

# Identifying Barriers to Inclusion in Schools

**Innovative Assessment Practices,  
Supporting Families and  
Community  
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**Dr. Jayne Pivik  
The CHILD Project  
University of British Columbia**



# Objectives

To answer the following:

- What is inclusion?
- Why is it important?
- What are the barriers?
- How do we determine barriers?
- What are inclusive assessments?





# Inclusion is opportunity and choice

*Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging.*

Early Childhood Forum associated with The National Children's Bureau of London.



# Inclusion promotes diversity

*Inclusion celebrates our diversity and differences with respect and gratitude. The greater our diversity, the richer our capacity to create new visions. Inclusion is an antidote to racism and sexism because it welcomes these differences, and celebrates them as capacities rather than deficiencies.*

Marsha Forest & Jack Pearpoint



# Inclusion is a Right

Canadian Charter of  
Rights and  
Freedoms

The UN Convention  
on the Rights of  
the Child (1989)

The UN Standard  
Rules on  
Equalization  
(1993)





# Support for inclusion

The Salamanca Statement (UNESCO in July 1994) was adopted by governments and 20 non-government organizations:

- " Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions".
- " Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. "

# Why is inclusion important?

## Kids do better academically

Weiner (1985) found that from 50 studies comparing the academic performance of mainstreamed and segregated students with mild handicapping conditions, the mean academic performance of the integrated group was in the 80th percentile, while the segregated students score was in the 50th percentile

# Why is inclusion important?

**Teaches pro-social behaviors in children without disabilities-** Staub and Peck (1994)

- A reduced fear of human differences accompanied by increased comfort and awareness
- Improvement in self-concept
- Warm and caring friendships
- Growth in social cognition
- Development of personal principles





# Why is inclusion important?

## Increased opportunities for employment

Pioma (1989) examined the long term outcomes of students with severe disabilities. Found after 15 years, the employment rate for high school graduates with special needs who had been in segregated programs was 53% compared to 73% from those attending integrated programs.

# Why is inclusion important?

## Promotes self-esteem

*We believe that education is about making young people grow in confidence and self-esteem, in a safe, loving and welcoming environment. School is about getting an education - and that's important but it's also about relationships, friendships, being valued and of course, learning together. An important part of a child's success at school is for them to feel and be included.*

Parents for Inclusion

[www.parentsforinclusion.org](http://www.parentsforinclusion.org)



# Inclusion debate

Not all studies show that full inclusion is the most effective method. Depends on the needs of the child

But....

The opportunity for full inclusion should be available.

# Schools still riddled with barriers

Pivik, 2005

## Mean number of barriers identified with the Inclusive Schools Checklist

No. of schools	Are there students with disabilities?	Barriers
11	Yes	20.9
31	No	23.1



# Barriers in schools

A participatory study with students with mobility disabilities from 8 different schools indicated the following barriers:

- **Physical environment** (e.g., doors, passageways, elevators, washrooms, stairs, ramps, lockers, fountains, recreational areas)
- **Intentional attitudinal** (e.g., isolation, bullying)
- **Unintentional attitudinal** (e.g., lack of knowledge/awareness)

Pivik, McComas & Laflamme (2002)



# Barriers - The Awareness Challenge



A desk-top virtual reality program that teaches students and teaching staff about the architectural and altitudinal barriers faced by students with physical disabilities.

Developed and created by Jayne Pivik and Joan McComas of the Rehabilitation Sciences Virtual Reality Lab, University of Ottawa and Ian Macfarlane of Nortel Networks. All rights reserved (1999). Free at [www.apriori-research.com](http://www.apriori-research.com)

# Barriers

Ontario Human Rights Commission's (OHRC) requires accommodations extended to the field of education. The OHRC identifies key barriers to full participation, including:

- Inadequate funding,
- Physical inaccessibility,
- Cumbersome and time-consuming accommodation processes,
- Negative attitudes and stereotypes, and
- A lack of understanding

# Inclusive schools

Ainscow M., Booth T. (2003) The Index for Inclusion: Developing Learning & Participation in Schools. Bristol: Center for Studies in Inclusive Education

- Understanding inclusion is a process.
- Strengthening and sustaining the participation of students, teachers, parents and community members.
- Restructuring the cultures, policies and practices in schools to respond to the diversity of pupils.
- Providing an accessible curriculum, appropriate training programs for teachers, and for all students, the provision of fully accessible information, environments and support.
- Identifying and providing support for staff as well as students.



# The Inclusive Schools Checklist

Pivik, 1997

The Inclusive Schools Checklist is a reliable and valid tool that identifies:

- Architectural barriers- 76 potential architectural barriers (for the entrance way, ramps, entrance door, passageways, washrooms, signage and safety features, water fountains, elevators, classrooms, stairs and hand rails, library, and recreational facilities),
- Classroom practices
- School/school board inclusive policies.

Available at [www.apriori-research.com](http://www.apriori-research.com)

# Differential perception

With the large amount of visual stimuli in our environments, people focus on that which matches their:

- Prior experiences, assumptions, values, conceptual system (Ward & Russell, 1981),
- Motivation and involvement for satisfying needs (Kaplan & Kaplan, 1989), and
- Predispositions, goals and generalized expectations (Ittelson, Franck, & O'Hanlon, 1976).

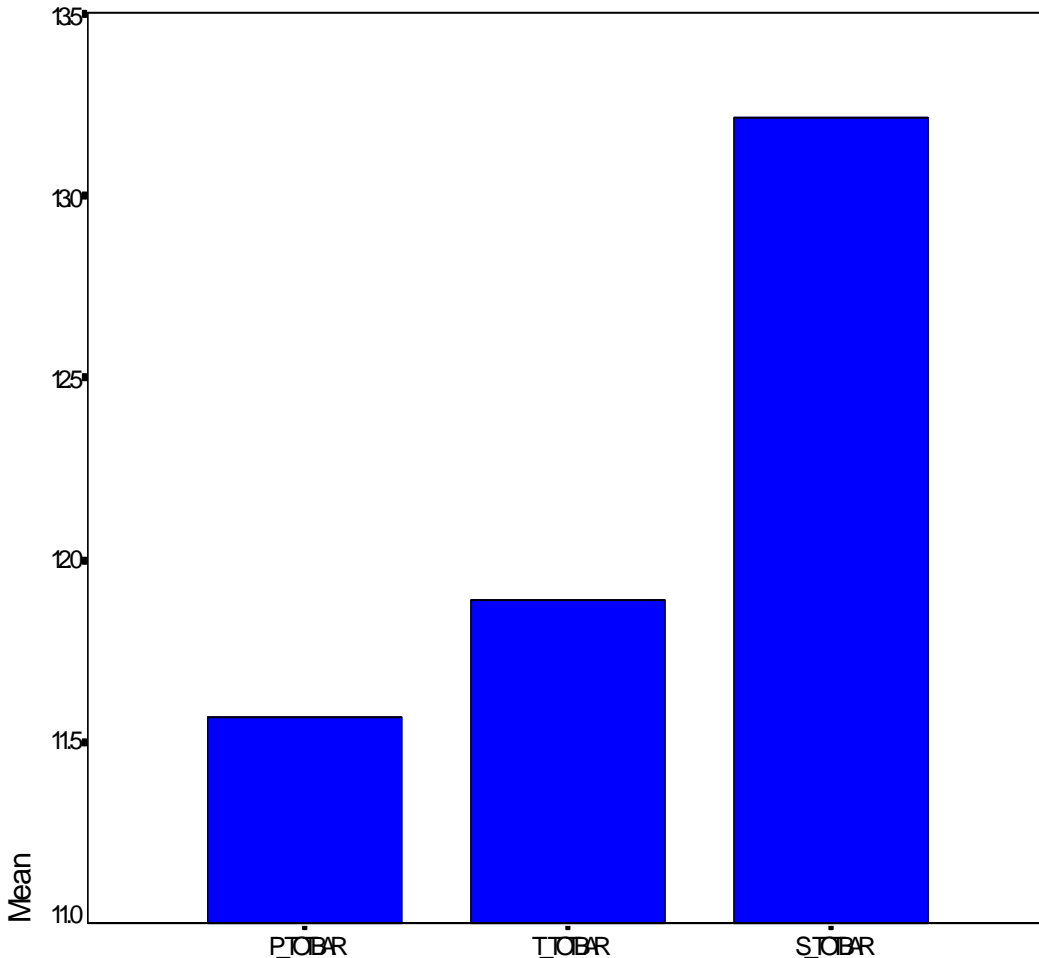
# Inclusive Assessments

Architectural barriers for accessibility were evaluated in 29 schools using an unstructured assessment format. The total number of barriers in each school were independently identified by a student with a disability, the principal and the special education resource teacher.

Question: Do students with disabilities have more knowledge about architectural barriers than their principal or SERT ?

*Pivik, 2005*

# Inclusive Assessments



Students with disabilities reported significantly more barriers than either their principal or the SERT.

$F(2, 52) = 3.81, p < .05$

- Unstructured assessment

Pivik, 2005



# Highest number of barriers reported for area by role

Pivik, 2005

<b>Students</b>	<b>Principals</b>	<b>SERTS</b>
<p data-bbox="352 544 510 582"><b>Doors</b></p> <p data-bbox="249 629 611 668"><b>Passageways</b></p> <p data-bbox="224 715 635 753"><b>Safety/signage</b></p> <p data-bbox="297 801 563 839"><b>Fountains</b></p> <p data-bbox="306 886 554 925"><b>Elevators</b></p> <p data-bbox="277 972 582 1011"><b>Classrooms</b></p> <p data-bbox="335 1058 525 1096"><b>Library</b></p> <p data-bbox="205 1143 654 1182"><b>Recreational fac.</b></p> <p data-bbox="277 1229 582 1268"><b>Labs/other</b></p>	<p data-bbox="814 544 1163 582"><b>Entranceway</b></p> <p data-bbox="910 629 1068 668"><b>Stairs</b></p>	<p data-bbox="1391 536 1709 575"><b>Washrooms</b></p> <p data-bbox="1458 622 1643 661"><b>Ramps</b></p>

# Inclusive assessments

Need to be aware of **who** evaluates our schools for accessibility and support collaborative inclusive assessments, involving both students with disabilities and their parents.



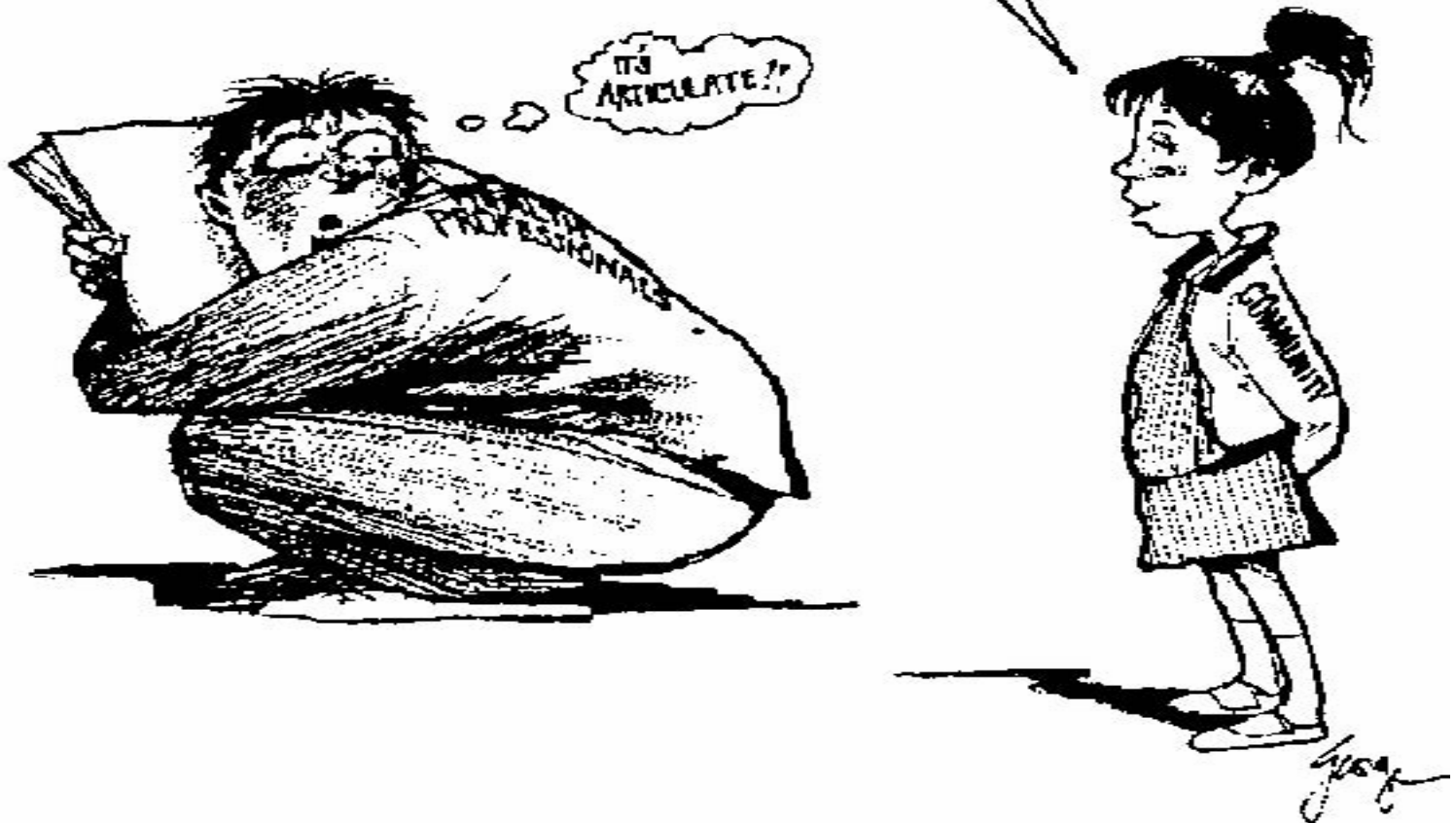
# CHILD PARTICIPATION is also a Right

- Children's participation in activities/services that impact them is supported by The United Nations Convention on the Rights of the Child in 1989.
- Canada has ratified this agreement

# CHILD INVOLVEMENT is smart

DON'T BE AFRAID!. I JUST WANT TO TALK,.. EXCHANGE SOME IDEAS,.. DISCUSS SOME ISSUES, EXPRESS MY CONCERNS AND MAKE COMMENT ON THE CURRENT GRATUITOUS VIOLENCE PERPETRATED AGAINST CHILDREN IN ....

IT'S ARTICULATE!?



**Services and  
research**



**INCREASE  
CHILDREN'S VOICE  
AND CHOICE**

# Inclusion



**DECREASE BARRIERS**



**Communities,  
Services, Schools**





# Contact

Jayne Pivik - The CHILD Project, UBC

604-822-3207, [jayne.pivik@ubc.ca](mailto:jayne.pivik@ubc.ca)

See [www.apriori-research.com](http://www.apriori-research.com) for:

- Desktop virtual reality program that teaches disability awareness in schools
- Inclusive Schools Checklist (accessibility, classroom practices and school/school board policies)

