Facilitating the Full Inclusion of Children with Autism into their Neighbourhood School in Québec

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ABSTRACT

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Our understanding of autism has changed greatly in recent years. Children with autism have more opportunities available to them now. They are given the chance to be educated in regular schools with the aid of an integration and communication facilitator.

To date, New Brunswick's entire school system is fully integrated. British Columbia is on its way to the same goal and is in the process of closing down its last institution, Woodlands, in Vancouver. The Southwestern Regional School Board of Ontario and parts of Toronto are fully integrated. This was not an easy process since many court battles were waged in order to achieve these accomplishments under the Canadian Charter of Rights.

And although Québec is a leader in the area of legislating laws favouring the integration of children with special needs, the province is not enforcing these requirements for the inclusion of children with autism into regular schools -- while the rest of the country is making advances with this new model.

This thesis presents a case study from Quebec and illustrates the achievements in applied research and related structural and administrative problems during the implementation in schools.

ACKNOWLEDGEMENTS

My thesis is dedicated to the following people:

* To Julian Proulx, my eight–year old friend with autism who taught me to understand his feelings, to respect his choices, and who inspired me to dedicate myself to helping others like himself to be included with their regular friends in regular schools.

* To my loving parents, Luba and Henri, who believe in my cause.

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* To all my very special friends: Chris McClelland, Michael Laudanski, Danny Schwarcz, David Reich, and many, many more.

* And to the loving memory of my grandmother, Raya, who became handicapped later in life and overcame her disabilities in order to stay alive and see my achievements.

EPIGRAM

The more knowledge we acquire, the more mystery we find... A human being is part of the whole, called by us the Universe, a part limited in time and space. He experiences himself, his thoughts and feelings as something separate from the rest-- a kind of optical illusion of his consciousness. The delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and whole of nature in its beauty. Nobody is able to achieve this completely, but the striving for such achievement is in itself a part of the liberation and a foundation for inner security.

Albert Einstein

TABLE OF CONTENTS

TABLE OF CONTENTS

TABLE OF CONTENTS

CHAPTER I

DEFINITION OF AUTISM: UNLOCKING THE MYSTERY BEHIND THE MOST MISUNDERSTOOD AND PUZZLING DEVELOPMENTAL DISORDER

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WHAT IS AUTISM?

Autism is a qualitative impairment in the development of reciprocal social interaction, verbal and nonverbal communication skills, and imaginative activities, along with a markedly restricted repertoire of activities and interests (American Psychiatric Association: 1987: 38). The following diagnostic criteria for the autistic disorder are listed in the American Psychiatric Association's (A.P.A.) Diagnostic and Statistical Manual of Mental Disorders, DSM-III-R:

A. 1) marked lack of awareness of the existence of feelings of others

2) no or abnormal seeking of comfort at times of distress

3) no or impaired imitation

4) no or abnormal social play

5) gross impairment in ability to make peer friendships

B. 1) no mode of communication,such as communicative babbling, facial expression, gesture, mime, or spoken language

2) markedly abnormal nonverbal communication, as in the us of eye-to-eye gaze

3) absence of imaginative activity

4) marked abnormalities in the form of content of speech, including stereotyped and repetitive use of speech (echolalia)

5) marked impairment in the ability to initiate or sustain a conversation with others

C. 1) stereotyped body movements, e.g. hand-flicking or twisting, spinning, head-banging, complex whole-body movements

2) persistent preoccupation with parts of objects

3) marked distress over changes in trivial aspects of environment

4) unreasonable insistence on following routines in precise detail

5) markedly restricted range of interests and preoccupation with one narrow interest

D. Onset during infancy or childhood (American Psychiatric Association, 1987: 38-39).

The A.P.A. notes that a child with autism will display at least eight of the above-mentioned sixteen criteria (these eight criteria include at least two items from Section A, one from Section B, and one from Section C) if the behaviour is considered abnormal for the child's developmental level.

Autism is a disorder in the subclass of Pervasive Developmental Disorders (PDD). These developmental disorders typically manifest themselves between

eighteen and thirty months of age. In general children with autism are exceptionally good looking, medically healthy and usually gifted with at least one talent. There are still many parents who are fooled by their physical appearance and do not detect these atypical stages of child development. Their misunderstanding prevents their children from benefiting from necessary early intervention programs because of: 1) lack of education, 2) denial of any problems associated with their child (the "late bloomer" syndrome); and/or 3) the very rare situation whereby the onset of autism after three years of age occurs due to a traumatic emotional event (such as moving or a death, as reported by most parents in this circumstance).

The causes of autism are diverse and may include: chemical exposure and rubella during pregnancy, untreated phenylketonuria, Addison's disease, celiac disease, retrolental fibroplasia, cerebral lipidosis, infantile spasms, environmental toxins and pollution) as well as other viral and genetic factors.

It is a general belief that organic, neurological and biological factors contribute to the syndrome of autism. A multifactorial etiology is supported by the fact that there is an increased incidence of reproductive complications and diffuse EEG abnormalities with decreased cerebral lateralization as compared to the "normal" population (Notkin, 1992). Biological defects could be explained by an organic brain pathology which occurs sometime around or before birth, yet the exact localization of lesion remains speculative. The A.P.A.'s DSM-III-R reports that autism occurs in approximately two to four children out of every 10,000 births

and is three times more common among males than females. According to the 1993 statistics of the Autism National Committee (AUTCOM), an international network of parents and professionals working for the full inclusion of people with autism in our society, autism is four times more common among males and occurs in approximately fifteen out of every 10,000 births. AUTCOM justifies its higher numbers because of: 1) the increase of worldwide environmental damage which affects the fetal circuitry system; and 2) the accuracy of detecting children with autism in the developing countries.

PSYCHODYNAMIC APPROACHES

Autism was erroneously though to be the fault of cold and uncaring mothers who did not give enough or any emotional comfort to their child, a child who eventually developed the bizarre behaviours associated with the disorder. The "refrigerator mommy" theory espoused by Kanner back in 1943 was officially endorsed by the psychiatric community. It was not until the 1960s when new progressive research finally disprovded the "refirgerator mommy" theory as the major reason for the onset of autism.

Those professional workers who still cling to the theories which imply that the parents "cause" their child to become autistic will recommend psychoanalysis or psychotherapy to these parents. Again there is no evidence that it is useful to blame the parents, thus, making them feel guilty for the rest of their lives. This does not help the child, and only makes the home situation more stressful if the

parents decide to try to raise their child. Parents find that their emotional distress is lessened as they begin to understand what is wrong with their child, and what they can do to intervene for the positive development of their child. From her research on parents living with a son or daughter with autism, Dr. Wing (1972) notes

> that some families find they can accept a handicapped child fairly easily, and come to terms with their unhappiness as time goes on.

Nowadays, there are more parent support networking groups dealing with these issues. Parents now have a healthy outlet which has been transformed into action groups on behalf of the rights of children with autism. This includes: more government funding to support living with these children at home; the right to be educated in their regular neighbourhood school with their regular age peers; and their acceptance in the community.

Psychotherapy and even psychoanalysis have been attempted with children with autism, but there is no evidence that they are effective in curing or even diminishing the childrens' handicaps. According to Dr. Wing this is not surprising since psychotherapeutic techniques presuppose the development of language and the ability to symbolise, and these are skills which these children conspicuously lack.

> The use of psychotherapeutic techniques which encourage 'regression' (for example, bottle feeding a child of seven to encourage him to go back to the baby stage and 'start again') seems particularly inappropriate for autistic children. The theory is that the child has to be returned to the stage before his development went

> wrong, and that he will be able to 'begin again' and will develop normally (Wing, 1972).

However, there is no scientific evidence that these techniques are helpful. The most successful methods are those which try to help the child move forward in development, rather than backward.

SENSORY INTEGRATION

Children with autism appear to have a problem with central processing, such as sensory integration, early on in life. As developmental stages are dependent on the successful integration of the stage before, there is a lack of higher level skills as there does not exist a good base upon which to build them (Notkin, 1992). Therefore, the child with autism has difficulties at both primitive and higher levels of development; some children with autism do possess splinter skills such as an amazing mathematical or reading ability, but these cases are few. In order for effective treatment, all potential problem areas of development should be carefully considered.

Problems begin at the sensory integrative level where neurophysiological processes that modulate sensory stimuli are not always working correctly, thus, providing control only sometimes (Notkin 1992). This means that there occurs intermittent periods of overloading (excitation) and underloading (inhibition) disturbances of the central nervous system. These disturbances may cause problems in perception of stimuli and motor responses. Several sensory modalities can be involved. The child may be tactile defensive (shrugging off a light touch

and/or fretting over fine wool in contact with their skin). Such defensiveness can lead to decreased exploratory behaviour as the infant avoids manipulating and bringing objects to an overly sensitive mouth. Lack of exploration means the child does not move around very much. He/she does not develop a key awareness of their body. The development of laterality and directionality is delayed. Poor body awareness, combined with other behaviours, will slow down the child's development of motor coordination. For example, fine motor skills such as the grasp of a spoon may not occur because the cognitive/perceptual abilities are also delayed.

The child is also "handicapped" by an underdeveloped vestibular system. It has been found that when this system is stimulated, the autistic child will maintain an abnormal inhibition of hystagmus (dizziness). The irregularities of the vestibular system explain why some children actively seek out vestibular stimulation (spinning and playing on swings) while others avoid it. A deficit in the vestibular system can result in inadequate equilibrium reactions and interfere with gross motor skills like walking a balance beam or standing on one foot and kicking a ball. Vestibular malfunction is the contributing factor to the clumsiness (apraxia) of the child with autism (Notkin, 1992).

RECEPTIVE LANGUAGE DELAYS

There is some suggestion that children with autism have trouble processing several forms of sensory stimuli simultaneously. This means that if a child with

autism is listening to a fascinating noise, he/she may have trouble attending to a visual presentation at the same time, and vice versa. The result is that the child may have trouble associating the word "ball" with the object, unless he/she comes into contact with it often. These children are slow at acquiring language and their understanding is weak. They are slow at learning the names of objects, and, therefore, fail to learn, at the appropriate age, concepts like-size, colour, and shape; where the "ball" is "large", "red" and a "circle", the child will store words within his/her auditory memory and may repeat by rote in a singsong voice, and lack comprehension of those words (Sandra Zummer, 1992). This decrease of receptive language interferes with communication and the socialization process. Besides interfering with language, their problem with the processing of sensory stimuli may result in a failure to selectively attend the relevant information and concentrate on the necessary aspects of a task. Therefore, without a receptive communication system, the child is unable to follow directions; the concentration and perceptual-motor abilities of the child with autism is impaired at learning such tasks as using scissors or the more functional task of brushing their teeth. The inability to accomplish a task when combined with a low frustration tolerance, may lead to a temper tantrum, again contributing to poor socialization.

SUMMARY

Across the wide spectrum of autism, several key symptoms have been recognized by The Autism National Committee (1993): reciprocal social

interactions, both verbal and nonverbal, are restricted, inconsistent, or "odd" in quality, and generally difficult to carry out; activities and interests, particularly imaginative activities, are similarly restricted in their nature and repertoire, frequently involving a large component of repetition and resistance to change; all of these symptoms may result from a distinctive cognitive deficit in the acquisition of symbols and abstract meanings, for which people with autism often compensate by developing their rote memory skills; and impairments of the central nervous system may also result in over-reactions, under-reactions, or inconsistent responses to various sensory stimuli. Those children with autism who do not have a developed communication system exhibit various bizarre behaviours because of their frustration and inability to express themselves. This frustration may taken the form of: temper tantrums; self-injurious behaviours like scratching, biting, hair-pulling, or head banging; the same aggressive behaviours directed at others nearby; encopresis/enuresis; staying awake for days at a time without sleep; feeding/eating problems; and other obsessive-compulsive behaviours.

The problem is that if we just restrict ourselves to the prognosis of these "gloom and doom" medical models, then we can all sit back and let these children follow this path in segregated settings without proper stimulus. Or, we can develop early intervention strategies and start giving the children as "normal" a life as possible which includes community living with supports and love as we would a regular child, with maybe, a little more understanding and patience, as well as respect for their decisions.

The traits and characteristics that are created with the syndrome of autism can be compensated for with the available new research on communication and social integration. Knowing their weaknesses in advance allows the educators of the population with autism to be readily prepared to focus more on these target areas. These issues are the subject of the next chapter.

CHAPTER II

LITERACY AND AUTISM:

MYTHS ABOUT THE UNREACHABLE GOAL

AND THOSE CONSIDERED UNREACHABLE

LITERACY AND AUTISM: MYTHS ABOUT THE UNREACHABLE GOAL AND THOSE CONSIDERED UNREACHABLE

INTRODUCTION

One problem with our society is that we are just starting to accept people with physical disabilities; the mental disabilities that we cannot see or understand are still taboo and incomprehensible to the general population. Autism is a neurological and physiological disorder which is very misunderstood by the majority of people. The belief that those persons with autism are "unreachable" is a myth. Like regular people, no two persons with autism are the same. Each requires individual and specialized program planning, emphasizing and building on their strengths while being aware of and trying to remediate their weaknesses. Some people with autism have special problems like tunnel vision and acute auditory powers. These deficits can and must be compensated for in order to get through to them. While recognizing their disability with respect to speech, language, and communication, new advanced research in autism has shown ways of reaching them without using aversive therapies. We can reduce the frustration and bizarre behaviours of children with autism by providing them with the tools for a viable communication system. Presently, children with autism are still being labelled as retarded or uneducable. Therefore, they have been automatically excluded form mainstream education, and are sent for special education which is not special. Research has shown that early and intensive intervention with a child with autism

can lead to the learning of social and academic skills. There are more functionally literate students with autism today than every before who are leading healthy and integrated lifestyles.

Literacy plans an invaluable educational role amongst the population with autism by developing means of communication and functional daily life skills. This goal can be achieved by addressing the following issues: innovative curriculum development: "Brain Gym"/ Educational Kinesiology; the concepts of functional literacy and their impact on the learning potential of children with autism; and facilitated communication in regular classrooms.

INNOVATIVE CURRICULUM DEVELOPMENT

Innovative curriculum development is needed in order to reach and stimulate the child with autism. A step-by-step approach is needed to obtain the goals of reading, writing, arithmetic, and socialization. The literacy program outlined by the Canadian Institute for Neuro-Integrative Disorders/C.I.N.D. (see Appendix A) works on the premise that all children can learn no matter what cognitive stage they are at on the autism continuum. The C.I.N.D. program is a step-by-step approach which builds on the foundations for functional literacy. In other words, the child must succeed at each stage in order to reach the following levels. Basic awareness of the environment is the key to literacy training with people with autism. From that point, eye contact and trust are developed so that the person with autism feels secure and content. The frustration as displayed by strange

behaviours will decrease when a communication system is developed for their abilities; an outlet for expression is essential. Literacy for people with autism can provide a viable means for expression, thus, enabling them to be more functional. Their strengths can be developed form the obsessions they cling to for stimulus. Teaching literacy skills from the contextual basis makes learning more meaningful to them.

For example, if a child with autism is obsessed with Big Bird from Sesame Street, the child can learn to count by counting several Big Birds. The same child will be motivated to print if they were to spell B-I-G B-I-R-D. That child will be encouraged to learn once they feel success and intrinsic value of accomplishment.

"BRAIN GYM"

Innovative research has led to the discovery of new teaching methods which enable people with autism to acquire literacy skills. One revolutionary new method, as developed by Dr. Paul E. Dennison, is called Education Kinesiology or Brain Gym.

Edu-K is a unique merging of Kinesiology and learning theory. It is a synthesis of both ancient and modern disciplines. Applied Kinesiology is the study of muscles and the science of testing and balancing them. Educational Kinesiology uses information from muscle testing and applies it to the brain, mind and emotions. Edu-K allows the right brain and left brain to "switch-on" and work

together. Edu-K has proven effective in minimizing or eliminating dyslexia, hyperactivity and associated learning problems with children, teens and adults.

> It is no secret that the education system is in a state of crisis. Illiteracy is widespread. Educational Kinesiology can help solve this problem. Edu-K enhances other teaching methods, making all learning optimally effective... We learn throughout our lives. In fact, there are people who believe that to stop learning is to stop living. Educational Kinesiology keeps us open to change and to new ways of thinking about who we are. Edu-K can help us to stay switched-on to life (Dennison, 1987).

Educational Kinesiology is already being used in hundreds of schools in the U.S., Canada, Europe, and Australia. The specialized techniques used to help people with autism can be applied to <u>all</u> children so as to enhance their learning abilities. In many schools, the children help each other with the simple techniques for whole brain learning. Developed after 15 years of research and experimentation, Edu-K provides a method for understanding what is going on in the brain. Both the layperson and the professional can use Edu-K to help people grow intellectually, emotionally and physically with extraordinary results. Edu-K offers a method for unlimited expansion of human potential, allowing the physical, emotional and mental aspects of each person to function in a harmonious, integrated fashion so that the child can be part of the classroom. Therefore, adaptations are made so that the child with autism can follow the general pattern of all the students.

In St. Francis School in southwestern Ontario, teacher Kerri Gorman wrote about a student with autism in his integrated classroom:

> In math, May is working on an individualized program

> designed for her called 'Money use and the calculator.' May is learning to do problem-solving with real money and using her own calculator (Forest and Lusthaus, 1989: 28).

This is an excellent example of literacy becoming functional for the student population with autism. Kerri Gorman continues his writing with respect to other literacy skills:

> She is thoroughly assimilated into the group and her school work astounds me. She is doing the regular spelling tests now. She is quite slow in her other school work but she does what she can. She has, I believe, come a long way this year. She is part of our class ... This school is being transformed. Here, is a living vision that school can be a place in which all children are welcomed with their unique gifts, talents, and needs (Forest and Lusthaus, 1989: 29).

For years it was assumed that a child with challenging educational needs required special this and special that. The child does need a very special education and this should happen: in his or her neighbourhood school; in a regular classroom with age-appropriate peers; and with a unique educational plan to meet the child's need, not the child's label.

IMPACT OF LITERACY

Literacy among children with autism is, therefore, achievable and desirable. As Gen Ling and Gordon Wells point out in their article "Concepts of Literacy and their Consequences for Children's Potential as Learners", the power of oral and written language skills leads us to the promotion, greater understanding, and control over the associated mental processes. The implication of this concept of

literacy means that intellectual developments and achievements depend on the ability to read and write.

The functional aspect of this leads to the ability to reason and eventually think in abstract terms.

> Nevertheless, it is this characteristic of the performance (relatively speaking) of what has been written that is significant in making written langauge potentially such a powerful instrument for the development of thinking – for functioning as what Brunet (1972) calls a 'cognitive amplifier'...
> To focus on literate thinking, then, is to draw attention to the centrality of literacy in education, but not literacy conceived simply in terms of the skills of coding/decoding print or those involved in the transmission of information through written texts. What is emphasized, rather, is the conception of literacy as thinking that deliberately makes use of language, whether spoken or written, as an instrument for its own development (Chang and Wells, 1990: 208–209).

I agree that when children with autism learn to read and write to communicate through a visual picture board, their minds are able to think more critically; the opportunity to express themselves leads to decision–making and the reduction of frustration and bizarre behaviours.

> The evaluation of reading is a concern of professionals and parents alike. The mastery of reading is considered a mark of success in our society, and in many cases it is actually a requirement for survival. Yet many children fail to acquire literacy. An understanding that reading is langauge, that reading and writing constitute the process of written langauge, and that written langauge is not spoken language written down is emerging and receiving acceptance. Integration of this knowledge must now be made into the areas of evaluation and subsequent intervention. Written language mastery is more than mastery of

> skills – it is the acquisition of a communication system and should be addressed as such (Hasenstab, 1985).

I know an eight-year old boy with autism named Julian who is an excellent example of this situation. He has been learning to communicate through a visual picture board with supports from vocalized sounds and sign language. He had never developed his writing skills until two years ago. One day he picked up a crayon and took a piece of paper and said his favourite word -- "Moon". We all looked at him in surprise and disbelief. He was so angry that he ran around pulling everyone's hair. As soon as we figured out that he desperately wanted to write the word, "Moon", he clearly said, " Yeah, Yeah, Yeah." Now he is writing many words which are relevant to his world and full of meaning for those people closest to him. Julian is a more calm and happy boy because he can express himself. Literacy provides a very important functional outlet for the population with autism.

Unfortunately, the majority of people with autism are not given the chance to learn basic literacy skills; they are the adults who are abandoned in the institutions and receiving the minimum of basic needs. These people are not representative of the potential of persons with autism. The institutions treat them all with the same regard.

> Although the goal is clear, opportunities for continued learning for adults over the age of twenty-one and with learning disabilities have been and still are minimal. In order to expand these opportunities and to provide possibilities for greater success, a better understanding of the population is necessary. For example, handicapped individuals should not be treated as one

> homogeneous group solely because they are handicapped. Attempts at homogeneously grouping mentally handicapped adults in an instructional setting have met only with frustration and failure for both the instructor and the student. The backgrounds and abilities of these individuals are very diverse, and skill and ability grouping based upon family history and life experience is essential for successful learning to take place (Klugerman, 1981).

A concrete, universal set of definitions needs to be developed to describe the various handicapped populations. The notion that all disabled adults can be grouped and discussed as though they were one entity is very misleading.

This and other issues were addressed in October 1987, when concerned individuals attended the First National Congress for Adults with Special Learning Needs, jointly sponsored by Gallaudet University and the Adult Learners with Disabilities unit of the American Association for Adult and Continuing Education in Washington, D.C. The theme of the Congress was "Empowering the Adult with Special Learning Needs: A National Challenge." Legislation is needed to obtain funds necessary to maintain programs and services for the over-twenty-one population.

Adults with autism can learn, but they have considerable catching up to do. Unfortunately, time is not on their side. At least the new generation of children with autism have more chances at becoming functionally literate and can lead healthy integrated lifestyles.

FACILITATED COMMUNICATION

There has been a remarkable phenomenon that has come to light in recent years -- facilitated communication. The effects of this method of communication is helping students with autism to unlock their ideas and to communicate through typing. With the physical support of a facilitator (under the forearm or at the hand to help the person isolate the finger of preference and/or slow the movement of the hand to select a letter on a keyboard; this also conveys the necessary emotional support because these children feel insecure to open up their thoughts and feelings),the students reveal unexpected literacy and numeracy skills. The content and form of their communication challenges traditional assumptions about autism, especially the ability of people with autism to use and analyze language. This technique is being greeted with scepticism by some experts, but the anecdotal evidence is compelling.

The term "facilitated communication" was first used by Crossley (Crossley,1988; Crossley and McDonald, 1980). She used the method to help people with cerebral palsy in Australia to gain access to letter and language boards (Crossley and McDonald, 1980). In 1985 Crossley tried the same method with children with autism (Biklen, 1990). To her surprise the students revealed unexpected literacy. They typed ordinary, conversational language, without the problem of syntax, incorrect tense, or pronoun reversals that are so typical of people with autism. By 1988 Crossley had worked at least three times each with 34 people labelled "autistic or intellectually impaired with autistic tendencies"

(Crossley, 1988, p.1). Her findings were presented to the 1988 Convention of the International Society for Augmentative and Alternative Communication. Biklen incorporated the findings of facilitated communication and took it a step further by recommending that these students with autism would benefit more by using this method in regular classroom settings; their non-disabled age peers could eventually give the physical and emotional support necessary to facilitate their special friends' communication. Some profound messages are coming out.

Jennifer Cantello, a resource consultant at the Geneva Centre, a children's mental-health centre in Toronto that provides support services to families with children who have autism, says that with the use of facilitated communication: "Now we are finding that there may be some behaviours (like flicking the fingers and spinning) that they can't control" (Globe and Mail, 1992). Mark Irwin, an executive director of Kerry's Place, an agency that provides homes or services to about 150 people with autism in southern Ontario, maintains that about half his clients are successfully using facilitated communication.

> Our clients are telling us they can't control their movements. And some are even apologizing through facilitated communication. If this is true, then the whole training for people with autism will have to be reviewed. We can't punish people if they're doing something they can't control (Globe and Mail, Saturday, April 25, 1992).

No one suggests, of course, that facilitated communication is a cure for autism. But the technique may offer a glimpse into the interior world of a person with autism,a world that until now has been almost completely inaccessible.

Words now fill the silence. More families are encouraged to talk to their child and to assume that he/she understands. According to Mrs. Darbyshire, she is moved to tears every time she reads the birthday card that her daughter with autism, Rachel, gave her: "... YOUR THE BEST MOM IN THE WORLD... YOU YUO UNDERSTAND MI MOODSI JUST LOVE YOU EECAUSE..." (Globe and Mail, "A ray of sunshine for the RainMan")

Within days of beginning to type with facilitation, Biklen (1990) notes that several students typed, "IM NOT RETARDED". One kindergarten student typed,"YELL T KIDS THAT I CAN TALK. I NOT RETRDED."

> Speaking of his new-found skill of communicating through typing, another student typed, 'I THINK IT IS GOOD, I THIKNING IT HELPFS ME TALZKK. I LIKE THEEN TYPEWRITER AND THE COMPUTER AND THE BORD.'...
> The phonetic spellings are not surprising, especially as this student is 6 years old. These students want to be recognized as competent (Biklen & Schubert, 1991).

Prior to being introduced to facilitated communication, few of the 21 students in Biklens' study received any formal instruction in reading. They had been presumed incapable of academic learning. Their limited communication skills had made it seem reasonable to assume they could not comprehend language. Yet the typing of all but one student revealed unexpected literacy. Where and how had the students learned to read and do math?

Many parents used flashcards and taught the ABC's, or even read the cereal box covers to their children when they were young. Eventually, when their children seemed unresponsive, the parents had abandoned the cards. Given the

recent research that people with autism have an amazing memory, it is not surprising that they retained the information given them before their diagnosis and the subsequent abandonment of their intervention educational plan. Many parents mentioned that their children with autism were fascinated with and watched siblings doing schoolwork. Others noted that their children had been exposed to Sesame Street and other educational television programs. Even a few mentioned that their children with autism habitually collected and leafed through books; few parents thought the children were reading them (Symposium on Facilitated Communication by Marilyn Chadwick, 1991).

Biklen and Schubert (1991) hypothesize that these students developed literacy at every level. Such educational provisions and programmes reflect a balance between the values shared by all members of society on the one hand, and the particular languages and cultures of various ethnic groups on the other, and numeracy skills incidentally. All of the 21 students in their study were integrated in regular classrooms with non-disabled peers and none had an effective means of communicating prior to using facilitated communication. The teacher remarked, "I always felt that we were doing the right thing by having the students integrated in regular classes, but I had no idea just how right!" Her point is an important lesson for educators -- that integrated classrooms continuously provide more opportunities for students to learn incidentally. One should not underestimate the possible benefits of incidental learning in schools, at home, and elsewhere, either of academics or of social skills.

Biklen and Schubert reported that a kindergarten student overheard his speech therapist talking to a teacher about a separate special class. He typed,"THEY (the students) SHOULD NOT STAND FOR IT (segregated classes)". These and other students' comments suggest that students will not be shy about guiding us toward a much more inclusive form of education.

These students' desire for inclusion, combined with their increasingly effective communication with facilitation, suggests a number of practical implications: 1) educators will need to find means of integrating students who are using facilitated communication into academic instructions; 2) the students will need the support of facilitators/teaching assistants to communicate in class; 3) facilitators must work on fading support so that students become more independent; schools will need to provide communication devices in the classrooms; 4) teachers will want to train parents/family members to communicate with the students at home; 5) special education teachers and speech therapists would have a new role in inclusive schools as consultants to classroom teachers on how they can adapt curricula or make other modifications to assist the fullest possible inclusion of students; and 6) educators should take more risks and be prepared to be surprised (Biklen and Schubert, 1991).

CRITICS OF FACILITATED COMMUNICATION

There are some professionals who believe that facilitated communication is being misused by those who guide the arms and fingers of children with autism.

These professionals accuse the facilitators of creating a Ouija-board effect. In their attempt to disprove this revolutionary communication system, several experiments were conducted.

Dr. Stephen Calculator of the University of New Hampshire did a study whereby the facilitators wore both earplugs and headphones playing white noise in order to screen out the questions that were asked by a speech pathologist. Without knowing the questions, they were presumable unable to influence the answers. In another study, another group of five children with autism were asked the same questions from the Peabody Picture-Vocabulary Test, which measures the receptive language skills of the subjects.

The results from the two studies were worlds apart. Without facilitated communication, all the students scored very low -- at the mental age of infants. With facilitation, three of the five children scored equal to or above their age group. In other words, their language abilities were assessed to be normal or exceptional. The two other students scored at roughly the same levels as previously, but for Dr.Calculator any positive results would have been surprising. He considers the method to be generally viable, despite the misuse that occurs.

According to Dr. Calculator:

> We have to get beyond this whole notion of whether it works or not. Yes, it works. Are there some people out there who are perhaps leading the kids on? Yeah, I've seen it. They are not deceitful people; it's just wishful thinking. But this is a very small minority of the population (Saturday Night, December 1992, p.92).

This method has led to a rift between nonprofessionals and methodology-conscious professionals. There is a lot of emotions surrounding this technique. Even though many parents and lay persons believe whole-heartedly that this communication system works, there are some professionals who feel that it is too good to be true, and in the end it will only create more harm.

The leading sceptic of facilitated communication is Dr. Eric Schopler, editor of the Journal of Autism and Developmental Disorders. He is known to Canadian audiences through his appearance in a "5th Estate" documentary on facilitated communication. He concedes that the method may be viable in isolated cases. In the actual documentary, Schopler admitted that he felt one of the youngster's hands move in a meaningful way to the letters. Schopler feels that this method has been recklessly promoted.

> What I object to is singling it out as a technique and then turning it into an ideology. It is just one of several techniques used in the area of augmentative communication training. The disadvantage of hyping the technique as an ideology, as is being done in Syracuse, is that it deprives some children of the more appropriate communication training. I've seen the technique being used with children who could talk and who didn't need a facilitator, yet they were facilitated because their language wasn't perfect. I've seen it imposed on children who were mute, but perfectly able to type without assistance. It doesn't look after the interests of all the children when it is being done in this global manner ("5th Estate" documentary, November 1992).

Both Schopler and the proponents of facilitated communication agree that this method can work. Where they disagree is on the extent to which it works.

Schopler and his followers believe that it is a valid technique of expression for only a small minority of the population with autism, therefore, the proponents should be more guarded about calling it revolutionary. On the other hand, the proponents feel that this is a significant technique which can unravel the mysteries about autism.

SUMMARY

Despite all the doubts and questions, facilitated communication has done something positive for the field. It has reawakened people to the possibilities within individuals with autism, and made their integration more accessible and successful. The notion of their inclusion is discussed in the next chapter. I would like to conclude this chapter with the following interchange between a regular first-grade teacher and one of the students in Biklen's study:

> At reading time, Lenny typed, I WANTT READING.We read a short study about a girl and a boy eating a hot dog where a little dog stole the hot dog. I asked Lenny to write a sentence using some of the same words. He typed, THEDOG HAAS NO TAIL. I said, 'The doghas a tail,' and pointed to the dog in the picture. 'What dog are you talking about?' I asked. Lenny typed, NOTAIL. Then Lenny typed, HOT DOG.

In this example, Lenny, a boy with autism, obviously demonstrated academic work, humour, creativity, and intellectual interest that was not seen prior to the introduction of facilitated communication.

CHAPTER III

THE NOTION OF INCLUSION FOR PEOPLE WITH AUTISM, ETHNIC MINORITIES, AND WOMEN: A COMPARATIVE ANALYSIS BASED ON A THEME AND VARIATIONS

THE NOTION OF INCLUSION FOR PEOPLE WITH AUTISM, ETHNIC MINORITIES, AND WOMEN: A COMPARATIVE ANALYSIS BASED ON A THEME AND VARIATIONS

HISTORICAL OVERVIEW

> State-controlled mass schooling whose charge has been to instill in the general public the values which the state has deemed appropriate is being seriously challenged. The individual, the community, the culture to which people identify are assuming greater importance... Such a challenge is obviously not simply a school problem, but one which strikes at the core of dominance and sovereignty of the nation state (Rust: 61).

The nation state is a fundamental political element of the modern age. According to Rust (1977), the type of authority and its degree of legitimacy determines the viability of any social activity -- including education; such activities are sanctioned by the legal political organization or government. Therefore, politics and education are interconnected. The definition of politics also includes the values of those who govern or have the power to decide and implement policies

The supremacy of the state in educational affairs started in the 1870's with the rise of nationalism, industrialization, urbanization and capitalism among the modern nation states. In order to circumvent the ills of society, politics entered the educational arena; government believed it could replicate the family and the community through institutions which were regulated by an ever-growing and out-of-touch incipient bureaucracy. Katz (386:1976) sees institutions as surrogate

families created by the politicians in order to counter the so-called breakdown of the family. Residential institutions in the form of schools for certain segments of society -- immigrants, adolescents, natives, minorities, working classes, the handicapped, and others -- became an acceptable form of placing or displacing groups in the new capitalist order.

In the article "Politics and Education," chapter two from the Alternatives in Education: Historical and Theoretical Perspectives (1977), Rust refers to the current backlash against this historic political intervention of the state in educational planning and curriculum. The societal problems of the 1870's which led to the development and acceptance of institutions (and with it the practice of standardization) are now the very issues which challenge the political order today.

> The conventional sense of nationalism is being shaken in mature countries through the inflow of immigrants and 'guest workers' who have unsettled the sense of cohesion, common language and values that have long been taken for granted. In England, the influx of immigrants from the West Indies, Africa and Asia has brought with it the most critical social dilemma of that country as it wavers between efforts of assimilation or integration (Rust, 52).

Those who control the political system inevitably control the educational system. The political leaders have created the rules of accessibility and achievement in schools. Historically, success in the education system and society is reserved mostly for white males because of the prevailing patriarchal ideology which determines the rules for opportunity. Thus, many groups are excluded from equality in the education system.

The latest controversial political issue facing the education system today is the notion of "inclusion". The historic educational issues associated with the inclusion model include: the integration/ mainstreaming of children with autism into the regular classrooms; the role of women in education under the current curriculum guidelines; and equal educational opportunities for ethnic minorities. The recent public grassroots movement to change the education system and its curriculum so as to be more adaptive to societal needs and reality is facing opposition and resistance from present-day governments. This has led to our present crisis in education -- the competitive values and attitudes of the ruling political elite versus the cooperative goals of inclusion within the community and schools are played out at the expense of the labelled children in our society. By examining the recommendations for the minority groups experiencing exclusion from the education system one will discover common threads. The issues facing women are relative to the issues facing ethnic minorities, and, so too, are they similar to the issues facing children with autism -- namely, ignorance on the part of and the practice of exclusion by the ruling elites. The positive notion of inclusion effects and reflects a positive change within the schools and the community. By comparing these three groups, one will see that their issues are similar and their situations are interchangeable, thus, reflecting a crisis in education for everyone. If all three groups pool their strategies and research together, they could be a much bigger and effective lobbying group for progressive changes in education for <u>all</u>.

THE ROLE OF WOMEN IN THE SCHOOL CURRICULUM

The notion of inclusion for women in education is a threat to the male establishment. A "feminist" critique of the current curriculum reflects the historic frustration by women with respect to the political stranglehold over education by the patriarchal elite. The role of women in society is continually adapting and evolving. Women are finally questioning their historical significance, and are charting new directions so that they can be equal partners in a society still dominated by men. Feminists have seen the need to document their struggles and prescribe ideologies to replace the old structure of dominance. This documentation gives credibility to the women's movement and starts the process of awareness which is crucial to any group desiring socio-cultural change.

MacDonald (1980) addresses the historic problem of the lower status of women across social classes by expanding the Marxist framework to include an account of the operation of patriarchal ideology. She reassesses current explanations of schooling which have ignored the existence of sexual divisions.

> The pressure which this research exerts upon existing accounts of schooling takes the form of demanding recognition for the ways in which schooling constructs, modifies and transmits specific definitions of gender and gender relations to each new generation, within and across class boundaries (MacDonald: 1980).

MacDonald sees the need for a re-thinking of our academic thinking which does not reinforce the notion of the control held by men. The existing patriarchal

ideology which permeates all levels of the social superstructure stems from the competitive spirit of capitalism and the political system borne from this ideology.

Bowles and Gintis' "correspondence principle" explains the mirroring of social relations and authority structures from the school setting to the future work places. Teacher–pupil relations reproduce the authority structures and forms of control characteristic of class relations.

> Specifically, the social relationships of education -- the relationships between administrators and teachers, teachers and students, students and students, and their work replicate the hierarchical division of labour. Hierarchical relations are reflected in the vertical authority lines from administrators to teachers to students. Alienated labour is reflected in the student's lack of control over his or her education, the alienation of the student from the curriculum content, and the motivation of school work through a system of grades and other external rewards rather than the student's integration with either the process (learning) or the outcome (knowledge) of the educational 'production process' (Bowles and Gintis 1976:131).

Women have been striving for control of their lives by changing the curriculum. The need to change the curriculum has been attempted by other groups throughout history (including the advocates for the scientific movement in the seventeenth century).

> Change institutionalized in the schools comes about, by and large, as a result of conscious decision -- and much preparatory work in the consciousness of men is necessary before 'opinion' becomes sufficiently acclimatized to undertake the advocated reorientation (Bantock:28).

The women's movement has sought change from the "mainstream" social theory according to Miller (1989). She advocates an interdisciplinary and cooperative approach to research and the dismantling of barriers between academic and non-academic knowledge.

Research on the hidden curriculum of schooling has shown that training in obedience and subservience in the educational system produces high degrees of conformity to school norms as well as the definition of femininity. MacDonald (1980) points out that the socialization into both class and gender identity is also found within the family. Schooling reproduces the social order through the categorization of pupils. The criteria for such labels is deeply rooted in the structuring of knowledge and in the form of pedagogy.

Schools transmit a specific gender code based on particular expressions of the dominant ideology in order to weaken gender roles. The individuals' gender identity and gender roles are built on the school's classification system and implemented through various pedagogic relationships. Gender can effect a variety of educational processes and outcomes. Grumet (1981:175) argues that schooling supports the dominance of men in society first by exaggerating those characteristics that distinguish male from female gender and then by gradually establishing success norms that favour males, linking their achievements and world view to ideologies that dominate both the economy and the state.

> This process could be accomplished by a series of educational reforms including the re-education of teachers, the editing and selection of textbooks, the

> monitoring of classroom practice and curriculum guidance, and the availability of all curriculum options for both populations of school children (MacDonald, 1980:21).

These recommendations are valid and should be carried out by all school boards in order to initiate the changes necessary to include and equate women in education. This discrimination against women is no different than the exclusion against children with autism from the regular classrooms.

THE INTEGRATION OF CHILDREN WITH AUTISM INTO REGULAR CLASSROOMS

Inclusion is gaining support by parents who want their "labelled" children to attend regular schools. Like any change resulting in greater social justice, action for it demands a praxis by changing the routine and welcoming all students with all their special needs.

> Good schools get better when they include all the children in the school's neighbourhood. Good teachers grow stronger when they involve each child as a member of a class of active learners by offering each the individualized challenges and supports necessary for learning. Students develop more fully when they welcome people with different gifts and abilities into their lives and when all students feel secure that they will receive individualized help when they need it. Families get stronger when they join teachers and students to create classrooms that work for everyone. Inclusive schools build and nurture these relationships; inclusion is fundamental to learning about the world as it really is (O'Brien, Forest, Snow, Hasbury, 1989:1).

Yet, neighbourhood schools do not welcome some students; the establishment places these children in isolated classrooms away from other students because they have special needs. The dominant culture which controls the educational system unjustly views the positive philosophy of integrating handicapped children with regular children as controversial. Proponents of this elitist educational system, built with a competitive capitalist spirit, perceive notions of inclusion and cooperative learning as a foundational threat; integration challenges the transmission, reproduction, legitimation, and maintenance of the political status quo.

To date, the majority of handicapped individuals have been grouped together. The segregated model creates an artificial world wherein members achieve the satisfaction of their needs within a framework of diminished standards. Group members feel that they can no longer achieve their goals within the majority group. Without interaction from the regular world, how can a segregated "society" expect to adapt and learn the social norms and behaviours expected of it, especially when its members' role models remain self-referential?

Public awareness on the effects of long-term institutionalization of persons with autism has fuelled the integration movement. When the stories were confirmed that these abandoned children in institutions developed serious behaviour problems, and that aversive therapies were being used against them -- resulting in death in some cases -- many concerned parents and professionals decided to chart a new course. The problem is that once a child with autism is

segregated, the power over that child is blindly transferred into the hands of detached specialists who are not responsive or responsible to pubic concerns. In fact, many parents were afraid to question the authorities within the unit their child was placed in for fear of retaliation against their child (Nancy Cooper, 1992).

Those labelled as MR (mentally retarded) in our society have few rights in pursuing their ambitions. As Dr. Marsha Forest, the visiting scholar from the Canadian Association for Community Living, remarked:

> The segregated world is a legalized system of apartheid. These individuals are told where they are to live, who they can live with; where they can be educated and the level of their education; what jobs they can have and with whom they can work; and, most importantly, they have no rights for pursuing their personal ambitions which takes away any self-respect or dignity that is owing them (Forest, 1990:Interview).

Whereas education is supposed to be democratic, egalitarian and teach the values of being a "good citizen", capitalism stresses social inequality, competitiveness,class structure and conformity.

> Even though specialization, professionalization, rationalization, and formalization make schools nonadaptable structures, these organizations maintain their legitimacy under dynamic social conditions by signalling to the public that changes have occurred through symbols, ceremonies, and decoupled subunits. As such, the segregated special classroom emerged in conjunction with compulsory school attendance to preserve the legitimacy of the prevailing organizational paradigm by symbolizing compliance with the public demand for universal public education. Structurally, special education is not a rational system; it is a nonrational system, an institutional practice that functions as a legitimizing device. Culturally, it distorts the anomaly of school failure and thus preserves the

> prevailing paradigm of school organization, which ultimately reaffirms the functionalist presuppositions of organizational rationality and human pathology in the profession of education and in society (Skrtic, 1991:170).

According to Skrtic special education is based on the machine and professional bureaucracies; both are inherently non-adaptable structures because they are premised on standardization. However, there is a limit on the degree to which professionals can adjust their standard programs and, moreover, they can only adjust the standard programs that are in their repertoires. The professional bureaucracy is a performance organization; it screens out heterogeneity by forcing its clients' needs into one of its existing specializations, or by forcing them out of the system altogether. Because bureaucracies are performance organizations, they require a stable environment. They are potentially devastated under dynamic conditions, when their environments force them to do something other than what they were standardized to do.

While teaching methods need to be tailored to individual characteristics and needs, few, if any, can be clearly split into those applicable only for special students or only for regular students. As stated by Gardner (1977), "There are no unique methods for use with exceptional children that differ in kind from those used with normal children." Fortunately, the longstanding assumption that two methodologies or psychologies exist for learning -- one for "special" people and one for "regular" people -- is beginning to erode. The instructional needs of students would support the merger of the two educational systems, regular and

special, into a comprehensive and unified system designed to meet the unique needs of each student. The second premise on which the rationale for merger is based is the inefficiency of operating and maintaining two systems. Stainback and Stainback (1984) argue that the diagnostic and instructional practices of the current system are fundamentally flawed and thus cannot be salvaged. They believe that these practices and the entire system must be replaced through a fundamental restructuring of the special and general education systems.

The dual system has created competition and unnecessary duplication rather than cooperation among professionals. As Lortie (1978) has explained:

> The historical separation of special and regular educators has taken its toll in the relations between them; shared viewpoints and mutual understanding, it appears, are not the rule. Educators outside special education are often perceived as either indifferent to, or even prejudiced against the needs of children considered handicapped. Special educators, on the other hand, sometimes project the attitude of an embattled group within its 'them versus us' mentality.

This breakdown of professional relationships and the resulting inefficiency occurs on multiple levels -- educational research; education departments and programs offered at colleges and universities; and federal, local, and provincial direct-service programs.

A dual system creates artificial barriers between people and divides resources, personnel, and advocacy potential.

> We need to examine the assumptions that have led us to think of regular education and special education as dichotomous constructs. This kind of thinking has led

> to the treatment of common problems by separate groups who use different language constructs, publish indifferent journals, and in general, cannot communicate. We need to find a way to share and to work together (Gardner, 1977).

By joining forces in a unified educational system, a larger, more powerful working and lobbying group could be organized to speak for all students. Gartner and Lipsky (1987) build a case for the effective schools approach by asserting that, if some schools are effective, all schools can be effective. They call for a new mandate that requires a unitary system that is "special" for all students. They conclude that an effective school for all students is a matter of will and commitment on the part of the teachers and schools to adopt these principles.

The whole new ideology of human management or social management owes its existence to the concept of "normalization" which was promulgated by the head of the Danish Mental Retardation Service, Bank-Mikkelsen. He explains "normalization" as follows: "Letting the mentally retarded obtain an existence as close to the normal as possible." Bank-Mikkelsen was instrumental in having this principle written into the 1959 Danish law governing services to the "mentally retarded".

It was not until 1969 that the principle was systematically presented in literature by Bengt Nirje, who was then executive director of the Swedish Association for Retarded Children. Nirje phrased the principle as follows: "Making available to the mentally retarded, patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society."

The normalization principle was recognized and realized in 1967, in a new, far reaching Swedish law governing provisions and services for the "mentally retarded" which became effective in 1968.

It is not surprising that the Scandinavians are ahead of the North Americans when it comes to governing and practising services for the multiply-handicapped. The Swedes and Danes have always been more progressive when it comes to social policy. The Americans must rid themselves of a widespread "American delusion" that money alone is a solution to all problems. All the money in the world will achieve nothing unless the ideology directs people in what to strive for.

The passage of Public Law 94-142, in the United States in 1975, has changed the rights of the handicapped child so that he or she could participate in the mainstream of society where they could learn to function independently. This Public Law insisted that handicapped children be placed in the "least restricted environment." In other words, children with challenging needs would be enrolled in special or separate classes only when it was impossible to work out a satisfactory placement in the regular class, with supplementary aids and services. But as we have seen in the past with other American Laws like the Civil Rights Bill, once an ideology is written into the Constitution its practicality has yet to be realized, because black people in the United States are still not treated with equal protection under the law. Once the laws are passed it is up to the people to actively carry them out.

This mainstream mandate in education has been a challenging one for teachers, especially without the appropriate training necessary to integrate the multiply-handicapped children with regular children. The education system has failed to implement the necessary classroom supports for the regular teacher who is integrating a child with special needs. Essentially, it has been put on the shoulders of teachers to do the following: to develop individual education plans; to provide additional materials and services handicapped children may need; to make these children feel welcome; and to foster understanding and acceptance in the other students. But thanks to caring and talented teachers mainstreaming is working. Teachers have accomplished this by establishing a warm accepting atmosphere in which the students themselves and their parents help share responsibility for learning;by capitalizing on each child's strengths, and by using interesting teaching approaches. Cheryl Lick, a teacher at P.S. 279 where mainstreaming was conducted before the passage of Public Law 94-142, states: "Before starting at 279, I taught special ed. for four years. We were always shoved in the corner. We couldn't have lunch with the mainstream kids, go to the auditorium, or anything. I like to work with my colleagues to develop a program that's good for all concerned -- that's the way I like to teach."

It is now time to turn to the Canadian response to the integration of our children. Canada has had a lot of successes in this field along with its share of setbacks. Canada has set a lot of precedents in the areas of advocacy support networks, education and housing with respect to the Charter of Rights.

There are a number of cases in Toronto and neighbouring cities where parents, with the support of their IAG (Integration Action Group), take the school boards to court in order to fight for the right of their child to go to their local school and not be bussed to another part of town for special education. The school board will spend thousands of dollars per day to legally refuse the entry of a child into the neighbourhood school. The money wasted on one court case alone could easily pay for a few teachers or student aides to help a few children get integrated.

On February 4, 1986, the IAG presented a brief to the Standing Committee on the Admission of Justice, a committee of the Ontario Legislation charged with the responsibility of making Ontario laws conform to the Canadian Charter of Rights and Freedoms. They submitted a brief entitled Equality and Education, which summarizes the changes required to make the Education Act serve the needs of all students.

In the first round, the IAG focused on changes to make the Education Act conform to Section 15 of the Charter of Rights that states that: "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability." The IAG maintains that:

> Every child should have a chance to be educated alongside his/her age peers in his/her local school, and that appropriate supports should be provided to make integrated placements possible. The possibility of segregated placements would still exist, but the burden of proof for justifying such placements should be borne

> by those who recommend removals from the regular classroom environment. The risk of undue restriction in a child's education should be balanced by fair appeal procedures to protect fully the rights of the child. Finally, the Education Act should include a statement of values which would recognize that everyone benefits by the integration of students with challenging needs (Integration News).

The IAG is encouraged by some of the changes that were followed through by the Ministry of Education. While some of the changes, such as the reduced emphasis on labelling and the removal of mandatory segregation for some students are welcomed, the IAG feels that the proposed amendments fall short of what is needed, especially with the appeal process being weakened in Ontario.

Although the history of integrating children with special needs dates back about 12 years, integration is still a success in certain schools even without the full support of laws and the list is still growing. What these schools have going for them is the commitment to a better education and an appreciation for others not as fortunate who cannot always speak for themselves. At St. Michael's School in downtown Toronto, multiply-handicapped children from group homes have shown that they can be fully accepted and educated as part of a regular education program.

In downtown Toronto, there used to be a unique school called Thousand Cranes. It was a private alternative integrated school for grades one to eight. This school integrated the "gifted," regular and developmentally handicapped children with great success. Unfortunately, this very promising school was forced

to close down due to a lack of funding. The principal of Thousand Cranes applied for autonomy within the York Board of Education with full funding, but the Board rejected their proposal because they did not want to educate "mentally retarded" children in their school system. With that political decision, this pioneering, school was forced out of existence.

Mainstreaming through appropriate community supports continues in areas like the Baffin Divisional Board of Education. Students with special needs are fully integrated into regular classrooms. The entire province of New Brunswick and most of British Columbia are integrating children with autism. The school boards of Guelph and Hamilton are proving that integration can and does work. Joanne Thompkins, special education consultant with the Baffin Board of Education, concluded after visiting several integrated schools in Ontario: "For me, it made me realize how fortunate we are to be a young system and there is not the need for us to face the whole process of desegregating before we start to integrate. Dr. Joe Waters (Wellington County Separate School Board) gave us reason to believe that much of the task of integrating and accommodating each child is well within the capabilities of the regular classroom teacher and, in fact, the process can help teachers grow into more competent and creative professionals. Needless to say, the trip has confirmed our direction here in the Baffin Community" (Integration News). There can be many perceived obstacles to integration, but these model schools can show society what can happen.

Integration is not segregation; it is not segregated classes; it is not multiply-handicapped children having recess, lunch or music with their peers. Dr. Marsha Forest sums up the values of integration succinctly when she states:

> I like to think of integration as analogous to an adoption. When a family adopts a child, that child is fully and completely loved and accepted and absorbed into the life of the family. That's integration! Real integration requires a 180 degree shift in our thinking. For years it was assumed that a child with challenging educational needs required special this and special that. I agree! The child does need a very special education and this must happen in his or her neighbourhood school in a regular classroom with age appropriate peers and with a unique educational plan to meet the child's need, not the child's label (Interview: 1990).

EQUAL EDUCATIONAL OPPORTUNITIES FOR ETHNIC MINORITIES

By investigating the notion of inclusion vis-à-vis the children of ethnic minorities, one will discover that the fundamental educational issues facing them are intertwined with those of children with autism and those of women in the school system. Each of these groups faces a dominant culture whose societal values are contrary to their own. The contributing authors of the World Yearbook of Education, 1981: Education of Minorities all agree that the political elites must recognize the special needs of their multinational societies and accommodate the unique needs of each cultural group.

How can our schools practice inclusion with respect to the ethnic minority groups? All ethnic groups -- dominant or subordinate -- should be educated for the multicultural society. Historically, many governments have practised benev-

olent paternalism with respect to assimilation programmes; their philosophy is that the immigrants must recognize the inferiority of their own culture and should imbue with the language and culture of the host country (Megarry 1981). Those who fail to comply would be sent to special schools. This intolerance motivates the policies of segregation for the handicapped students due to their inability to compete with the majority. If they were allowed to cooperate with the majority, our schools would look a lot different.

To achieve inclusion in an ethnically plural society, the education system must provide opportunities for all individuals at every level. Such educational provisions and programmes reflect a balance between the values shared by all members of society on the one hand, and the particular languages and cultures of various ethnic groups on the other.

> In multicultural education, the aim is to offer all students the opportunity of becoming bilingual and bicultural so that individuals not only have the chance to broaden their own knowledge of people and deepen their understanding of life, but also to provide the community as a whole with living bridges between the different ethnic groups. They can work towards a creative and constructive interchange of cultures in a plural society (Smolicz, 1981:34).

The integration of a handicapped child in the regular classroom allows for the same exchange of values and the appreciation of each other's abilities and gifts. Grant(1981) sees no other choice for the multinational states but to encourage pluralism over convergence in order to secure a more harmonious future for the entire population.

The problem of educating ethnic minorities in the United Kingdom provides another demonstration of needed social change. Little (1981) believes that the starting point for an effective educational policy in multiracial areas must be support and advice from the central government and adequate funding for the special dimensions of racial disadvantage. This would give a framework that would encourage local authorities to develop comprehensive and coordinated strategies for these areas and, in turn, schools could begin to respond most effectively to changing needs. Little prescribes seven strategic needs to meet the challenge of inclusion:specialized educational programmes; teaching programmes on race issues for all sections of the school population; early intervention; improve the knowledge base for action; involve communities in the diagnosis of "need" and provision of services; and for a coordinated and comprehensive approach to community development (Poole, 1981:142).

There exists a universal concern in every country that teachers and the educational system may unfairly categorize minority children. Edwards (1981:47) feels there is a danger that the teacher may impute cognitive deficiency to the child whose speech is not "normal". It is important to make teachers aware of current sociolinguistic and psychological findings in order to encourage a more flexible outlook on the part of the teacher. There is little doubt that teachers do form expectations which may lead to what Rust (1970) has termed the self-fulfilling prophecy: teachers expect certain children to do less well than others, the children become sensitive to this, respond to the expectation and, thus, confirm the initial

diagnosis; disadvantage is perpetuated. Failure is more likely to occur in an oppressive and demoralizing racist society. In order to make inclusion possible, we will have to re-teach our teachers and school superintendents.

> Hence, there is an urgent need to educate the educators. The broad aim of multicultural education is to create a situation in which people of all races, religions, castes, and creed have an equal place in a harmonious, multicultural society. Such a goal requires success in achieving a complex set of inter-related objectives (social, educational and political). If a policy of multicultural education is to be successful, it must be supported by properly trained and adequately-motivated teachers (Verma and Ashworth, 1981:252).

Whether one is discussing the materials and methods for teaching Native Children in Canada or the in-service education for the teaching of minority groups in England and Wales, there is one common denominator -- the community.

The full integration of ethnic minority children in regular schools allows for the transmission of new ideas -- this is another threat to the political establishment. In the absence of such inequality of educational opportunity, many children learn helplessness (Bhatnagar and Hamalian, 1981:231). This can be avoided by building inclusive schools. Education must focus on the elimination of our differences.

SUMMARY

There is no doubt that the benefits of inclusion outweigh the benefits of exclusion. Inclusion is founded on the ideal of mutual acceptance, cooperation and individualized understanding. This ideal runs counter to the beliefs espoused

by the dominant culture which controls the educational process. This elite group obeys the ideology of our present-day economic system based on capitalism, materialism and competition. The handicapped child is automatically disadvantaged, and unless we adapt the system to include that population's abilities, they will not be given the opportunity to participate. The school system is preoccupied with the transmission, reproduction, legitimation and maintenance of the status quo. Therefore, school boards fear the requests of parents wanting to have their handicapped child integrated because it poses a threat and challenge to those who manage the educational system. We must find a way to persuade those in charge of the schools to accept everyone, regardless of their special needs. If we fail, the message our society teaches the next generation is that segregation is positive and necessary, and that handicapped children are not considered equal.

The common approaches and recommendations forwarded by the advocates of inclusion for children with autism, ethnic minority, and female students includes: 1) societal value changes of the dominant culture and their governing elite; 2) educational opportunities; 3) recognition of the rights and needs of each minority group; 4) early intervention; 5) governmental support and funding; 6) effective research and development with the certain dissemination of this information; 7) implementation of policies; 8) teacher re-training and in-servicing in order to provide better role models; 9) pluralism and integration over con-

vergence and assimilation; and 10) curriculum development with an open invitation to parents and the wider community.

The following chapter will specifically examine the Québec case on the inclusion of children with autism into regular schools based on a comparison with some successful functioning models both nationally and internationally.

CHAPTER IV

TO BE INTEGRATED, OR NOT TO BE INTEGRATED, THAT IS THE QUESTION: THE QUÉBEC CASE ON INCLUSIVE EDUCATION

TO BE INTEGRATED, OR NOT TO BE INTEGRATED, THAT IS THE QUESTION: THE QUÉBEC CASE ON INCLUSIVE EDUCATION

INTRODUCTION

> No longer is it seen as appropriate for children with special educational needs to be educated in segregated settings. No longer are such children taught exclusively by special educators. Special education is now the responsibility of every teacher in every school. The past decade or so has seen children with special educational needs being moved out of segregated special schools into special classes or units within regular schools, and out of special classes into regular classes. This process of integration, or mainstreaming, is not only changing the character of special education, but it is also posing one of the most dramatic challenges facing education in general as the twentieth century draws to a close (Entwistle, 1990:1046).

The trend towards integrating children with special educational needs, into regular education settings reflects two main factors: that both populations of children benefit from closer association with each other, and that children with autism have a right to be educated alongside their regular peers. The success of integrated education depends not only on what goes on in classrooms and schools, but also on the level of commitment from the broad educational system, and from society as a whole. (It should be noted that in some circles, integration refers only to the actual physical placement of a child with special needs in a regular school, whereas mainstreaming refers to such children spending a majority of their time

in regular classes and being included in the curriculum. The term inclusion is now used to refer to both practices).

The teachers and children who have been exposed to inclusive education believe that it leads to improved academic and social performances in children with autism. Educators should see the placement of children with special educational needs in regular schools as being but one component of an appropriate educational programme (Entwistle, 1990).

Integrated education has the connotation that the distinctions at present made between special and general education should eventually disappear. Regular schools should accept the responsibility for providing an appropriate education for all children. A major attitudinal change is needed by the educators in order to accomplish this goal. Educators should adopt the Swedish approach that the handicap of a child with autism is the relation between the impairment and the environment of the person; as opposed to the handicap as a characteristic of a person with an impairment (Government of Sweden, 1986). This "transactional" approach suggests that when an outcome of integrated education on a child with special educational needs is negative, the responsibility is on the educators to modify handicapping environments and not to "blame" the child (Galloway, 1985).

THE FUNCTIONAL INTEGRATION MODEL IN GREAT BRITAIN

The functional integration model, as outlined by Noel Entwistle from the British Education Act of 1981, includes opportunities for students with autism to

engage in social interaction with their age-mates, and for them to be taught skills and content from an appropriately modified form of the normal curriculum. Such students would be accommodated for by providing support services for them and/or their classroom teachers in the classroom. This would take the form of a resource person or integration facilitator working directly with the child by providing specialized one-to-one help for particular lessons in order to meet his/her challenging needs, or a resource person advising the classroom teacher in a consultancy role.

The power of the laws favouring integration is necessary in order to bind the agreements between parents of children with autism and the school boards. As in the British case, the Education Act (1981) only gives partial expression to the philosophy of integrated education. The Act imposes three principle duties on educators: 1) when a local education authority arranges special educational provision for a child this must be provided in an ordinary school, if the parents agree and/or if the schools have the resources; 2) teachers should ensure that children with special education needs should be assisted to engage in the activities for the school together with other children, if it is reasonably practicable; and 3) it is the duty of the school governors to ensure that children with special educational needs have special education provisions made for them, and that their needs are made known to all those likely to teach them.

While the British Education Act 1981 provides only qualified support for integration, the U.S. version, PL 94-142, goes further. It requires that any

federally-funded special education programme for handicapped children must be delivered in the most normal or "least restrictive environment", to the greatest extent possible in the company of their regular peers. In Italy, Law 118 of 1971 requires that all compulsory schooling for handicapped children must be provided in the ordinary classes of state schools. Meanwhile, Denmark has subscribed to a similar progressive principle since 1969.

THE BRITISH COLUMBIAN COMMITMENT TO INTEGRATION

The wider community is now accepting the rights of persons with autism to participate fully in its affairs. This has been expressed in Canada with respect to the legislation of the Canadian Charter of Rights and Freedoms (1985), which includes the following clause:

> Every individual is equal before and under the law... without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.

Principles such as these should open the way for non-discriminatory access to appropriate educational, employment, and leisure opportunities, and access to appropriately adapted generic support services. Yet, in Canada, it has been left to each of the provinces to make their own advances and policies with respect to inclusive education. Without a concrete national standard on inclusive education, provinces like Québec do not have to abide by these current trends; yet New Brunswick and other provincial school boards felt compelled to do so.

In British Columbia, more parents are saying no to segregated schools and turning to neighbourhood schools. More schools are now opening their doors and accepting the challenge by initiating pilot programs and interim steps towards full integration. Donna Bracewell (1990), a member of the Education Committee of the British Columbia Association for Community Living (BCACL) notes that several boards throughout the province have asked for schools to volunteer as neighbourhood schools – meaning they will accept and support all children living within their catchment area. More and more special classes are being dismantled and children with autism are being moved into regular class settings.

The Ministry of Education in British Columbia recognizes and supports the movement towards inclusive education. The new School Act includes a Ministerial Order which states (M.O.13/89):

> 1.(1) A board shall ensure that an administrative officer offers to consult with a parent of a handicapped student regarding the placement of that student in an educational program.
> (2) Unless the educational needs of a handicapped student indicate that the student's educational program should be provided otherwise, a board shall provide that student with an educational program in classrooms where that student is integrated with other students who do not have handicaps.

The success of inclusive education depends upon it being seen as advantageous for <u>all</u> concerned from the highest administrative levels, and is viewed as part of a system which extends from the classroom to the broader society.

THE BATTLE FOR INCLUSIVE EDUCATION IN QUÉBEC

Québec is considered a pioneer with respect to its formulation and passage of inclusive policies in education for children with various special needs. Although the Québec Ministry of Education has good intentions towards the integration of children with autism, unfortunately, these laws are not being fully implemented or enforced. Unlike British Columbia, where the parents have an unequivocal say in the education of their child with autism, these same parents in Québec are at the mercy of their local school. That same school has the power to refuse the entry of these children into the school along with the services provided for in a regular classroom based on provisions within the laws, provisions which end up protecting the school from the child with autism. These schools base their decision to exclude on a lack of: policy, funding, resources, or professional support. There is no explicit actual qualified support for the total integration of a child with autism. According to the Ministry, L'Office des personnes handicapées du Québec (OPHQ):

> Le plan d'intervention doit viser à ce que soit apportée la meilleure réponse aux besoins de l'élève dans le contexte le plus favorable à son intégration scolaire et dans la perspective de maintenir ou d'augmenter ses possibilités d'intégration sociale...
> L'Office peut assumer, en totalité ou en partie, pour une personne handicapée: les honoraires et les dépenses des professionels ou des spécialistes dont les services peuvent etre occasionallement loués (Article 39e des règlements).

The Québec government is saying that they will assume the total or partial cost of services needed to integrate a child if it is considered the best response to meeting

the needs of that child. The Ministry again reaffirms its commitment to integration in Article 480:

> Une commission scolaire doit offrir des services éducatifs spéciaux aux enfants incapable, en raison de déficience physique ou mentale, de profiter de l'enseignement donné dans les classes ou cours réguliers.

But in Article 482, the Ministry inserts the following loophole to their commitment on integration:

> Ces enfants sont admis à recevoir ces services après consultation de leurs parents, des enseigmants attachés à ces services et du personnel concerné.

Even if the parents are in favour of mainstreaming their child with autism, the assigned teacher and other related personnel at the school could be of the opposite opinion. If there is no agreement on the issue of integration among all parties after consultation, there is no safety net for the parents favouring this option. According to the Ministry's "Réglements du Regime Pédagogique du Primaire et L'éducation Prescolai.n (R.R.Q.), C.C-6, R.11 et Mod.:

> L'intégration des élèves en difficulté d'adaptation et d'apprentissage aux activités régulières d'enseignement, de services personnels aux élèves et de services complémentaires aux élèves doit etre favorisée, selon la politique de la commission scolaire en la matière, dans tous les cas où une telle mesure est possible, profitable à l'élève et propre à faciliter son insertion sociale et ses apprentissages scolaires.

Again, the onus is on the politics of the school commission which can have the final decision on whether to integrate a child with autism if they feel it is beneficial to such a child. The implication of the school commission in such matters is

underlined in the Ministry's program in section 9.3, "demandes admissibles relatives à l'implication de la commission scolaire":

> L'Office pourra accorder de l'aide matérielle, en totalité ou en partie, à une commission scolaire pour soutenir la réalisation du plan d'intervention d'un élève, selon: – qu'elle ne bénéficie pas ou qu'en partie des différentes subventions possibles accordées par le MEQ pour répondre aux besoins particuliers de l'enfant;
> et/ou
> – qu'elle ne peut dégager (ou que partiellement) une resource humaine ou l'argent correspondant de son organisation de services.

The Québec government is protecting itself from the responsibility of inclusive education for children with autism. A major attitudinal change is needed by the O.P.H.Q. because they are not convinced that this situation is beneficial for all children. The Québec government is hiding behind this issue by citing a lack of funding or professional services, and is giving the power to the school commissions to decide if it is appropriate for them or the child with autism to be included in their curriculum. Yet the O.P.H.Q. is quite clear when it comes to its support for special schools or special resource classes within a regular school. The O.P.H.Q. is more confident with respect to this policy of segregated services as evidenced by its many articles in its charter favouring such options and by the number of segregated educational settings which still exist and are increasing in Québec today.

There are many parent associations and advocacy organizations in Québec which are lobbying for inclusive education for children with autism. Some of these more notable groups include: AQIS (l'Association Québecois pour l'Intégration

Sociale); FCPQ (la Fédération des comités de parents due Québec); COPHAN (la Confédération des organismes provinciaux de personnes hanciapées du Québec); the West Island Coalition for Quality Education; the Québec Autism Society; and the many individual families still fighting on their own against the schools for the right of their child with autism to be included in their neighbourhood schools. All the above groups support the rights of the parents to choose inclusive education yet the Québec government is going against this trend which is being adopted in the rest of Canada. (See Appendix B for the Montreal parent's survey favouring integrated education, "Grille d'Évaluation du Dossier Scolaire").

There are variations in the interpretations of the orientations outlined in the Ministère's policy, not only between the school boards and the clients of their services, but also between one learning institution and another. This might explain why various associations clamoured against the disparity in the available services. They claim that the success of student integration depended on the attitude and general willingness of a given community to participate.

> Moreover, they suspected that the resources allocated for the financing of services for young people with difficulties or handicaps would periodically be used for purposes other than special education services and that the school boards would not necessarily be consistent in adopting the policies on special education. The Ministère, in fact, does not have very much information regarding the development and implementation of policies on special education within the school boards. It is therefore impossible, at this time, to confirm or discredit these opinions (Québec Ministry of Education, Document for Consultation, 1990: 17).

This apparent misappropriation of integration funds in Québec fuels the mistrust of parents living with children with autism who battle their neighbourhood regular school for the full inclusion of their child.

Economically speaking, the government and school commissions would save more money if it abandons its policy for segregation. The cost of maintaining and operating a segregated school for students with autism in Montréal like Summit, Peter-Hall, John F. Kennedy, and Giant Steps is enormous. The administrative and bureaucratic costs for each school, plus heating bills, grounds maintenance, and duplication of unnecessary services and research are quite expensive. Each of these schools compete against each other for tax dollars for their funding and for the honour of who provides the best segregated setting. These schools never come together nor pool their resources and knowledge. Because of past practices and present laws, these schools are automatically put on a course which is geared to enlarging and maintaining the segregated system of education for students with autism. If every child with autism was mainstreamed into a regular school with the accompaniment of a trained integration/communication facilitator, there would be no excess overhead as in the segregated system. All those special educators and teachers could be trained for inclusive education without making their jobs redundant. The taxpayers would save more money and, more importantly, the children with autism would benefit.

The most recent example of inclusive education taking place in Québec is occurring within the autonomous Cree School Board. They have committed themselves to a five-year plan to dismantle their special educational classes and

to integrate all their children with disabilities, ranging from fetal alcohol syndrome to autism, in their regular schools across their eight communities around the region of James Bay. The Cree School Board looked outside their community to hire an experienced integration consultant, Gregg Schiller, to train their teachers, facilitators, parents, and the community in order to make this a reality. The Cree Nation could serve as a successful model for the rest of Québec to follow. The Cree School Board is implenting the successful T.A.T. (Teaching Assistance Team) model created by Dr. Jim Chalfant and Dr. Margaret Pysh of Tucson, Arizona. The T.A.T. model is working in several school boards throughout the United States and parts of Canada. It is surprising that within Québec, the Cree have taken up the challenge for full inclusion while the Québec Ministry of Education, in comparison, seems indecisive on this matter. History will have come a full circle, and it will be the Native Canadians who will show us the way to community living and integrated lifestyles for children with autism.

SUMMARY

There are many successful examples of effective integration across Canada. When it comes to dealing specifically with children with autism, Québec is one of the provinces furthest behind in the enforcement of the integration process. The political elites must embrace the concept of inclusion or else more parents will challenge school boards in the courts. Everyone deserves the right to be included alongside their regular peers. The policies and/or politics of those who have

historically controlled the government and education systems must change in order to allow the inclusion model to exist and work for everyone everywhere.

The lobbying support for the liberal education system would increase dramatically with the inclusion of more members when the integration process occurs at the schools. More parents and teaching professionals would advocate for the survival of the liberal education system when additional supports are brough to the classroom to ensure that all the childens' needs are being met. The integration model must be endorsed and injected into all schools. The liberal education system should teach and practice this concept.

The next chapter deals with the actual process of effectively integrating a child with autism into a regular classroom. The successful realization of the goals of inclusion requires teamwork.

> The educational community, thus, has a great responsibility towards young people with handicaps or difficulties. This responsibility is collective, in the sense that it requires the cooperation of all the educational partners. However, like any responsibility, it involves the personal commitment of individuals. The progress made over many years clearly demonstrates that the educational community is capable of meeting the challenge (Québec Ministry of Education, Document for Consultation, "In Light of the New Education Act, 1990:65).

CHAPTER V

THE KALEIDOSCOPE EFFECT: A POSITIVE APPROACH ON HOW TO TURN OUR DIFFERENCES TOWARDS A COMMON VISON OF INCLUSION

THE KALEIDOSCOPE EFFECT: A POSITIVE APPROACH ON HOW TO TURN OUR DIFFERENCES TOWARDS A COMMON VISION OF INCLUSION

INTRODUCTION

Now that the argument has been made for the inclusion of children with autism into regular schools in Québec, where do we begin? How does one actually mainstream or integrate these children? The essential components needed to crystallize the goal of integrated education include: preparation; the role of the administrator; the role of the teacher; the education assistant or the integration/communication facilitator; support; the curriculum; peers; and the role of the parents.

PREPARATION FOR INTEGRATION

The importance of planning ahead is crucial when parents initiate a request for an integrated placement. A year's lead time is not unreasonable in order to prepare everyone and give them time to accept the idea, thus, allowing time to establish lines of communication. For receiving schools, this allows for an opportunity to meet the child, observe him/her in his/her current class and talk with professionals who have worked with the child, including the real experts - the child's parents. It is also important to identify the team who will be involved with the child and the program. Teachers also need the time to take specific in-service

courses and workshops, and visits to other integrated classes in order to prepare for these changes.

THE ROLE OF THE ADMINISTRATOR

The support of the administration is very important. Integration appears to have the most chance for success when it is a policy initiated by the school board. There are also examples of successful integration even in areas where there is clear resistance on the part of the administration. When a school commission adopts the policy that inclusive education is the right thing for a child with autism, there seems to be more confidence and excitement when undertaking this responsibility.

Good school principals are a key principle in integration.

> Teachers and parents emphasized the support of the principal as being particularly important. As the program evolves and challenges rise up along the way, the principal is seen as being invaluable in trouble shooting or simply lending a sympathetic ear... In general, feeling of frustration and isolation were clearly higher among teachers who perceived a lack of interest or support on the part of their principal (Bracewell, 1990).

The principal should show concern for the child with autism and in meeting that child's needs within their regular education setting. The principal must recognize that the educational needs of a student with autism are as important as those of regular students and that the school exists to serve all children. If the principal

shows a sense of shared ownership with the child and provides leadership that encourages acceptance, then half the battle is won.

THE ROLE OF THE TEACHER

The best teachers to teach in an integrated class are usually regular education teachers, since the goal of integration is to bring the child into the flow of a regular classroom.

> Principals and teachers identified several other characteristics that are usually found in a teacher who does well in an integrated setting. These included: the willingness to share the classroom with other adults, the willingness to ask for help, and the ability to admit that they don't know what to do!
> Most important was, despite any fears they may have, to welcome the child and feel a sense of the child's belonging in the class (Bracewell, 1990).

It is natural for regular teachers who have never been exposed to a student with autism to feel a sense of pressure to "fix" the child so that they would be like the other kids in the class or to feel that there would be a better qualified teacher somewhere in the system who might have the magic answers. Once the teacher receives the support by his/her building principal, and takes the positive approach that every child, regardless of ability, can be educated with their regular peers within his/her classroom, the integration process is another step closer.

To prepare teachers to work effectively in integrated education; in-service consulting and pre-service training in teacher colleges would be necessary. One of the most comprehensive national systems for training teachers to work in

integrated education is that of Norway. According to Gulliford (1986), a high proportion of pre-school and primary school teachers include a substantial study of special education in their pre-service preparation; either by including a six-month period of their three-year course studying in this area, or by completing an additional one year course. In some teacher colleges, they are expected to apprentice or student-teach in an integrated setting before they graduate.

THE ROLE OF THE INTEGRATION/COMMUNICATION FACILITATOR

The education assistant or integration/communication facilitator is critical for all children with autism to be integrated. Without the funding for such a position, there would be no role or support for the integration at the home school.

> It is important that almost all teachers cited the need for a good education assistant as being as critical, or more so, than administrative support. Therefore, the need to take a careful look at the role, training, and on-going support of the assistant is obviously important for everyone involved in integration (Bracewell, 1990).

It is necessary to train such a resource person to communicate with the integrated child with autism. That person would be required to help that child with the academic workload that he/she is capable of doing at their pace. This facilitator could teach the other children in the classroom to do the facilitated communication or speech lessons as well as the academic tutoring of that child. The goal is for the facilitator to phase out his/her job so that the student with autism would not become completely dependent on their aide. This would allow the facilitator to

help the other children in the class that the one teacher alone could not reach, especially in an overcrowded classroom. The integration facilitator is successful when he/she has the regular kids doing his/her job as part of their educational experience. It is also useful to retain the same facilitator from year to year when the child being integrated has more severe behaviour problems, thus, creating a sense of security as well as continuity. Every situation should be carefully examined so that everyone benefits in one inclusive classroom.

THE ROLE OF THE SUPPORT TEAM AND MAPS

The support team is an integral part of the inclusion process. The role of each member (teacher, principal, facilitator, parents, classroom peers, friends, and the student with autism) of the team should be clarified in advance. All are involved with the child's Individual Education Plan (IEP). There is a new innovative method for reaching the desired IEP called MAPS (McGill Action Planning System). MAPS is a process that helps provide teachers, parents and schools with a method of designing a plan for integrating children with autism. These meetings help support everyone involved around the child to make adaptations to the curriculum or daily routines to assure that the student with autism is an active learner in the class. MAPS invites the participation of all individuals important to the child. By working through the four main questions a plan is designed, with steps for implementation, that will enhance the child's school experience. The four questions are:

> 1) What is the dream?... I want my child... What is the nightmare?... If we continue this way... 2)Who is the person? What are the person's gifts, strengths? 3) What does this person need? 4) What must be done? By whom? When? Where? (O'Brien, Forest, Snow and Hasbury: 1989).

More and more schools are using the MAPS process at least once a year to help support the integration of students with autism. The MAPS is legally registered as a system and can only be facilitated by qualified individuals.

THE CURRICULUM

The present liberal education system follows a narrow curiculum guideline which all students must follow. Those students who do not meet the expected requirements based on some unfair testing practices are weeded out of the mainstream educational system. The liberal education system has failed to meet the needs of all students and does not seem fully prepared to adapt itself to those who have physical/intellectual challenges. There are some handicapped children who are able to follow most academic subjects but are not given the chance based on their labels and physical appearances. On the other hand, there are some who cannot follow the curriculum, but, they deserve the right to try and learn alongside their age peers with the help of the community.

There is no question that appropriate adaptation of curriculum is the biggest challenge to the liberal education system and integration. If our society truly wants to include all children in regular schools, the challenge can be met.

Donna Bracewell (1990) has written a book dealing specifically with this issue, entitled, **Learning Together: Stories about children, regardless of ability, learning side-by-side.**

> Teachers were reporting that they found knowing when to try to adapt the material other students were using, and when to divert completely from the activities of the rest of the class, was a difficult decision. Obviously the emphasis needs to be on the former but many teams had designed valuable and appropriate activities at times when the child's needs could not be met within the regular activities. The Individualized Education Plans of these students clearly stated the reason whenever diversion occurred and this was pointed out by parents and teachers as being helpful (p.12).

Many teachers point out that the most valuable resource in adapting curriculum is the other students in the class; this was not by using them simply as peer tutors but as creative problem solvers in designing ways to include their classmate with challenging needs in discussions, activities, and games. This whole process involves creative problem-solving as well as critical thinking and analysis on the part of the regular children; this is a fundamental part of the liberal education teachings and curriculum. What better way to put theory into practice? We can simultaneously enrich the lives of regular children and children with autism in an inclusive educational environment.

The curriculum of the school should be accessible to all children and reflect the diverse and common desire of all pupils. In its national report on education, the Swedish government stated that special educational needs are created when a curriculum is not accessible to all children. A curriculum for comprehensive

compulsory schooling has been in force in Sweden since 1983. According to Noel Entwistle (1990), the curriculum of an integrated school should have the following features:

> It includes a concern for assisting children with special educational needs to develop social skills, including an ability to engage in and respond to socially appropriate non-verbal behaviour. Teachers also take steps to reduce or eliminate disruptive behaviour in such children.
> There is a concern for assisting non-disabled children to develop strategies for working with children with special educational needs in integrated educational settings. To this end, co-operative learning and 'buddy' systems may be employed.
> It includes a significant concern for assisting children with special educational needs to participate in community life and to make the transition to post-secondary-school years.

The goal of the curriculum should be to graduate a generation of people who are understanding and accepting of everyone's abilities, as well as training students for the workplace. The government of Sweden cites an effective transition programme, with the compulsory school curriculum giving prominence to working life orientation and to work experience. Job opportunities are provided for unemployed 18 to 20 year-olds (extended to 25 for those with autism and other special needs) in supervised youth teams. Schools which follow such a comprehensive curriculum could be proud that they met the mandate of educating students to their full potential.

THE ROLE OF STUDENT PEERS

The role of the regular age peers in an integrated classroom is invaluable. There may arise incidents when children avoid interacting with the student with autism in a constructive way. The integration facilitator plays a useful role in this situation. It is doubly important that the classroom teacher be a good role model for the other children by interacting with that child with positive encouraging remarks and even a gentle tap on the shoulder. In some cases, it may be useful to hold a circle or class group discussion and talk openly about the questions and/or fears they may have about the student with autism. It is useful for parents to come in and talk about their child.

> The most common problem cited by teachers and parents was the struggle to get the rest of the children to stop being 'so nice and helpful'. Often there will be many children in the class who coddle their labelled peer and intervention is necessary to help them learn more appropriate ways of interacting. It was significant that no teacher cited teasing or mean behaviours towards the child with special needs as a problem and the number of parents related that this was an unfounded initial fear of theirs. Many teachers set up buddy systems and peer tutors to help facilitate interaction between the children in the class (Bracewell, 1990).

While it is difficult to move from the helper role into the friend role, the process will happen naturally. Intervention and support from home and school become necessary to develop a circle of friends for the integrated child with autism. Many parents can take an active leadership role in this area.

THE ROLE OF PARENTS

The role of the parents is a multifaceted one in inclusive education. In many instances, it is the parents who make the initial request for mainstreaming. Their roles are bound to change between the planning stages and when their child actually attends the regular school. Many parents play an active leadership role during the planning and orientation stages. Once the child is in the classroom they must play a supportive role for the teacher and the school. Parents need to be patient throughout the trial and error stages. But the most important role a parent can play is that of advocate for their child.

> It is the parent who is the 'keeper of the vision'. When teachers and administrators are able to recognize and value this, the relationship between home and school is greatly enriched (Bracewell, 1990).

The parents of the regular students are also quite accepting of inclusive education. They feel it is important for their kids to learn to be generous and accepting of children with autism. It is a valuable lesson which they cannot give their children at home, and they appreciate it when the school accomplishes this goal.

SUMMARY

In this chapter, we saw how to theoretically implement an effective plan for the inclusion of children with autism into their respective community school -- teamwork, community cooperation, and good will. The case study in the following chapter will examine what happens when this plan of action is played out in Québec.

CHAPTER VI

CASE STUDY

JASON: THE BOY WHO KNEW TOO MUCH

This case study is a true story. Therefore, the names of people and places have been changed in order to protect their confidentiality.

CASE STUDY

JASON: THE BOY WHO KNEW TOO MUCH

During my last five years in Québec, I have facilitated the integration of 10 children with autism. I chose to write about Jason's case because his story is typical of and best exemplifies the dilemmas facing children with autism in this province. The issues which are brought out in Jason's case include: rigid funding practices; lack of motivation to enforce and implement the integration laws; special education versus inclusive education; structural and administrative problems during implementation in schools; and the right to choose inclusion over segregation by parents and the child with autism.

Jason is a fun-loving, happy and affectionate eight-year old boy. He is very active physically and he has a great sense of humour. Like many boys his age, he can also be very stubborn, but he now understands the word compromise. But to others, Jason is a frustrated, aggressive boy with autism and mild cerebral palsy and very challenging behavioral problems.

The former description of Jason is common among those who know him in the community and his friends who attended regular school with him. The latter description is a typical view held by therapists who work with him at Happy Valley, a private segregated school for children with autism in one of the major cities in

Québec. One would assume from the two contrasting descriptions that one was talking about a boy with schizophrenia or two very different people. Actually, Jason is very sensitive to his environment and understands the difference between regular and segregated settings. When Jason is integrated, the expectations of him are higher and he is duly given the respect he deserves like his regular age-mates. When Jason is segregated, it is true that his behaviours are bizarre and violent because he is rebelling against the lowered expectations, confusion, and neglect in the segregated school.

When Jason was mainstreamed, he followed the regular Kindergarten curriculum with me, in the role of his integration/communication facilitator. Jason participated in Gym, Circle, Math, Language Arts, French, Snack, Playtime, and Music. But at Happy Valley, Jason receives Gym Therapy, Academic Therapy, Speech Therapy, Play Therapy, Occupational Therapy, Daily Living Skills Therapy, and Music Therapy.

In the segregated school, Jason is surrounded by non-communicative children with severe behavioral problems in each of his therapies. He is considered a broken toy that needs fixing. He is grouped with these similarly labelled children until the Administrator of Happy Valley considers him ready for just part-time integration. Jason has been exposed to the two extreme environments. He gets confused, but he knows where he wants to be – Daniel Martin School, the regular school he attended with me in 1991-1992.

I had known Jason for about one year prior to working with him. I became

his voluntary internal advocate at Happy Valley. He has the most beautiful, haunting blue eyes, and he loved to hug me every time I came up to him and said, "Hi! I hope you are having a nice day." Jason would then take me by the hand and point to words or objects and try to repeat what I said, the best way that he could. What he could not verbalize, he would express with sign language or with his visual picture-symbol communication book.

Jason was selected to be part of a pilot project for inclusive education in a regular class at Daniel Martin School. I volunteered to accompany him for this two mornings per week program. Because of my past experience facilitating the integration of challenging students with autism, I knew Jason was entering an experience that would change his life and mine.

According to the principles of normalization and integration, Jason, who was seven years old at that time, should have been placed in a grade two classroom; age-appropriate activities and peers are key to successful integrated educational programs. The Administrator of Happy Valley counters this trend with her belief that any student with autism under her auspices should be integrated at his/her academic level only. Because of Jason's poor performance at the Happy Valley school, it was recommended that he be integrated at the kindergarten level only. I knew this was contrary to my past experiences in integration, but I met the challenge.

At the initial case conference meeting on Jason's inclusion at the Daniel Martin School, in September 1991, I met with the new regular classroom teacher,

the Principal, and the local School Commission psychologist for student affairs. The kindergarten teacher, Anita, had never taught a student with autism and she felt incapable of such a task. When the psychologist mentioned that I would accompany Jason and facilitate his integration, communication, and academic program, Anita felt threatened by the placement of another adult in her classroom. She expressed that it was a signal of her incompetence and an undermining of her authority. I reassured her that I was there, first and foremost, for Jason's needs only, and if she needed extra help in her oversized classroom, I was there to assist her needs as well. Anita went on to say that she would consider Jason's placement if she could have another month or two to unpack her boxes and organize her classroom. I asked her how Jason's presence with me would prevent her from accomplishing this after-school activity, and she had no answers. Then Anita insisted that Jason start at one morning per week. It was obvious that the classroom teacher was dragging her heals at the prospect of Jason's integration. She even expressed fears by citing some stereotypical behaviours manifested by the syndrome of autism. She asked, "Will he take off all his clothes and run naked outside in winter?", "Will he attack me and hurt the other children?", "Will he bang his head on the walls and injure himself?", and "How can a retarded child benefit from my classroom?"

At that point, the Principal stepped in and said, "Listen Anita. This integration program is going to happen whether you like it or not, and you will be given all the assistance and support you need. If you block this move, I will have

no choice but to find a new teacher." I was surprised to see such support for Jason and it was decided, then and there, that Jason would start immediately at two mornings per week. I gave Anita an informative research package on autism and integration in order to prepare her for this experience.

On the first day of class, I conducted a Circle with all the children in the classroom. The teacher wrote everyone's name on a large wall-sized paper. Everyone went around the Circle listing all the activities that they were good at and preferred. Then we went around the Circle listing all the activities that they had trouble with and disliked.

When it was Jason's turn, I introduced him to the class, and modelled how to communicate with him. I asked Jason to say hello by waving to his peers. Then I said, "Jason, what do you like to do?" He opened up his communication book and pointed to "colouring" and "horses", and then he signed the word "happy" by raising his thumbs up and down his chest. I then translated to the class that Jason is happy when he colours pictures and that he loves horses, because he goes every Sunday to see them in the country. The other children were very impressed. When I asked Jason on his turn, "What is it that you dislike or have trouble with?", another boy in the classroom, Steven, said, "I know. He has trouble talking." I continued, "That's correct. Jason does have problems speaking like you, but he is trying to learn. He understands everything just like you and me. You kids can teach Jason how to talk more and help him to make friends. And I will help you to understand him."

When I asked the children what they learned from this Circle, they replied on their own, that everyone is good at some things and not so good at other things. The other children responded that we should help each other and that it is not nice to laugh at others with difficulties. The teacher seemed impressed with the forum and remarked that she had learned a lot about her kids from such a simple format. She admitted that this was a new, but pleasant experience for her, and all it took was some common-sense.

In the beginning, I was near Jason a lot and I slowly started to step back when he was set-up to function independently for various activities in the curriculum. When he needed academic tutoring or guidance, I would sit next to him at his desk or his group's table and assist or adapt the material for him. Jason's behaviour had dramatically improved in this environment, in comparison to his routines at Happy Valley. After the first month, Jason started demonstrating comprehension skills which amazed his teacher, and she requested that he commence an additional morning. By Christmas time, Jason was attending the regular classroom four times a week and after the New Year, he was invited to all the school's special events like the Winter Carnival, Valentine's parties, and other social activities. Jason's academic level was continually progressing; he even surpassed some of the other regular children in the classroom who were eventually detected with having some learning disabilities.

The following report outlines the success of Jason's integration and inclusion at Daniel Martin School:

HAPPY VALLEY SCHOOL FOR AUTISM

1992 YEAR-END INTEGRATION REPORT

Student's Name:	JASON VERDOUX
Integration School:	DANIEL MARTIN SCHOOL
Teacher:	ANITA DRAKOS
Grade:	Kindergarten A
Integration Facilitator:	Gregg Schiller

ACADEMICS

Circle: Jason is able to play a participatory role during Circle. He sits with the other kids and answers questions about himself; listens to the other childrens' news; listens to the teacher read stories and give lectures; and does the action sing-a-longs. On Fridays, Jason presents his personal toys for Show-And-Tell in front of the class. Jason conducts himself properly for the Circle which can last up to one hour.

Printing: Jason loves to sit at his desk and is motivated to learn. With hand-over-hand assistance (at the wrist), Jason can reproduce the letters of the alphabet and is learning to spell words. He is also working on a pre-printing program so that he can print independently.

Reading: Jason can match and recognize many words. He can occupy himself with a reader for up to 15 minutes at a time.

HAPPY VALLEY SCHOOL FOR AUTISM

Jason Verdoux

Math: Jason knows his numbers from 0-10 and understands many concepts including all colours, sizes, and shapes. Jason enjoys doing the assigned stencils at his desk with some direction from his Educator.

Art: Jason loves Art. He is completely independent when he does: painting, colouring, play-doe, cutting and gluing, collages, and beading (with little assistance).

French: Jason attends French class without any assistance. He holds his partner's hand and goes upstairs to another room with Mme. Carole. He sits at his own desk and follows what is being taught because Jason understands French. The curriculum is based on what the children learn in English from the Kindergarten teacher.

Gym: Jason loves to play games with the other children. He is a physically active child so this is a natural outlet for him. He likes climbing, running and obstacle courses.

HAPPY VALLEY SCHOOL FOR AUTISM

Jason Verdoux

SOCIALIZATION

Playtime: During the last twenty minutes of class before he goes on the yellow bus, Jason will socialize and play with his friends. He will read a book with a friend or share his crayons to colour pictures. Sometimes he will do a puzzle or go in the pretend house and interact with his peers.

Snack: Jason always shares his extra food with his classmates and they reciprocate. The snack monitors make sure he always gets his milk personally delivered by a friend. This is a nice and relaxing time for Jason.

Auditorium:

Jason now enjoys attending the school assemblies. He will sit quietly and pay attention to the themes being presented. Jason will hold himself together and tolerates the large crowds.

HAPPY VALLEY SCHOOL FOR AUTISM

Jason Verdoux

BEHAVIOUR

Jason's integration has had a big impact on improving his past behaviours. Jason can now be reasoned with in most situations, because he makes comparisons with the regular children. The other children reinforce what is expected of him, and when certain behaviours are inappropriate. Jason is less frustrated so he rarely bites his own hand. When he does, the Educator calmly talks to him and redirects his hands. The other children accept that he has rare outbursts, but they will console him afterwards. Jason respects authority more now, and he will obey his classroom teacher, Anita. He also follows the rules of the class and the schedule.

When Jason is given the option to leave the room or to remain in the classroom if he is in a "testing mood", he will try to calm himself down. Sometimes it helps when the Educator will count to five so that Jason knows there will be a consequence. These interventions are understood by Jason. He does not like to be in trouble in front of the class because he recognizes that it is humiliating when the other children are in the same situation. Jason is now more calm and his behaviours interfere less with his learning and participation within the classroom.

HAPPY VALLEY SCHOOL FOR AUTISM

Jason Verdoux

CONCLUSION

Jason has had a successful year in Integration at Daniel Martin School. Jason has gained a lot academically from the patience of his caring classroom teacher Anita Drakos. He respects the French teacher Mme. Carole who also includes him in all her activities. The Pincipal, has been very supportive of all the people working around Jason, including his Integration Facilitator Gregg Schiller. The children in Jason's class are very accepting and Jason made some really close friendships. He was invited to many of his peers' birthday parties and he reciprocated with his own big birthday party after school. Jason has made friends with some of the other children from the Grade Six class who enjoy greeting him. Jason came in for extra Integration days when Anita invited him for the special events days like the Winter Carnival, etc.

Five goals to work on for next year when Jason enters Grade One include:

1. Jason will communicate more with his personal picture communication book/sign language/vocalizations with his friends who will continue on with him next year;

2. Jason will become more independent in the classroom at his desk and follow the teacher's lead;

3. Jason will follow the Grade One curriculum with some adaptations when necessary by the Educator;

HAPPY VALLEY SCHOOL FOR AUTISM

Jason Verdoux

4. Jason will conduct himself appropriately for the expectations of the Grade One level;

5. Jason will socialize more with his friends after school and on the weekends.

It has been a great pleasure for me to integrate Jason at the Daniel Martin School.

Gregg Schiller
Integration Facilitator
June 3rd, 1992.

The morning sessions of the kindergarten classes finished at 10:30 a.m. Jason would then proceed to take the yellow schoolbus with his friends who returned home for lunch. Jason and I would get a ride to the nearest public transit station because he had to return to Happy Valley. Jason would tap on my watch which meant he wanted to know what was happening. I would say, "It is time to go back to Happy Valley." Jason would then signal with his finger and simultaneously say, "No. No. No." I would calmly repeat again, "But Jason it is time to go back to Happy Valley. It will soon be time for lunch." Jason would then grab my hair with his hands, and firmly turn my head sideways in the way someone indicates the word "no", and he would also verbalize at the same time, "No. No. No." This routine occurred like clockwork each and every time he was returning to that segregated school. On some occasions, Jason would have a tantrum in the bus over this same issue. I would calmly comfort him and try to humour him on the way back. As soon as we reached the destination of Happy Valley at the approaching bus stop, Jason would always bite his hand and scream or pull my hair, when it was time to get off the bus. When we started ascending the three flights of stairs to Happy Valley, Jason would always grab me and refuse to walk up the steps.

Jason treated me differently when we attended the regular Kindergarten class. Jason would never hurt me when he was being integrated. He is more cooperative and open to compromise in the "normal" environment. But when the environment shifted to a segregated setting, Jason would get upset with me for

taking him to the other extreme. Jason knew the difference. He is a boy who really understands. When I would ask him, "What do you want?", he always opened up his communication book and pointed to the symbol and matching word, "Daniel Martin School." Jason became a completely different person in the segregated environment. He was rebelling. Although he had the tendency to exhibit the same behaviours in his regular class, it was rare – once a month – compared with several times per day at Happy Valley. Unless they had observed it for themselves, the therapists at Happy Valley refused to believe that Jason was relaxed and listening in a regular classroom, because he was the complete opposite in the other setting.

The Kindergarten teacher graduated Jason. The Principal was so impressed with Jason's remarkable progress, that he recommended Jason attend the regular grade one class full–time five days per week, with me for the following school year.

It should be mentioned that Jason lives at home with his family. They were ecstatic over the news that their son was accepted by regular teachers and children. Knowing that other people saw in Jason, what they had seen for years was most gratifying. Jason's graduation was music to their ears.

But when I met with the Administrator of Happy Valley, in a private meeting to discuss Jason's future plans – full–time integration, she was shocked and angry. The following discussion ensued:

A (Administrator): There's no way Jason can handle that situation. What if he has an outburst in the classroom?

G (Gregg): It's very rare that it ever occurs. But when they did, his classmates learned to understand and, in time, ignored it. I remember a really big tantrum of his that got the attention of the principal – he comforted Jason in the hallway, and then proceeded back to the class with him. Jason sat on the principal's lap while Anita read the kids a story. I observed nearby. They came together on their own. The kids came up to Jason and hugged him later.

A: Well, that's totally inappropriate. You can't have that happen all the time.

G: Jason is always like that at Happy Valley.That situation only occurred once in integration.

A. Can Jason go to other rooms if he gets out of hand?

G: Yes. The principal told me of three potential rooms as back-ups, just in case.

A: Do you think that Happy Valley could set-up a satellite class in one of those rooms for Jason and our other autistic kids in that area.

G: I don't think so. First of all, the principal talked of the School Commission's own plans for their own special education class for their kids. Secondly, I thought we were discussing Jason's integration.

A: Well, he can only attend a couple of mornings a week.

G: Why not even two full days?

A: Don't you agree that Jason has lots of problems and needs all our therapies?

G: No. Jason gets all that from a regular curriculum with regular kids. The Occupational Therapy he gets in Gym class. The Speech Therapy he gets from facilitated conversations with regular friends.

A: What about our Social Communication Therapy?

G: I observed that therapy a few times. Jason was supposed to play a board game with a child who could not communicate at all. So now a therapist has him making play-doh snowmen and naming the body parts. He does that every week, and he has been aware of all the body parts since over a year ago now.

A: I'm sure that's not all he does.

G: Sometimes he cuts and glues his own collage, and he has been able to do that for over two years now. How is that considered Social Communication Therapy? Couldn't that be done in a regular classroom?

A: O.K. So I'll let Jason go two days a week.

G: But the principal said he could come five days a week.

A: Well that won't fit in with his therapy schedule here. And I won't discuss it any further.

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Since Jason is registered with Happy Valley, he is under the sole authority of its Administrator. This is typical of all segregated schools for children with autism. Once a parent registers his/her child with autism into a special educational school, the parent inevitably hands the power of decision–making into the hands of the professional who claims to know what is best for the child – in this case, the Administrator of Happy Valley.

The Québec government sanctions ultimate power into the hands of those professionals who run segregated schools. These professionals are, therefore, not accountable to anyone under the present laws. The Québec government's full–funding practices supports and cements this relationship and imbalance of power.

When a parent challenges the sole authority of the segregated school for autism that registers the child, the parent is threatened to be cut off from their present services and are offered little elsewhere. This is a parent's nightmare. For the educator who speaks up against official policy, their job security is at risk. Unfortunately, the educational laws in Québec do not give unequivocal support for inclusion. The Administrator of Happy Valley has a history of telling parents and educators, "If you don't like it get out. You can be replaced."

This threat had a profound impact on all those concerned around Jason's integration. His parents were afraid to rock the boat, because there was no guarantee that Jason would be accepted elsewhere. The Daniel Martin School is not bound by law to accept Jason. The regular school also claimed that they had no funding for his integration facilitator, because the monies awarded to Jason's

services are channelled to Happy Valley. Therefore, if the Administrator accepted Jason's full integration, she would lose his funding for her school. I was told that I would lose my job if I pursued this matter. Under this intimidation over what I thought was fundamentally better for Jason, I had no choice but to quit. I could not accept the decision against Jason's full inclusion into a regular classroom, especially when the offer was staring everyone in the face; it went against everything I studied and believed.

For the present 1992–1993 school year, Jason returned to Happy Valley and was to be integrated only two full days per week. Unfortunately, the Administrator hired an inexperienced stagière (Cégep student–apprentice), Cheryl, to accompany Jason. On the first day of integration class in Grade One, Cheryl showed up to Daniel Martin School to integrate Jason and simultaneously meet the Grade One teacher and Jason for the first time. Needless to say, this decision was a disaster. Within three weeks into the school year, Jason was kicked out of Daniel Martin School. There was no consideration made by Happy Valley to effectively and properly integrate him.

After consulting with Jason's parents, I asked the Principal for a case conference to reconsider Jason's integration. Attending this meeting were: three psychologists from the School Commission, the Principal, the Grade One English teacher, the Grade One French teacher, the new integration facilitator, the Administrator of Happy Valley, and myself. The Administrator apologized for Jason's behaviour. She sided with the Grade One English teacher who did not

want Jason in her class. (This was due, in part, to the fact that no relationship was established between Jason and his untrained integration facilitator, Cheryl). It is Jason who is paying the price for mismanaged decision-making on the part of the Adrninistrator. The person who saved the day at this meeting was the Grade One French teacher, Paul. He was the only person willing to give Jason another chance. The Administrator agreed to this acceptance under the condition that Jason attend one day per week for only the Gym and Lunch periods. The Administrator said she would give Jason more therapies for the rest of the week in order to improve his behaviours. With that decision, the others at the table felt as if they were off the hook – they would not be ultimately responsible for Jason's education nor his future.

Back at Happy Valley, the other therapists recently admitted to me that Jason is now the most difficult child. He is segregated full-time minus his seventy-five minutes of integration per week. He still points to the "Daniel Martin School" symbol in his visual communication book. Once Jason got a taste for inclusion, the clock could not be turned backwards. When Jason started the integration process, it became an expected pattern in his life. Since Jason is tossed between the two extremes and still has to spend time in a segregated setting, he inevitably rebelled. In a sense, he is denying there is anything wrong with himself and is questioning his environmental presence in the segregated system.

How could the powerful Administrator, who only holds a Master's

Degree in Architecture be the self-proclaimed authority on autism and integration in the province of Québec? How can one person control the life of a boy who wants to make his own decisions? Because the Administrator got to keep Jason's funding, she retains her power. For if she admitted that integration works, all her students with autism would be in regular schools and she would be out of a job. It is this selfish motivation which feeds the segregated system, thus, denying positive options for children with autism.

It is the child with autism who, through their reactions and behavioural responses, knows what he/she wants, and no one should be able to overturn their desire for full inclusion. Jason is representative of the predicament facing all the children with autism in Québec. Jason is paying the price for being **the boy who knew too much**. The struggle for Jason's full inclusion into a regular school, and for the other children with autism in Québec, has only just begun.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS:

INCLUSION TODAY! INCLUSION

TOMORROW! INCLUSION FOREVER!

CONCLUSIONS AND RECOMMENDATIONS: INCLUSION TODAY! INCLUSION TOMORROW! INCLUSION FOREVER!

CONCLUSIONS

It is widely recognized now that our understanding of autism has changed greatly in recent years. Children with autism have more opportunities available to them now. Improved techniques to facilitate their communication and the belief that this special population is actually gifted and intelligent has allowed families, professionals, and advocates the chance to unlock the doors that trapped their thoughts. Today, those children with autism who are given the chance to be educated in regular schools with the aid of an integration and communication facilitator, and are included in their communities, are telling us that they want people to respect their abilities as people to make their own important choices. The respect that is duly given these children with autism today has taken many years to reach. This belief is not widespread in all professional circles, schools, or communities, but the tide is turning.

In many cultures over the centuries, these children were victims of infanticide because they were an embarrassment or, to the extreme, considered evil and unfit for social acceptance. As medical science developed, these children were misdiagnosed with various psychological labels and sentenced to life in the

insane asylums of the nineteenth century (Foucault, 1973), and the federally–funded institutions or psychological hospitals of the twentieth century.

Autism is the most misunderstood and puzzling development disorder. As outlined in Chapter I, children with autism are extremely good looking and medically healthy; at first glance, these children appear very "normal" and are usually gifted with at least one specific talent (music, art, sports). But when these same children exhibit very bizarre behaviours, refuse to communicate, and resist the love of significant others closest to them, the average person is usually shocked and scared.

Thanks to new revelations from progressive research, children with autism are being given an equal chance to develop with their regular age–mates in a regular classroom with an integration/communication facilitator. There are new ways for these children to express themselves and communicate their feelings, thus, alleviating their frustration and the associated behaviours.

Chapter II examines the enormous impact of literacy on the lives of these children; they are capable of academic learning when given the opportunity and support. Research has shown that early and intensive intervention with a child with autism can lead to the learning of social and academic skills. There are more functionally literate students with autism today than ever before who are leading healthy and integrated lifestyles.

The latest controversial political issue facing the education system today is the notion of "inclusion" for children with autism into the regular classrooms. The issues surrounding this group are similar to other groups who are excluded from equality in the education system. Chapter III is a comparative analysis on the notion of inclusion with respect to children with autism, ethnic minority children, and women. These groups face: 1) exclusion, 2) discrimination, 3) segregation, 4) ignorance, 5) untrained professionals, 6) conservative curriculums, and 7) underfunding.

Québec is considered a pioneer in the legislation of inclusive educational policies for children of various special needs. Unfortunately, Québec has a poor record with respect to the enforcement of these inclusive laws when dealing specifically with the population of students with autism in the Québec education system. Chapter IV thoroughly investigates this dilemma by examining the good-intentioned but open-ended Québec Education Act in contrast with the more recent progressive Education Act of British Columbia.

There are still many segregated schools in Montréal alone, not to mention the others across the province of Québec, which still cater to the needs of children with autism. The Québec government fully funds these schools and they show no sign of shutting down. In fact, all present indications point to their expansion for fear of losing their funding and their jobs. Research on inclusive education reveals

that professionals in special education can play a new important role in an integrated system of education, without making their positions redundant.

The teamwork approach needed to coordinate the entire process of integrating a child with autism is discussed in Chapter V. The essential components needed to crystallize the goal of inclusion include: 1) preparation, 2) the role of the administrator, teacher, integration/communication facilitator, peers and parents; and 3) the curriculum.

The case study on Jason in Chapter VI is a true story which exemplifies the dilemmas facing children with autism who are repeatedly being excluded from their neighbourhood regular school. The issues which are brought out in Jason's case include: structural and administrative problems during implementation in schools; special education versus inclusive education; rigid funding practices; lack of motivation to enforce and implement the integration laws; and the right to choose inclusion over segregation by parents and the child with autism. The struggle for Jason's full inclusion into a regular school and for the other children with autism in Québec, has only just begun. Jason is paying the price for being **the boy who knew too much.**

Recommendations

Facilitating the full inclusion of children with autism into their neighbourhood school in Québec requires: societal value changes on the part of the dominant culture and the governing elites; educational opportunities; explicit laws guaranteeing the right of parents to choose inclusion; mandatory enforcement and implementation of these laws and the integration process by an independent advisory council or mechanism for arbitration; teamwork approach on the part of school personnel, parents, students, and administrators; early intervention programs; governmental support and full funding for integration/communication facilitators to accompany the children into the regular school to alleviate some of the pressures from the classroom teacher; effective and innovative research on autism with the certain dissemination of this information; strategic preparation and planning; attending conferences and workshops on inclusive education; teacher re-training and in-servicing in order to provide better role models; unequivocal support for the policy of integration over segregation; curriculum development with an open invitation to parents and the wider community; deinstitutionalization and the shutting down of segregated schools as a real commitment to the integration movement; an orderly transfer of power and money from the administrators of special education to the regular education system; protection of jobs in the special education system with re-training for inclusive education and teaching styles; strict policy against aversive treatments for children with autism; adopting a gentle

teaching approach with these students; encouraging facilitated communication and other viable systems of communication compatible with each child; MAPS process for each child; developing a circle of friends for every child; and most importantly, making all children with autism feel welcome and accepted into their community.

The objective of education, according to Freire, is to transform society to meet the collective needs of all its members. He develops the proposition that humanity's vocation is to become more human. We must create a society wherein all its members are considered equal and those who need special help can receive it without being labelled and treated differently. We must foster a generation of children with autism free from the stigma of their stereotypes. Also of importance are the lessons learned by the regular children's exposure to children with autism — we all have strengths and weaknesses, and we must learn to accept others as our equals.

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APPENDIX A

GRILLE D'OBSERVATION / OBSERVATION SHEET

DATE

NOM / NAME :

COGNITIF / COGNITIVE

1 : Acquis — 1 : Acquired
2 : En évolution — 2 : Evolving
3 : A développer — 3 : Needs to be worked on

MATHEMATIQUE / MATHS			
Apparie 3 formes Matches 3 shapes			
Apparie 3 couleurs Matches 3 colors			
Met 4 éléments d'un jeu d'emboîtement Can put 4 pieces in a block puzzle			
Comprend le concept de beaucoup Understands the concept of many			
Fait la distinction un et beaucoup Understands one versus many			
Compte jusqu'à 3 Counts to 3			
Fait correspondre une forme géométrique et une image la représentant Matches a geometric shape with it's picture			
Nomme 3 couleurs quand on le lui demande Can name 3 colors when asked			
Nomme les 3 formes de base: triangle, carré, rond Can name the 3 basic shapes:triangle,square,circle			
Complète un casse-tête de 6 morceaux sans tâtonner Can complete a 6 pieces puzzle whithout hesitation			
Apparie des symboles identiques (chiffres) Can match identical symbols (numbers)			
Rassemble les deux moitiés d'une même forme Can put together the two halves of a shape			
Indique quels objets font la paire Indicates which objects make a pair			
Ramasse 10 objets Picks up to 10 objects			

Indique parmi des objets lequel est gros et lequel est petit Can tell which object is big and which is small			
Indique si un objet est long ou court Can tell which object is long and which is short			
Met par ordre de grandeur Classifies by size			
Indique si un objet est lourd ou léger Can tell which object is heavy and which is light			
Peut percevoir les ressemblances et les différences entre objets ou figures Can perceive similarities and differences between objects or figures			
Peut suivre une suite logiques Can follow sequences			
Classifie des objets Classifies objects			
Assortit un ensemble d'objets à un nombre égal d'objets (1 à 10) Can match a set of objects with an equal number of objets (1 to 10)			
Compte de 1 à 20 par coeur Can count from 1 to 20 by rote			
Reconnait les symboles de 0 à 20 Recognizes numbers from 0 to 20			
Connait la sequence des chiffres de 0 à 20 Knows the order of the numbers from 0 to 20			
Apparie le bon nombre d'objets au bon chiffre Can match the right number of objects with a given number			
Ramasse un nombre précis (1 à 5) d'objets selon la consigne Picks up the right number of objects (1 to 5) as told			
Etablit la relation entre diverses quantités Knows the relation between varying quantities			
Désigne les objets par la position qu'ils occupent (premier, deuxième, troisième, dernier...) Can identify object by their ranking (first, second, third, last.			

Connait la signification des prépositions dans, sur, dessus, dessous Knows the meaning of the prepositions in, on, over, under			
Connait la signification des prépositions derrière, à côté, près de Knows the meaning of the prepositions behind, beside, near			
Compose et décompose un nombre de plusieurs façons Assembles and disassembles a number in various ways			
Comprend le sens des opérations (+, -) Understands the meaning of operators (+, -)			
Comprend la valeur d'un chiffre ou d'un groupe de chiffres dans un nombre Understands the weight of number or of a group of numbers in a numerical string			
Utilise les symboles >, < et = pour comparer 2 nombres entre eux Uses the symbols >, < and = to compare 2 numbers			
Résout concrètement des problèmes raisonnés Resolves logical problems in a concrete way			
Additionne jusqu'à 10 avec des objets Adds up to 10 with objects			
Additionne avec collants ou dessins Adds with stickers and drawings			
Additionne avec une droite numérique Adds with a numerical line			
Additionne avec ses doigts Adds on his fingers			
Additionne de mémoire Can do mental additions			
Additionne à 2 chiffres Adds 2 digits numbers			
Soustrait des nombres dont le premier terme n'excède pas 10 Subtracts numbers if the first operand does not exceed 10			

Soustrait avec collants ou dessins Subtracts with stickers and drawings			
Soustrait avec une droite numérique Subtracts with a numerical line			
Soustrait avec ses doigts Subtracts on his fingers			
Soustrait de mémoire Can do mental subtractions			
Soustrait à 2 chiffres Subtracts 2 digits numbers			
Indique s'il s'agit d'une pièce d'1, 5 , 10, 25 ¢ Can identify a 1, 5, 10 or 25 ¢ coin			
Connait la valeur des pièces d'1, 5 , 10, 25 ¢ Knows the value of a 1, 5, 10 or 25 ¢ coin			
Fait des sommes variées à l'aide des pièces de monnaie Does various additions using coins (¢)			
Comprend la notion de frontière, d'intérieur et d'extérieur par rapport à une forme géométrique Understands the notion of boundaries, inside and outside relative to a geometrical shape			
Associe les 4 formes de base à des objets qui l'entourent Matches the 4 basic shapes with surrounding objects			
Dessine et construit les 4 formes de base Draws and builds the 4 basic shapes			
Compare la longueur de 2 objets Compares the lenght of 2 objects			
Evalue et mesure la longueur d'un objet en cm Guesses and measures the lenght of an object in cm			
Mesure la longueur des objets à l'aide d'unités non-conventionnelles Measures objects with non-standard lenght units			
Lit et écrit l'heure juste Reads and writes the time (on the clock)			
Comprend l'utilité d'une horloge Understands the usefulness of a clock			

Comprend la notion de suite mathématique Understands the concept of mathematical series			
Compose et décompose un nombre de plusieurs façons en se servant des opérations mathématiques Assembles and disassembles a numerical string using mathematical operations			
Groupe des objets en paquets de 10 et de 100 Places objects in groups of 10 and 100			
Associe entre 0 et 999 à une quantité d'éléments Associates a number between 0 and 999 to a group of objects			
Ordonne des quantités inférieures à 100 Classifies quantities below 100			
Ecrit un ensemble de nombres en ordre croissant ou décroissant Writes a sequence of numbers in ascending or descending order			
Résout concrètement des problèmes raisonnés portant sur les 4 opérations Resolve problems on the 4 basic operations in a concrete way			
Ecrit la phrase mathématique qui représente la solution d'un problème Writes de mathematical equation that represent the solution to a problem			
Trouve quelques facteurs et quelques multiples d'un nombre Finds some divisors and some multiples of a number			
Additionne et soustrait avec des retenues et emprunts Adds and subtracts with carry			
Construit ses tables d'addition Writes his addition tables			
Additionne mentalement des nombres dont la somme est inférieure à 19 Mentally adds numbers with a sum that is less than 19			
Effectue mentalement des soustractions dont le premier terme est inférieur à 19 Mentally subtracts numbers whose first operand is less than 19			

Situe correctement un objet sur un axe ou un plan Correctly positions an object on an axis or a layout			
Peut construire des formes géométriques à partir d'un plan ou d'un dessin Can build géometrical shapes from a blueprint or a drawing			
Trouve l'aire et le périmètre d'une figure Finds the perimeter and the surface of a figure			
Mesure des longueurs en mètres, dm et cm Measure lenghts in meters, dm and cm			
Utilise une grille pour situer correctement les éléments d'un problème Uses a grid to correctly locate elements of a problem			

LECTURE / READING			
Peut rouler un objet sur un chemin Can roll an object along a path			
Assortit objets et images correspondants Matches objects with their images			
Montre du doigt l'image nommée Points an object's image when it is named			
Groupe des objets en catégorie Groups objects by class			
Agence des blocs selon une séquence précise Assembles blocks after a given sequence			
Indique si des lettres sont identiques ou différentes Indicates if letters are the same or different			
Se rappelle 4 objets présents dans une image Remenbers 4 objects from an image			
Connaît la séquence des activités de la journée dans le temps Knows the sequence of daily activities			
Désigne l'objet manquant d'un ensemble de 3 objets Points to the missing objects in a set of 3			
Apparie des symboles identiques (lettres) Matches identical symbols (letters)			
Chante une chanson par coeur Sings a song from memory			
Récite dans l'ordre les lettres de l'alphabet Can recite the letters of the alphabet in order			
Nomme 5 lettres de l'alphabet Names 5 letters in the alphabet			
Reconnaît son nom Recognizes his name			
Peut lire les mots du bridge 1 Reads all bridge 1 words			
Peut lire les mots du bridge 2 Reads all bridge 2 words			
Peut lire les mots du bridge 3 Reads all bridge 3 words			

Peut lire les mots du bridge 4 Reads all bridge 4 words			
Peut lire les mots du bridge 5 et plus Reads all bridge 5 words and up			
Peut lire des phrases : sujet verbe complément Can read sentences : suject verb complement			
Peut lire des phrases : sujet verbe complément adjectif Can read sentences : suject verb complement adjective			
Reconstruit une phrase connue à partir d'une image Rebuilds a known sentence from an image			
Trouve la lettre manquante à un mot Finds the missing letter in a word			
Peut lire une histoire avec les mots qu'il connaît Can read a story with known words			
Peut répondre à des questions de compréhension suite à la lecture d'une histoire Can answer comprehension questions after reading a story			
Connaît les sons phonétiques Knows phonetic sounds			
Peut lire des syllabes Can read syllables			
Peut déchiffrer un nouveau mot Can read a new word			
Lit des textes de 50 à 75 mots familiers Reads text with 50 to 75 known words			
Repère les concepts clés dans un texte Spots key ideas in a text			
Exécute les consignes mentionnées dans un texte Acts on directives given in a text			
Réalise une recette ou un bricolage à partir d'instructions écrites Makes a recipe or art project from written instructions			

Réagit aux opinions ou aux sentiments figurant dans un texte Reacts to opinions and emotions described in a text			
Anticipe le sens d'un texte Anticipates the meaning of a text			
Reconnait en contexte 200 à 300 mots familiers Recognizes 200 to 300 words in a familiar context			
Utilise le contexte pour trouver le sens des mots inconnus Uses the context to guess the meaning of unknown words			
Lit des phrases dans des textes de 80 à 100 mots Reads sentences in texts with 80 to 100 words			
Reconnait en contexte environ 500 mots usuels Recognizes approximately 500 familiar words in their normal context			
Classe des mots selon l'ordre alphabétique afin de s'initier à l'utilisation du dictionnaire Classifies words in alphabetical order to introduce him to the use of a dictionary			

ECRITURE / PRINTING

Peut saisir un objet pour atteindre un but Can grasp an object purposefully			
Peut frapper une cheville avec un marteau Can knock a peg with a hammer			
Peut faire fonctionner un objet avec un cycle d'action/réaction Can make a one step action/reaction toy work			
Peut faire fonctionner un objet avec deux cycles d'action/réaction Can make a two step action/reaction toy work			
Peut manipuler des ciseaux Can manipulate scissors			
Peut couper en ligne droite sur 2 pouces de long Can cut on a line up to 2 inches long			
Reproduit des mouvements circulaires Reproduces circular movements			
Reproduit un trait vertical Reproduces a vertical line			
Trace une ligne horizontale Reproduces a horizontal line			
Reproduit un cercle Reproduces a circle			
Trace un T Draws a T			
Trace un V Draws a V			
Trace une diagonale dans un carré de 4 pouces Draws a diagonal in a 4 inch square			
Reproduit une série de V entre eux Reproduces a series of Vs			
Trace un carré Draws a square			
Trace un X Draws an X			

Reproduit un triangle quand on le lui demande Reproduces a triangle when asked			
Suit des chemins simples Follows simples paths			
Colore dans un espace donné Colors in a given space			
Découpe seul des figures Cuts out shapes on his own			
Ajoute les parties manquantes à un bonhomme incomplet Adds missing parts to a stick figure			
Dessine un bonhomme (tête, tronc et 4 membres) Draws a stick figure (head, body and 4 members)			
Suit des pointillés Follows doted lines			
Reproduit les lettres de l'alphabet avec un modèle Reproduces the letters of the alphabet with a model			
Reproduit les lettres de l'alphabet sans modèle Reproduces the letters of the alphabet without a model			
Ecrit son nom Writes his name			
Ecrit des phrases dans un espace donné Writes sentences in the allocated space			
Met un espace entre les mots Leaves a space between words			
Copie des phrases Copies sentences			
Ecrit des phrases à partir de mots fournis Write sentences using given words			
Rédige de courts messages signifiants Writes short meaningfull messages			
Comprend le concept des majuscules / minuscules Understands the concept of upper and lower case			
Comprend les signes de ponctuation Understands ponctuation marks			

Est capable de reproduire les accents Not applicable			
Utilise les marques du féminin et du pluriel Uses the plural form			
Peut composer une courte histoire Can make up a short story			
Ecrit en lettre cursive Can write cursive script			

CERCLE / CIRCLE

Répond lorsqu'on l'appelle par son nom Responds to own name			
Peut dire "Bonjour" Can say "Hello"			
Connaît le nom des autres enfants Knows the other children's name			
Peut chanter en groupe Can sing in a group			
Connaît les parties de son corps Knows his body parts			
Comprend la notion de présent Understands the present			
Comprend la notion de passé Understands the past			
Comprend la notion de futur Understands the future			
Peut dire qui est absent Can say who is missing			
Connaît les jours de la semaine Knows the days of the week			
Connaît la date Knows the date			
Connaît les mois de l'année Knows the months of the year			
Peut dire les saisons Can name the seasons			
Peut dire quel temps il fait Can tell the weather			
Peut lire un thermomètre Can read a thermometer			
Peut décrire ce qu'il porte Can describe what he is wearing			
Connaît son adresse Knows his address			

Connait son numéro de téléphone Knows his phone number			
Peut écouter pendant 10 minutes une histoire Can listen to a story for 10 minutes			
Est capable de décrire un objet familier Can describe a familiar object			
Est capable de partager une expérience personnelle Can share a personal experience			
Est capable de suivre une consigne à 1 composante Can follow a one step command			
Est capable de suivre une consigne à 2 composantes Can follow a two step command			
Est capable de suivre une consigne à 3 composantes ou plus Can follow a 3 step command and up			
Joue à des jeux d'observation qui requièrent une mémoire visuelle Plays observation games that require visual memory			
Joue à des jeux qui requièrent une mémoire auditive Plays games that require auditive memory			
Modifie son environnement en vue de satisfaire un besoin Modifies his environment in order to satisfy a need			
Trouve l'élément fautif dans un ensemble d'objets ou sur image Finds the unmatched element in a set of objects or in an image			

SOCIALISATION et COMMUNICATION ORALE /
SOCIALIZATION and ORAL COMMUNICATION

Réagit en souriant à l'attention que lui prodigue un adulte Reacts by smiling when an adult gives him some attention			
Sourit et jase en se voyant dans le miroir Smiles and talks when he sees himself in a mirror			
Joue seul pendant 10 minutes Plays alone for 10 minutes			
Recherche fréquemment le contact visuel avec une personne qui s'occupe de lui Looks for frequent visual contacts when someone takes care of him			
Accepte de jouer seul, à côté d'un adulte qui travaille, pendant 15 ou 20 minutes Plays alone next to a working adult for 15 to 20 minutes			
Joue à coucou par imitation Mimics someone who plays peek-a-boo			
Imite un adulte frappant des mains Imitates an adult by clapping his hands			
Imite un adulte saluant de la main Imitates an adult by waving his hand			
Regarde quelqu'un qui l'appelle par son prénom Looks at someone who calls his name			
Explore activement son environnement Actively explores his surroundings			
Joue à coté d'un autre enfant Plays next to another child			
Joue 2 à 5 minutes avec un autre enfant Plays from 2 to 5 minutes with another child			
Joue 5 minutes et plus avec un autre enfant Plays 5 minutes or more with another child			
Partage un objet ou des aliments avec un autre lorsqu'on lui demande Shares objects or food with another child when asked			

Salue les autres enfants si on lui demande Waves to other children when asked			
Fait son choix lorsqu'on le lui demande Makes a choice when asked			
Est capable de comprendre et d'exprimer les sentiments par des mots d'amour, de tristesse, de joie... Can understand and express feelings with words of love, sadness, joy,...			
Entre dans les règles d'un jeu de groupe qu'anime un adulte Accepts the rules during group play animated by an adult			
Attend son tour Waits for his turn			
Demande qu'on l'aide s'il lui semble difficile d'accomplir tout seul des choses Asks for help if the task to accomplish seems difficult			
Chante et danse devant un groupe Sings and dances in front of a group			
Chante et danse avec les autres Sings and dances with others			
Console des copains qui pleurent Reconforts crying friends			
Choisit ses amis Picks his friends			
Exprime ses goûts, ses sentiments et ses intérêts Expresses his preferences, his feelings and his interests			
Compare ses goûts et ses intérêts avec les autres Compares his preferences and interests with others			
Justifie ses réactions par rapport à des êtres, des objets ou des événements Explains his reactions in relation to other people, to objects or to events			
Donne des instructions claires pour faire agir les autres Gives clear instructions to make other people act			

Apporte des arguments valables pour convaincre les autres Gives valuable arguments when trying to convince others			
Choisit ses informations en vue de renseigner les autres Picks information to inform others			
Organise ses informations selon un ordre chronologique Classifies information in chronological order			
Lit oralement des textes pour les autres Reads texts aloud for others			

APPENDIX
B

GRILLE D'ÉVALUATION DU DOSSIER SCOLAIRE

Etat de situation Région: 06-13

COMMISSION SCOLAIRE: 12

- INTÉGRÉE:(primaire, secondaire) _____ -MILIEU: Urbain: X ANGLOPHONE: 7/mixtes angl/franc.
- PRIMAIRE: _____ Rural: _____ FRANCOPHONE: 5
- SECONDAIRE: _____ Mixte: _____ AUTRES (précisez): _____

Suite 1

SERVICES SPÉCIALISÉS:

	RÉGION EST	OUEST	Type de clientèle	PRIMAIRE	SECONDAIRE	PUBLIC	PRIVÉ
- Ecole spéciale à vocation supra-régionale	___	___	_____	___	___	___	___
- Ecole spéciale à vocation régionale	___	___	_____	___	___	___	___
- Ecole spéciale à vocation locale	___	___	_____	___	___	___	___
- Ecole désignée	___	___	_____	___	___	___	___
- Ecole avec classe spéciale	___	___	_____	___	___	___	___

COMMENTAIRES: Voir tableau ci-joint.

PHILOSOPHIE D'INTÉGRATION: (Décrivez brièvement et précisez s'il y a divergence entre la théorie et la pratique)

- Primaire: En général, la plupart des Commissions scolaires se disent favorables à l'intégration, mais c'est la disponibilité des ressources qui empêchent de faire plus.

Suite 2

PHILOSOPHIE D'INTÉGRATION: (Décrivez brièvement et précisez s'il y a divergence entre la théorie et la pratique)

- **Secondaire:** A part deux (2) Commissions scolaires, toutes les autres retiennent la ressource spécialisée.

RELATIONS DU BUREAU REGIONAL DE L'OPBQ AVEC LA COMMISSION SCOLAIRE: (Décrivez brièvement)

COMITÉ CONSULTATIF:

Question	Oui	Non	Commentaires
1) Est-il formé?	X		Dans toutes les commissions scolaires, à part une qui refuse sous prétexte qu'elle n'a pas d'enfant handicapé.
2) Y a t'il un représentant de l'OPBQ?	X		Sur deux (2) comités.
Si non, le bureau régional intervient-il et comment?	X		Tentatives pour mettre sur pied un comité regroupant les parents qui siègent sur les comités consultatifs.
3) Le comité joue t-il un rôle efficace pour l'intégration?			Difficile à juger pour le moment.
4) Y a t-il des règles de régie interne permettant une réelle participation des parents?	X		Même s'il y a des règles de régie interne permettant une réelle participation de parents sur papier, cela dépend des parents présents.
5) Y a t-il confrontation entre les besoins des élèves handicapés et TCC?	X		Dans le comité consultatif, on sent que la Commission scolaire exploite cette situation.

OFFICE DES PERSONNES HANDICAPEES DU QUEBEC:

Question	Oui	Non	Commentaires
6) Est-ce que la commission scolaire transmet l'information nécessaire à la prise de décision?	X		Souvent cette information est difficile et complexe.
Est-ce que les parents sont suffisamment formés: sur le rôle du comité?		X	
- sur l'analyse du règlement?		X	
- sur l'analyse du budget et des règles budgétaires?		X	
- sur l'animation du comité?		X	

LE PLAN D'INTERVENTION:

Question	Oui	Non	Commentaires
1) Le personnel enseignant et non enseignant a-t-il la même conception que nous?			Pas toujours. Dans le milieu scolaire on va plus parler de plan d'intégration.

LE PLAN D'INTERVENTION: (suite)

Question	Oui	Non	Commentaires
2) Le personnel de la commission scolaire a t-il reçu une formation?		X	
3) Les parents ont-ils reçu une formation?		X	
4) Utilise t-on un formulaire?	X		
Le remet-on aux parents?	X		Pour signature.
5) Fait-on le plan d'intervention le classement?	Avant	Après X	
6) Est-il revisé en cours d'année?			Au besoin et après l'insistance du parent.
7) Les services mis en place correspondent-ils au plan d'intervention?		X	
8) Est-ce que les parents et/ou l'enfant sont impliqués tout au long de la démarche?	X		Pour les parents fonceurs.

LE PLAN D'INTERVENTION: (suite)

Question	Oui	Non	Commentaires
9) Les professionnels des centres de réadaptation sont-ils impliqués:			
- dans l'élaboration du plan d'intervention?	X		Lorsqu'ils sont acceptés par la Commission Scolaire. On sent de plus en plus une réticence de la part des intervenants des centres de réadaptation.
- et le suivi du plan d'intervention?	X		

10) Le nombre de dossiers:

- en révision à la commission scolaire: 2
- devant la Commission des droits de la personne: ____
- devant le Tribunal: ____

CETTE SECTION CONCERNE L'ENSEMBLE DES COMMISSIONS SCOLAIRES

Etat de situation Région:

SOUTIEN ET ACCOMPAGNEMENT INDIVIDUEL:

1A) Nombre de dossiers dans lesquels vous êtes impliqués? (autrement que financièrement) 19

Décrivez ce que cela signifie dans la pratique. Soutien de parents. Démarches auprès de la commission scolaire. Participation à l'élaboration du plan d'intervention.

Quelles sont les périodes des plus grandes activités en cours d'année? La rentrée scolaire. Printemps (classement pour l'année suivante).

Y a t-il un accroissement du nombre de démarches depuis la mise en place du plan d'intervention? Non

Question	Oui	Non	Commentaires
1B) Répondez-vous à la demande?	X		On essaye. Cela occupe tout notre temps en période de rush.
Si non, référez-vous toujours à la même ressource déjà identifiée (précisez)? ou à une ressource disponible selon le cas?		X	Il n'y a pas de ressource.

SOUTIEN ET ACCOMPAGNEMENT INDIVIDUEL: (suite)

	Question	Oui	Non	Commentaires
21	Quand vous êtes impliqués dans un dossier: vous participez			
	-à l'élaboration du plan d'intervention?	X		
	-au suivi du plan d'intervention?	X		
	-aux démarches auprès de la commission scolaire (révision)?	X		
	-aux démarches auprès de la Commission et du Tribunal des droits de la personne ou du Tribunal de droit commun (comme témoin)?		X	Les parents ont peur d'entreprendre des démarches auprès de la CDP.
	-aux démarches auprès des professionnels de la Santé et des Services sociaux?	X		
	-vous apportez un soutien psycho-social aux parents?			
	-préciser si autres démarches.			Observation de l'enfant à l'école.

SOUTIEN ET ACCOMPAGNEMENT INDIVIDUEL: (suite)

Question	Oui	Non	Commentaires
3) Décrivez ce que signifie votre participation à un comité consultatif à titre de membre ou comme conseil (support) aux parents:			- Informer les parents - Préparation avant la rencontre - Suggestion d'intervention.
4) Décrivez en quoi consiste le travail de préparation et de suivi. -nombre de réunions par an?			4 à 5
5) Le rôle que vous y jouez vous semble t-il pertinent et efficace?			Cela dépend du comité consultatif.

SOUTIEN COLLECTIF:

1) Y a t-il une table de concertation OPHQ/ORGANISMES DE PROMOTION?	X		
2) Y a t-il un mécanisme régional de coordination regroupant les parents siégeant sur les comités consultatifs?	X		Une tentative est faite à Montréal - il en existe un à Laval.

SOUTIEN COLLECTIF: (suite)

Question	Oui	Non	Commentaires
3) Y a t-il des organismes de promotion impliqués au scolaire exclusivement?		X	
Font-ils de l'accompagnement individuel?		X	
4) Les organismes de promotion sont-ils tous favorables à l'intégration?	X		Tout en respectant le choix du parent. Les parents des écoles spécialisées sont contre.
5) Est-ce que les comités locaux et régional prévus à l'entente MSSS-MEQ existent?	X		Les comités locaux n'existent pas. Le comité régional existe pour des cas conflictuels (ex.: Ste-Justine/CECM).
L'OPHQ est-il impliqué?		X	
6) Comment le bureau régional fait la promotion de l'intégration? (colloques, rencontres, écrits, etc..)			Colloque - Octobre 1991. Travail au niveau de la Table.
7) Y a t-il des relations avec les représentants régionaux du MEQ?			
8) Dans votre région, la Commission des droits de la personne est-elle impliquée dans le dossier scolaire?			

Il y a 11 écoles spéciales à Montréal et 3 à Laval qui se répartissent comme suit:

Nombre	Vocation	Clientèle	Age	Statut
2	Régionales	1- déficience intellectuelle (Le Tournesol)	5 - 21 ans	public
		1- toute déficience (Alphonse Desjardins)	5 - 21 ans	public
11	Supra-régionales	1- déficience physique (Victor-Doré)	5 - 12 ans	public
		1- déficience physique (Joseph-Charbonneau)	13 - 21 ans	public
		1- déficience intellectuelle (Saint-Pierre-Apôtre)	5 - 12 ans	public
		1- déficience intellectuelle (Irénée Lussier)	13 - 21 ans	public
		1- déficience auditive communication totale (Gadbois)	5 - 12 ans	public
		1- déficience auditive (Mackay)	5 - 21 ans	public
		2- toute déficience (J.F. Kennedy, Mackay)	5 - 21 ans	public
		1- toute déficience (Le Sommet)	5 - 21 ans	privé
		1- toute déficience (Peter-Hall)	5 - 21 ans	privé
		1- déficience du psychisme (Marc Laflamme)	5 - 18 ans	public

Il y a 4 écoles désignées dont 3 à vocation supra-régionale et 1 à vocation régionale

Nombre	Vocation	Clientèle	Age	Statut
1	Régionale	1- déficience intellectuelle (école Baril)	5 - 12 ans	public
3	Supra-régionales	1- déficience physique (Marie Favry)	5 - 12 ans	public
		1- déficience auditive oralisme (St-Enfant Jésus)	5 - 12 ans	public
		1- déficience auditive (Lucien-Pagé)	12 - 21 ans	public