Purpose of the Study
Understand how professional development (PD) that engages with inclusive curriculum design approaches can support secondary educators to build inclusive practices that consider students with intellectual disabilities (SwIDs) in academic classrooms

The History & Evolution of Inclusion for Students with Intellectual Disabilities
What does research & literature say about what teachers need to know and do to foster inclusion for students with intellectual disabilities in secondary schools?

Theoretical Framework
What does research & literature say about how teachers can be supported to shift practices towards inclusion?

Research Questions
Within an inclusion focused, situated, collaborative, and inquiry-oriented PD initiative:
1. How were teachers in secondary academic classrooms aligned to and/or moving towards some guiding conditions of inclusion that increase opportunities for SwIDs to be included?
2. In this context, how were teachers moving towards planning for and enacting practices for all students in secondary academic classrooms?
3. What are the experiences of students, both with and without disabilities in secondary academic classrooms, when teachers were moving towards more inclusive practices?

Methodology
Instrumental Case Study
Suburban school district in British Columbia with established district professional development (PD) focused on inclusive practices and already showing some alignment to guiding conditions of inclusion

Case Studies
- CT & ST both part of the PD
- CT taught a grade level, academic class that included at least one SwID

Professional Development Activities
- Collaborative, shared inquiry, trans-classroom professional conversations
- Engaging with inclusive curriculum design approaches
- Regular meetings, feedback and reflection

Data Collection
- Interviews
- Focus groups
- Observations
- Student and teacher survey data

Findings: Q1 Teacher Attitudes
- Teachers started to move away from retrofitting planning and practice for individual students
- Teachers developed inclusive understandings and practices through collaboration

Findings: Q2 Student Enrollment & Attendance
- Teacher Attitudes
- Student Proximity to Peers
- Peer Participation
- Purposeful Goals

Findings: Q3 Student Experiences of Inclusion
Students found it helpful when instructional practices were accessible

Implications for the Field
- The promise of PD Structure & Content
- The need to include SwIDs in secondary academic classrooms
- The power of collaboration
- The need to evolve IEPs
- The role of Educational Assistants

The University of British Columbia
Transforming inclusive education for students with intellectual disabilities in secondary academic classrooms: a multiple & exploratory case study
Moore, S., Butler, D., & Schnellert, L. (2023)