

# Introduction

- ASD and Inclusion
- Current State of Inclusion
  - Gap
    - Difficulties putting law into practice
  - Roles and Responsibilities
    - School Personnel
    - Parents

**Research Question:** The purpose of this study was to identify school personnel and family perspectives of how inclusion works for children with ASD in under-resourced schools in Los Angeles.

# Methods

- Secondary Analyses:
  - Community-based participatory research
  - Larger Multi-Site Study of Services for ASD in Urban Schools (LAUSD Only)
  - Focus groups and key informant interviews
- Participants
  - Title 1 schools in Los Angeles (n=3)
  - Focus Group (n=9)
    - 6-8 participants per group, 1.5 hour, in schools
  - One-on-One Interview (n=7)
    - Key Informant, 30 minutes, in schools
  - Types: Parents, Educators, Paraprofessionals, Related Service Providers and School Administrators
- Qualitative Analysis
  - Grounded Theory (Charmaz, 2006)

# Results

Assertion 1: Educating general education students about ASD is a successful inclusion strategy.

Assertion 2: Schools do not provide time for collaboration, and school personnel do not make time to collaborate.

Assertion 3: Parent advocacy and parent-teacher collaboration can have a powerful impact on the school climate.

# Results

Assertion 1: Educating the general education students about ASD is a successful inclusion strategy.

Paraprofessional	Principal
“We introduce ourselves and explain why they flap a little bit, why they scream a little bit, so they’re kinda okay about it.”	“...once you talk to students, and you explain to them as to why Johnny is acting different, and they, they get it! And, they are less fearful when they see different behaviors.”

# Results

Assertion 2: Schools do not provide time for collaboration, and school personnel do not make time to collaborate.

General Education Teacher	Special Education Teacher
<p>“I don’t necessarily know that I’m doing the best job I can for the mainstream student or the full inclusion student. I’m not sure what my expectations are.”</p>	<p>“... Marie and I, we have worked together all year. This is the first time we have probably had a conversation, because there is no time for collaboration. We meet in grade levels...And, there’s other topics. It’s not special ed”</p>

# Results

Assertion 3: Parent advocacy and parent -teacher collaboration can have a powerful impact on the school climate.

Paraprofessional	Parent of child with ASD
“The parents are doing what the teachers can’t do. They’re in the classrooms, but the <b>parents are doing more on the outside</b> , like community.”	“ we <b>gain more knowledge</b> in each meeting. <b>We became more capable and competent</b> , we trained ourselves morally, psychologically, and academically for our children.”

# Discussion

- Educating Others about ASD
  - General Education Teachers and Students
  - Parents
- Collaboration is needed in Schools
  - Schools and Teachers need to Prioritize Collaboration
- Parent Involvement can Change the School Climate
  - Parent Training and Partnership with School
- Going Above and Beyond the Call of Duty
  - More research is needed to examine the barriers to establishing partnership and collaboration.