflect my research question: What are common experiences, opinions, and perspectives regarding

inclusive education for students with exceptionalities among high school teachers? Once ideas were separated into the themes of experiences, opinions, perspectives, and strategies I looked for similarities and differences among the participants' ideas. The similarities and differences that were identified, were separated into subcategories. This approach of analyzing my data on poster paper gave me the opportunity to move the ideas between the themes and find similarities among the subcategories that emerged from the data.

### **Ethical Considerations**

My action research project was completed at my school site. This meant that I had to be aware of ethical considerations including participants' anonymity and using pseudonyms if any student names were referenced. An additional concern was whether participants may have feelings of being uncomfortable or conflicted sharing information related to a sensitive topic such as inclusion education for students with exceptionalities. Complete ethical considerations can be seen in my Research Ethics Board application as well as noted in my Letter of Introduction (see Appendix 2).

### **The Shape of the Data**

The data collected presents several similarities and differences among the ideas discussed with the four participants. All participants shared extensive experience with inclusive education specifically for students with exceptionalities. Participants discussed strategies or techniques to include students by considering their needs, and meeting challenges to create successful learning experiences. Areas requiring additional support, both at the school level and division level were shared. Educational Assistants and the Learning Coach were identified among all participants in several of the guiding questions. After analyzing the data within each individual question, the ideas shared among the participants were separated into four overall themes including:

experiences, opinions, perspectives, and strategies. Several subcategories emerged within each theme.

### **Data Analysis**

I first analyzed my data by looking at each individual question from my interview guiding questions. I compared each participant's responses to the others to draw comparisons and similarities among the data collected.

***Question: How many years have you been teaching and what subjects do you currently teach this semester?***

To preserve the anonymity of each of the participants, specific details about subjects taught cannot be shared. However, participants had an average of 21.25 years of teaching ranging in all division levels including, elementary, junior high, and high school experiences. Participants were currently teaching 10 level classes from the Science, Social Studies, and English departments. Several participants were also scheduled to teach similar classes from the same department in the second semester.

***Question: How many times, or how often, have you included a student with an exceptionality in your class?***

Every participant has included and taught a student with an exceptionality in every year or semester/quarter that they have been teaching. Two participants discussed the range of exceptionalities they have included in their classes. These exceptionalities include but are not limited to: autism, learning disabilities, and emotional behavioural disabilities. Three participants noted that students with exceptionalities are more present in Knowledge and Employability classes (dash four classes) in high school programming. This might be because this is the level without prerequisites or requirements of a prior achievement level in the previous level class.

One participant referenced this point in comparing one of their dash four classes to a 30-1 level class. In the 30-1 class, only one student has an exceptionality compared to several in the dash four class they teach.

***Question: Tell me about your understanding of inclusion education specifically for students with identified exceptionalities.***

Two of the participants shared an extensive experience of inclusive education. One participant discussed the differences of inclusive education between junior high and high school classes. They described the adaptations required in junior high classes. Another participant described the strategies they use to support students with exceptionalities in their classes by adjusting their teaching methods and trying to understand their challenges and uniqueness. Three participants shared strategies or methods that they implemented in their teaching practice to support inclusion. Key strategies include: support from the Learning Coach, checking on student's learning, and sharing ideas with colleagues. Two participants also shared what areas of content should be included in students' learning such as functional life skills and teaching self-worth. Lastly, one participant addressed how having inclusive classes teaches empathy and respect while enriching everyone's lives.

***Question: When a student with an identified exceptionality is going to be in your class, what thoughts or questions do you have prior to meeting the student(s)?***

Three participants remarked on strategies or things they do prior to meeting or having a student with an exceptionality join their class. These strategies include: talking to Educational Assistants, meeting with parents or previous teachers, looking at the student's profile or file, meeting with the Learning Coach, and getting additional information about a code and/or Individual Program Plan.

All four participants described reasons and strategies they implement to build success for their students. Key points include: setting clear expectations, meeting the student ahead of time, learning about triggers/challenges or things to be avoided, finding out about student strengths to use to incorporate into lessons, and having a set of questions for the students to share about themselves. One participant also addressed the importance of having a relationship with the student.

All participants shared ideas about what is needed to support inclusive programming for students with exceptionalities in their classes. Time was identified by three participants. This includes needing time to create dual programs, needing time to learn or research about a specific student, and the length of time in a semester which does not allow for trial and error. One participant shared the importance of understanding the exceptionality to be able to better plan their class content.

***Question: What support would you like provided, or receive assistance with, when you have students with identified exceptionalities in your class?***

Participants addressed several areas of support they would like when students with exceptionalities are going to be included in their classes. Educational Assistants can provide support in the classroom, by sharing ideas, and giving information from other classes. The Learning Coach helps keep teachers up to date with Individual Program Plans and is another support person for teachers to collaborate with. One participant discussed the importance of having a specialist or someone who can provide insight into including students with exceptionalities. Time to meet with Educational Assistants, regular contact with other staff who work with specific students, and short learning sessions were pointed out as important. Additionally, two participants described how they make students feel safe in their class, use their

own experiences to relate to some students, and try to meet with the student prior to their first class. Two participants commented on the importance of flexibility, having realistic expectations for the student, providing positive feedback, opportunities for modeling strategies, options for auditing classes, and communication to ensure best practices, goals, and things to avoid.

Two participants shared why some educators may not be comfortable with inclusion education for students with exceptionalities. Key concerns include: the diagnosis or past behaviours could be scary, fear of the unknown, and feeling overwhelmed. One participant described the importance of needing support to be comfortable, that the more you do it (including students with exceptionalities) the easier it gets, and that strategies can help the entire class. This participant also mentioned that extra hours of professional development or meetings are something to avoid.

***Question: Do you have any final thoughts or suggestions regarding inclusive educational programming at our school that you would like to share?***

All participants shared final thoughts and suggestions. It was noted that small class sizes, professional development support, and use of Educational Assistants are imperative to inclusive education at our school. One participant noted that streamlining in high school makes inclusion easier. Another participant shared the importance of having choice in programming and options for short term trials in classes. One participant shared positive support for what they called the “hybrid model of inclusion” that we currently implement through the WIN programming at our school.

To ensure successful inclusive programming, two participants shared ideas that are noteworthy. It is important for teachers to be open to having students with exceptionalities in their classes. One participant described differences between division levels in successful



inclusive opportunities, with high school being easier due to students being separated among course levels, e.g., dash one, dash two, Knowledge and Employability (dash four), etc..

Some ideas that need to be addressed for change to occur were described by one participant. They shared points about Knowledge and Employability classes in that there is no professional development and not enough coordination with resources, lack of a consultant, and best practices. They also shared that they believe the division needs to stop with the swing between inclusion and separate programming. Lastly, they noted that not everything can fall on the Learning Coach.

The importance of inclusive education was described by one participant. They discussed how inclusion and congregated programming can both be beautiful. Lastly, they shared that exceptionalities are a beautiful addition to classrooms.

### **Outcomes / Findings**

Data analysis further continued by finding similarities from the information shared among volunteer participants in the following themes: experiences, opinions, perspectives, and strategies. This stage of the data analysis was completed on poster paper and coloured paper notes. Once all key ideas, taken from the individual questions, were written onto coloured paper notes, it was separated into the four themes. The ideas that went into each theme were further analyzed identifying similarities and differences to create subcategories within each theme. Among these four themes, ideas are linked to previous literature on inclusion and inclusive education for students with exceptionalities.

#### **Experiences**

Participants' experiences of teaching students with exceptionalities were separated into three subcategories including: personal experiences, types of exceptionalities, and things that

they have done within the area of inclusive education. All four participants identified their personal experiences with inclusive education in terms of often supporting students with exceptionalities in every year of being in the education profession. Two participants shared the types of exceptionalities they have included in their classes. Lastly, three participants outlined what they have done in their inclusive practice which includes: leading professional development, helping support other educators, adaptations in their lessons and assignments, and identifying classes, such as Knowledge and Employability (dash four) classes, as more likely to have students with exceptionalities enrolled.

### **Opinions**

Opinions were separated into five subcategories. These include the following: the benefits and importance of inclusion, what works for successful inclusion, what is needed or missing when inclusion is not successful, differences in programming, and areas for district improvements.

Three participants' ideas were reflective of the benefits and importance of inclusive education. These ideas reflect how inclusion enriches others' lives and being able to understand others, while also being a beautiful addition to classrooms. Benefits include the teaching of self-worth, empathy, and respect among others.

Successful inclusion may require certain opinions and experiences. Three participants shared ideas reflective of this such as: the support of Educational Assistants, the importance of communicating best practices and goals, and understanding that strategies can help the entire class. The idea of having insight about particular students as mentioned from one participant is similar to Boujut et al.'s (2016) study in that disability categories and labels were identified as helpful to support programming and learning goals.

Two participants shared ideas communicating why inclusion is not successful such as: support needs to be comfortable, fear of the unknown, feeling overwhelmed, and particular diagnoses or past behaviors can be scary. Able et al. (2015) found that teachers had suggestions about their pre-service and in-service professional development needs requiring information about student accommodations in inclusive settings, student characteristics, and advocacy. Perhaps with this addition to pre-service and in-service professional development, notions of why inclusion is not successful could be addressed.

The differences in programming were identified by two of the participants. One participant identified the success of streamlining in high school with successful inclusion practices and how this differs between junior high and high school programming. Another participant shared how having choice in programming is important and that the more one experiences inclusion, the easier it becomes. Brigharm et al. (2006) also identified the importance of providing academic choice through a broad array of academic courses and program options being available to all students from their study of three high schools.

Lastly, three participants shared ideas about how the school division could improve to better support inclusion of students with exceptionalities. One participant discussed the challenges associated with the required wording in the Individual Program Planning documents. Another participant identified the lack of district coordination among Knowledge and Employability programming. Further, the need to no longer move between inclusion and separate programs, as has occurred through program changes that the participant has experienced in their career. Additionally, they shared the importance of inclusion not falling solely on the Learning Coach. Time, in relation to not wanting extra hours of professional development or meetings, was discussed by another participant. It was mentioned that teachers do not have time for trial

and error in a semester. Learning from previous teachers who have taught particular students might be helpful.

### **Perspectives**

Six subcategories emerged in the perspectives theme. These include the following: professional development, class sizes, requirements for inclusion, support of a Learning Coach or specialist, areas that should change to improve inclusion practices, and advantages of inclusion for students with exceptionalities

Two participants discussed professional development. They suggested that more needs to be offered specific to Knowledge and Employability content classes and short sessions would be helpful for personal learning. Similarity, Stephenson et al. (2011) addressed the importance of effective professional development as essential in schools that educate students with severe disabilities. Teachers should receive inclusion training, specifically for students with Autism Spectrum Disorder, in their education training (Boujet et al., 2016). Another study also identified the need for in-depth professional development for general education teachers to be able to support the inclusion of students with exceptionalities in classrooms (LeDoux et al., 2012).

Class sizes were identified as a concern among two participants. It was shared that Knowledge and Employability classes at our school could be slightly larger. However, it is also important to have smaller class numbers when students are requiring more one-on-one assistance as shared by another participant.

Some requirements for the inclusion of students with exceptionalities were time, experiences, and opinions for both the school and personal professional context. Three participants addressed how time is needed to research and learn about specific students who are being included in their classes and that it takes time to create dual or multiple programs to

support students. One participant described how teachers have to be open to having students in their classes. Ballard and Dymond (2018) shared their participants' need for “dialog among school stakeholders” (p. 433) to address the inclusion of students. Similarly, contact with previous teachers could support teachers to learn what worked or did not work with particular students (Able et al., 2015).

An additional concern was the support of a Learning Coach or specialist. Three participants' ideas reflect the value of the Learning Coach role in a school that supports inclusion, how a specialist with inclusion could provide valuable insights, and the importance of being able to ask questions in a safe environment without judgment. One participant shared how insight from the Learning Coach helps them with their planning to ensure they are understanding the students' exceptionalities within their classes.

Three participants described areas that should change to improve inclusive practices. One participant noted that it is important to model the real world for students post high school. This is similar to a finding shared by Brigham et al. (2006). These authors suggested a mission shared by three high schools they studied. Each believed that schools need to educate students to succeed in their education, work, and life after high school. Another participant mentioned that functional life skills should be taught through programming. Lastly, one participant discussed the need to redo or limit module learning for students with exceptionalities.

The final subcategory addressed the advantages of inclusive education for students with exceptionalities. Three participants described positive aspects of inclusion programming in high school settings. One participant compared inclusion between division levels and addressed the additional stress elementary and junior high educators may feel to have students achieve certain levels. Another participant shared how inclusion programming in high schools allows students to

move between different levels of subject areas, while having opportunities for separate and general classes through what they referred to as a hybrid model of inclusion. This participant also noted the importance of having opportunities to get into the community for recreation and work experiences. Additionally, one participant referenced the beauty that can be seen in both inclusion and congregated programs, which should be focused on students' needs and allow for parent choice in programming. Similarly, Ballard and Dymond (2018) shared three benefits of inclusion for students including, "social communication development, student engagement, and diversity awareness" (p. 435).

### **Strategies**

There were four subcategories in the strategies theme. These include the following: the Learning Coach with the addition of student files and inclusive coding, support personnel and professional development, success in classrooms, and school strategies.

One subcategory identified by all four participants is about the Learning Coach, student files, and inclusive coding. Three of the participants identified the Learning Coach as being a valuable support person. Two participants shared that they would look at a student's file or learning profile to see what has been implemented in the past. Two participants discussed the importance of having information about, and being familiar with, codes of exceptionalities. This theme is reflected by Able et al. (2015) who identified that teachers, "highlighted the importance of understanding their students' individual learning needs at the beginning of the school year" (p. 51). One strategy of learning this kind of information can be found through Individual Program Plans located in student profiles or files and discussed with a school's Learning Coach.

Another subcategory that two participants identified addressed support personnel and professional development. Both participants shared the importance of talking to Educational

Assistants and having support from Educational Assistants in their classrooms. Having time to meet with other stakeholders including Educational Assistants, parents, and other teachers with regular contact was described by both participants as well. Similarly, Constantia and Christos' (2019) collaborative action research project implemented a collaborative network with other schools and worked with parents to further develop an inclusive school environment. Finally, it was noted by one participant that professional development support, specifically sessions focused on how teachers and Educational Assistants can work together with a focus on best practices and real-life situations, would be beneficial.

Success in classrooms was another subcategory with ideas shared from all four participants. Two participants mentioned they try to meet a student joining their class ahead of their first "official" class. Three participants indicated they like to find out things to avoid, triggers, and challenges prior to having a particular student join their class. One participant shared that they begin a new class at the beginning of a semester with a set of questions with a view to provide the opportunity for students to share their own strengths and weaknesses, including ways that they best learn. Two participants like to find out students' strengths and challenges so that they can plan these into their lessons. Two participants shared the importance of checking in, making an effort to ask how a student is doing, and making them feel safe in their class. Lastly, one participant shared that they use their own experiences to relate to particular students.

The last subcategory in the strategies theme is focused on school strategies. All four participants discussed ideas that fell into this category. Two participants shared that their teaching methods are adapted, adjusted, and modified as the school year progresses to provide opportunities for students' success. Another participant shared the importance of providing

positive feedback and making one's own judgments as things with particular students may differ depending on the teacher. They also shared that relationships are key and it is important to set clear expectations in the classroom while also being flexible in having realistic expectations of students. As noted by Belli (2018), it is important to capture the progress of the whole child, which may not be seen in the same assessments for all students. Finally, two participants addressed the need for available options classes, the ability to audit classes, and being able to participate in short term trials in classes.

### **Key Learnings**

#### **Key Ideas**

The key ideas from the six individual guiding questions gave insight into the various experiences, opinions, perspectives, and strategies among the four participants and their understanding of inclusive education for students with exceptionalities. All four participants have been in the teaching profession at least a decade. They have all had numerous experiences including students with exceptionalities in their classrooms. These experiences have led to personal strategies that they implement into their teaching practice. Strategies included talking to other teachers, meeting with parents, discussing student profiles with the Learning Coach, reading a student's profile or file, getting support from Educational Assistants, and incorporating a student's interests into lessons. Participants discussed barriers associated with inclusion including needing additional time to plan or meet with others, feeling overwhelmed, fear of the unknown, and diagnoses or past behaviours scaring others. Participants described the importance of inclusive education for students with exceptionalities and shared ideas or strategies that could be implemented at our school or within Edmonton Catholic Schools.



The four leading themes that emerged from the full-scale analysis are reflected in four key ideas:

- Experiences: all four participants have had ample experiences teaching students with exceptionalities in inclusive educational settings.
- Opinions: participants are supportive of inclusive education for students with exceptionalities, but shared ideas of ways inclusion could improve at the school division level and through personal and professional growth.
- Perspectives: Learning Coaches, small class sizes, additional time, and professional development are necessary for inclusive education for students with exceptionalities.
- Strategies: participants described their personal strategies as educators, things to implement in a school setting, and the importance of having a Learning Coach or other support personnel to support their inclusive practices.

### **Limitations and Challenges**

Several limitations and challenges are noteworthy. One challenge was the time constraints associated with the process of getting approval from Concordia University of Edmonton's Research Ethics Board and needing further approval with Edmonton Catholic Schools. I was unable to move ahead with the study until all approvals had been obtained. This took longer than initially anticipated, which resulted in less time to complete the research.

I chose to do a qualitative research project that included one-on-one interviews with a small sample of educators. The data obtained only speaks for a small group of educators at one high school in Edmonton. A further study, using surveys to reach a larger demographic, would provide a broader perspective from a larger sample size of participants. However, the data I was

able to gather does provide insights into inclusive education for students with exceptionalities at my specific school site.

Another limitation of the action research project was ensuring participant anonymity and student anonymity. There were only a select number of educators that were eligible to participate. When completing the Research Ethics Board application, it was unknown how many educators would be teaching the specific subject areas and level that I outlined in my application. Therefore, in this written report I am unable to identify specific subject areas and specific class identifications as participants could be identified. Furthermore, participants were requested to use pseudonyms when referring to a student. This can be difficult to remember when sharing insights and stories, which did happen with two participants. To address this, I changed any specific student identifiers to a pseudonym before returning the transcript to be validated.

### **What's Next**

The data I obtained from the four participants in my action research project provided insight into successful inclusive teaching practices at the high school level. The participants also addressed areas for improvement around inclusion. The information I gained will be useful in helping to further develop the WIN Senior program at our school.

The ideas shared among the participants may promote further development among our staff relative to inclusive education for students with exceptionalities. I may be able to share my findings, including the strategies each of the participants shared as successful in their classrooms, at a professional development session. A development session could lead to a common language of inclusive practices among our staff. Some immediate ideas that could be addressed through professional development at my school site include Educational Assistant and teacher relationships, best practices in inclusive education, and strategies to build success in the

classroom for students with different learning needs. Ideas for professional development could be discussed and validated with my principal and Learning Coach.

There is a WIN Senior cohort which includes other WIN teachers from each of the Edmonton Catholic High Schools complimented by an Inclusive Education Consultant. We have four meetings throughout the school year that regularly include professional development. I will offer to share my action research project with the cohort. This could offer ideas and insight into inclusive opportunities at other school sites. This sharing could develop a deeper conversation about what inclusion for students with exceptionalities looks like at each school site and supports available both within schools and the division.

### **Concluding Thoughts**

I wanted to do an action research project focused on inclusive education for students with exceptionalities. After receiving approval from both Concordia University of Edmonton's Research Ethics Board and Edmonton Catholic Schools I was able to delve more deeply into the project through the data collection, data analysis, and comparing my results to other studies conducted on similar topics of inclusion.

The results I was able to obtain through the ideas and insights shared among the participants has provided me numerous areas of consideration for the inclusion of students with exceptionalities at the high school level. By comparing my qualitative data to research studies on similar topics of inclusion in school settings, I was able to find similarities suggesting that inclusion is a concept understood by many educators in the profession. Although there may be differences in how inclusion is supported in different levels of education, schools, and districts there is a universal understanding that all students are provided an education with their peers in an inclusive setting. This understanding is that all students can receive an education at their

community school with similar aged peers. There are numerous benefits to inclusive education for both students with and without exceptionalities as was highlighted in the interview discussions with my participants. However, there are still barriers associated with inclusive education as addressed by my participants and within the literature. The importance of schools and educators providing support and strategies for successful inclusive opportunities for students with exceptionalities at any division level continues to be of utmost importance.

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## Appendix 1

### Interview Guide, Protocols, and Data Collection

#### Appendix 1

#### Interview Guide, Protocols, and Data Collection

Action research project: Inclusion education experiences, opinions, and perspectives among high school educators

Interviewer:

Kailee Smith  
WIN Senior Teacher: [REDACTED] High School  
Edmonton Catholic School District  
Concordia University of Edmonton  
[kcsmith@student.concordia.ab.ca](mailto:kcsmith@student.concordia.ab.ca)

Interviewees:

Approximately 4 - 6 teachers from [REDACTED] High School

Purpose of the study:

To understand high school teachers' common experiences, opinions, and perspectives of inclusion education of students with exceptionalities. By obtaining this understanding, I can better program for students with identified exceptionalities to be successfully included in all educational classrooms and areas of study.

Individuals and sources of data to be collected:

Participants will be invited to voluntarily participate in an individual interview to help determine common experiences, opinions, and perspectives of inclusion education for students with exceptionalities. The interviews will occur either in-person or virtually through Microsoft Teams, depending upon each participant's preference. The interviews will be recorded with participants' consent. Participants will receive the questions two weeks prior to their interview and will be encouraged to answer whatever they feel comfortable discussing. Data will be analyzed into common themes following all interviews. Participants will each receive a transcript of the discussion to validate what they shared. Confidentiality will be upheld and participants will be referred to as numbers, e.g., Interviewee 1, instead of identified by name. Participants will be able to withdraw from the study up until they have validated their transcribed responses.

Interview specifics:

- Selected participants will be invited to participate through an email invitation letter of introduction (see Appendix 2) outlining the purpose and commitment of the study
- Consent will be requested from participants including the recording of the interview discussion
- Location will be in the participant's or researcher's classroom or through the virtual platform, Microsoft Teams. This location will be mutually agreed upon
- Time commitment of approximately 30 - 60 minutes
- Questions will be shared with participants two weeks prior to their scheduled interview

- Participants will be asked and reminded of using pseudonyms if referencing a student
- Participants will receive a copy of their transcript to validate their responses in a two week time frame following their interview

### Interview Guide

How many years have you been teaching and what subjects do you currently teach this semester?

How many times, or how often, have you included a student with an exceptionality in your class?

Tell me about your understanding of inclusion education specifically for students with identified exceptionalities?

When a student with an identified exceptionality is going to be in your class, what thoughts or questions do you have prior to meeting the student(s)?

What support would you like provided, or receive assistance with, when you have students with identified exceptionalities in your class?

Do you have any final thoughts or suggestions regarding inclusive educational programming at our school that you would like to share?

Data collection and use: the following outlines information specifically detailing the collected data.

Data collected through the interviews will be analyzed to identify common themes once all participants have validated their spoken words through the shared transcripts. I will be focusing on a thematic analysis of the data shared in the discussions to identify ideas commonly referenced. I intend to look at each question individually comparing between the participants' responses. In this way, for each question I will identify words and ideas that are similar and therefore common between multiple participants as they have been referenced numerous times, e.g., three or more times.

After each question has been analyzed, I will identify common themes among all questions in relation to my research question of identifying common experiences, opinions, and perspectives about inclusion education for students with exceptionalities. Through technological tools such as Wordle and Jamboard, I will input commonly referenced words and ideas to identify patterns among all the questions.

Once I have identified common themes specific to each question and comparatively among all questions, I will compare my data to literature from other researchers' studies. I will look for commonalities and differences in my results among high school teachers/educators about their experiences, opinions, and perspectives of inclusive education of students with exceptionalities, to those results of other studies.

Identifying common themes and differences between my research and literature from other researchers will support ideas to provide any recommendations stemming from my research. I will also note limitations that I have encountered through completing my research project.

## Appendix 2

### Letter of Introduction

Appendix 2

#### Letter of Introduction

**Kailee Smith**

Concordia University of Edmonton - student in the Master of Educational Leadership program

High School - WIN Senior teacher

[Kailee.Smith@ecsd.net](mailto:Kailee.Smith@ecsd.net) / [kcsmith@student.concordia.ab.ca](mailto:kcsmith@student.concordia.ab.ca)

Date

Dear [REDACTED] colleague,

I am currently working on my Master of Educational Leadership at Concordia University of Edmonton and will be completing an action research project this school year. I am looking for volunteers to participate in my action research study. The Alberta Teachers' Association (2000) references action research as a method for teachers to investigate an area of interest in their professional context or practice. Specifics of my project include:

Title of the Research Project:

Inclusion education experiences, opinions, and perspectives among high school educators

Research question:

What are common experiences, opinions, and perspectives of inclusion education of students with exceptionalities among high school teachers?

Purpose of the study:

To develop an inclusion educational program for students with exceptionalities in a high school setting. To understand high school teachers' experiences, opinions, and perspectives of inclusion education to best support students and educators with inclusion programming.

- By participating in this study, you will be providing valuable information and insight into areas of success and areas for growth in inclusion opportunities for students with exceptionalities. This includes how teachers can best be supported to ensure successful inclusion in their classrooms.
- Possible risks may include:
  - Feeling uncomfortable or conflicted sharing information related to a sensitive topic
  - Concerned about colleagues, administration, or Edmonton Catholic School District being aware of your participation and what you shared (**please see notes below regarding confidentiality**)

Time commitment:

- Individual interview discussion occurring between November 2021 and January 2022. A specific date and time will be chosen based on each participant's schedule and availability
- 30 - 60 minutes in length
- Will occur in-person in your classroom or mine or virtually through Microsoft Teams. Location will be mutually agreed upon

Other details:

- Questions that will be discussed in the interview will be open-ended and provided prior to our scheduled interview time
- If referencing any students, please use a pseudonym
- Confidentiality will be upheld. Each participant will be referenced by a randomized number in the data collection, data analysis, and final written report stages
- You will receive a transcript of what you shared for validation
- I will share themes that emerge after the data has been anonymized. Additionally, my Final Research Project Report will be available to you at your request
- Participation in the study is voluntary and you are welcome to withdraw from the project at any time up until you have validated your transcribed responses
- Research results may be published. It will be shared in my Final Research Project Report. It may also be shared in other publications or presentations. A summary report will be shared with Edmonton Catholic School District.

If you have any questions, concerns, or comments please feel free to reach out through email or stop by my classroom.

Thank you for considering participating in my action research project.

Kindly,

Kailee Smith

### Appendix 3

#### Follow up Email for Selected Volunteer Participants

Appendix 3

#### Follow up Email for Selected Volunteer Participants

Date

Dear [REDACTED] colleague,

Thank you for volunteering to participate in my research project. Your participation will help support my research as well as help me continue to develop the WIN Senior program at our school.

A few reminders:

- Your participation is voluntary. You are welcome to withdraw from the research at any point in time, up until you have validated your transcribed responses. If you do choose to withdraw, anything you have shared will not be used and will therefore be destroyed.
- You will be participating in an individual interview discussion.
- The questions are meant to be open-ended. You are encouraged to share whatever you are comfortable with sharing. I will send you a copy of the questions two weeks prior to our scheduled interview.
- Please remember to use pseudonyms if referencing any students.
- The interview will take approximately 30 to 60 minutes. We will be meeting in **(location to be determined)** on **(date to be determined)**. \*Please let me know as soon as possible if this date does not work for you.
- The interview discussion will be recorded. I have attached a consent form that must be signed prior to our interview on **(date)**. This consent form includes your voluntary participation as well as being recorded.
- Following the interview, I will provide you with a copy of the discussion transcript that you will be asked to validate your responses.
- I will anonymize the data before sharing the identified themes that emerge.

If you have any questions, concerns, or comments please feel free to reach out through email or stop by my classroom.

Thank you again for volunteering to participate in my action research project. I look forward to seeing you in **(location)** on **(date)**.

Kindly,

Kailee Smith

## Appendix 4

### Consent Form

Appendix 4

#### **Kailee Smith**

Concordia University of Edmonton

[Kailee.Smith@ecsd.net](mailto:Kailee.Smith@ecsd.net) / [kcsmith@student.concordia.ab.ca](mailto:kcsmith@student.concordia.ab.ca)



### CONSENT FORM

**Title of the Research Project:** Inclusion education experiences, opinions, and perspectives among high school educators

#### **Research Study Details:**

##### Research question:

What are common experiences, opinions, and perspectives of inclusion education of students with exceptionalities among high school teachers?

##### Purpose of the study:

To develop an inclusion educational program for students with exceptionalities in a high school setting. To understand high school teachers' experiences, opinions, and perspectives of inclusion education to best support students and educators with inclusion programming.

This is an action research project.

##### Time commitment:

- Individual interview discussion occurring between November 2021 and January 2022. A specific date and time will be chosen based on each participant's schedule and availability
- 30 - 60 minutes in length
- Will occur in-person in your classroom or mine or virtually through Microsoft Teams. Location will be mutually agree upon

##### Other details:

- Questions that will be discussed in the interview will be open-ended and provided prior to our scheduled interview time
- Confidentiality will be upheld in that I will anonymize the data before sharing any emerging themes, interviews will be one-on-one in a location mutually agreed upon, and participants will be identified as Interviewee 1, etc. that will be randomly assigned
- You will receive a transcript of what you shared for validation
- Welcome to withdraw from the project at any time up until you have validated your transcribed responses
- Research results may be published. It will be shared in my Final Research Project Report. It may also be shared in other publications or presentations. A summary report will be shared with Edmonton Catholic School District.

I \_\_\_\_\_ (full name) have read the explanatory emails, had the project verbally described to me if warranted, and therefore provide my consent to participate in the above named research

project. In signing this form I am agreeing to the researcher, Kailee Smith, to use the data provided by me through an interview discussion.

I understand that my participation in this research project is voluntary and that I may withdraw my consent to participate at any time, up until I have validated my transcribed responses. I understand that my individual information will be kept confidential, that data will be anonymized, and that no findings that could identify me will be made public. I understand that there will be no negative consequences should I decide not to participate at any time, and that any data connected to my participation will be destroyed. I understand that the interview will be recorded for support with collecting data. I understand that if I choose to reference any students I need to use a pseudonym. I understand that the research results may be published and shared in a Final Research Project Report, other publications, or presentations as well as shared in a summary report with Edmonton Catholic School District. I understand that following the completion of this research project, all collected data including recordings will be deleted and destroyed.

I give my consent freely and willingly for:

Participation in the research project

Signed Participant Date

Signed Researcher Date

Recording of the interview discussion

Signed Participant Date

Signed Researcher Date