EXPLORING HOW KEY ACTORS IN A DISABILITY-INTEGRATED SCHOOL UNDERSTAND INCLUSION

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**Objectives:** Inclusion has become an increasingly important concept in secondary education. However, what is meant by inclusion, who is included, and how this is done varies and is often not clear. Moreover, researchers and advocates have suggested that inclusion, as described in research and policy, is removed from the realities of schools and classrooms. There are passionate intuitions advocating for commonplace ideas of fairness, brotherhood, and empathy, but no coherent framework to put these principles into action. Findings from previous research build a case for investigating the meanings of inclusion, and exploring the alignment between ideals, practicalities, and challenges.

**Method:** Using semi-structured interviews, this study will explore how inclusion is understood and evaluated by disabled youth (with Learning Disability, Autism, and/or ADHD), their parents, general and special educators, and school inclusion leads in a disability-integrated, public, secondary school in Mississauga, Ontario.

**Results:** The data collection is in progress and the results are pending. The diverse interpretations of inclusion and their corresponding implications will be discussed based on the data collected.

**Discussion:** The presentation will end with a call to clarify the meanings of inclusion as it has practical significance for affording visibility to exclusionary practices that may go uncontested.