Educational Equity for Students with Disabilities in New Brunswick.

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Does the New Brunswick Inclusive Education Model increase equity in Education to students with disabilities?

Educational Equity: Global and National Strategies
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McGill University
Disability: A Global Education Equity Problem

• 90% of children with disabilities in developing countries do not attend school (UNESCO)

• In North America, children with disabilities do attend school, however, upon graduation, measures of successful community integration such as
  * employment rates
  * social networks
  * poverty

  remain much poorer than in non-disabled population
Full Inclusion in local community school has been recognized as a viable strategy to provide equitable access to education to all children.

Inclusion is also seen as most effective method to counter-act the effects of discrimination by positive impacts on non-disabled.

UN Salamnecca Statement
New Brunswick has adapted a fully inclusive model of education.

More than 99% of students with disabilities are educated in their local community school.

Goal to change the perceptions of new generations of toward individuals with disabilities, viewing them as equal and deserving members of the community.

Goal to ensure individuals with disabilities will not be subject to abuse or substandard education in separate and segregated facilities: They will be ensured the same opportunities to thrive as non-disabled peers.
Background

• Population: 753,000
• Approximately 2.3% of Canadian population
• In 1986 introduced legislation ensuring public education was offered to all students

Methodology

In School Observations

• Schools in major school districts
• Schools in the small and rural District 14 which is known throughout the province as having the most grounded and best practiced Inclusive model.
• Historically the first district to embrace inclusive practices.

Interviews
Preliminary Findings

Accountability in Assessment:
Initial Assessment, Tracking, Measuring, Reassessing

Great Variability in Assessment by:
• Disability type
• Level and Complexity of disability
• Caregiver
• School / School District
Accountability in Service Delivery: Curriculum Modification, Additional Learning Supports, Behavioral supports, Life Skills, Social Skills, Physical Adaptations, Cognitive Supports

Great Variability in Service Delivery by:

• Disability type
• Level and Complexity of disability
• Caregiver
• School/ School District
Preliminary Findings Continued…

Program

- Students with Intellectual or Developmental Disabilities
- Students with Physical Disabilities
- Students with Emotional, Behavioural, Mental Health Disabilities
- Students with Learning Disabilities
Atlantic Provinces Special Education Authority (A.P.S.E.A)

- Tri-provincial organization: Shared between P.E.I. & N.S. & N.B.
- Provides services for all children with Audition and Vision Disabilities from ages 0-21.

Accountability in Assessment:
- All students are given a free complete Psychoeducational Evaluation to determine level of development upon entry.
- Formal reassessment happens routinely every 3 years
- All students are given an intake assessment at the beginning of each year, using both Normed and criterion based assessments.
- Teachers develop tests and observation techniques to assess goals and learning and write 2 reports a year
Atlantic Provinces Special Education Authority (A.P.S.E.A) Cont...

Accountability in Provision of Service:

• Services are given consistently based on the needs of the individual student
• Tri-provincial arrangement: consistency
• Expertise is encouraged and thrives in professionals.
• All Itinerant teachers have a Masters degree in the Psychology of Deaf Education. Each teacher is an expert in development of Audition as well as Human development.
• Trained Educational Interpreters
• Psychologists
• Family Counselors
• Transition Planners
Short term Pull Out programs

• Go to spend one week with a group of developmentally matched peers and a counselor and teacher

*Language  *Sex ed.  *Social Issues: acceptance, identity, etc.  *Career week

Direct Services:

Itinerant teachers:
• up to 5 hours of direct services daily
• provide teacher in-service
• provides environmental and/or physical equipment requirements: maintains this.

Educational Interpreters (For deaf students)
• Language Interpretation
• Advocacy Skills
• Social Skills

Transition Planners

Family Counsellors
A.P.S.E.A appears to have found an extremely effective balance of Medical and Social Model of disability to influence their Service Delivery Model in Education.

Can this be systematically defined with the goal of extending this quality of service to all other types of disability?