

Developing & Leading Inclusive Schools & Programs

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Why study this topic?

The background features a series of overlapping, semi-transparent geometric shapes in various shades of teal and blue. These shapes are primarily located on the right side of the frame, creating a modern, layered aesthetic. The colors range from light, airy blues to deep, rich teals. The overall composition is clean and minimalist, with the text 'Why study this topic?' positioned on the left side of the white background.

Research Questions

- ▶ When implementing inclusion for students with disabilities:
 - ▶ (a) what resistance do principals face, and;
 - ▶ (b) what strategies do principals take in response to this resistance?

Method

- ▶ Interviewed 16 principals
- ▶ Actively implementing inclusion for at least a year
- ▶ Rural, urban, suburban
- ▶ Elementary, middle, high
- ▶ Female and male

Findings



Reasons for implementing inclusion

Moral imperative

Best for kids

Access to general education

Improved academics

Improved self-identity

Role models

Legal obligation

Better society

Preparation for life after high school

Expanded theory of principal responses to resistance to inclusion of students with disabilities

Ideological Resistance

Negative beliefs
Perceived harm to students with disabilities
Lack of commitment to inclusive practices

Technical Resistance

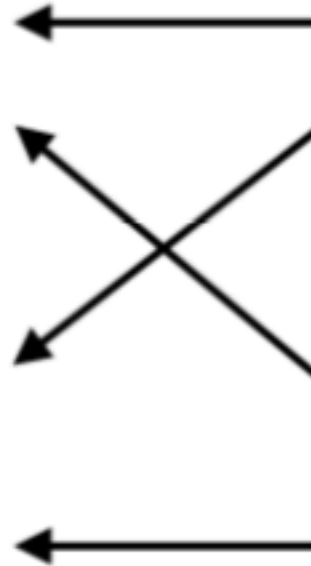
Lack of skills
Preference for the status quo structure
Lack of resources
Avoidance of additional work
Lack of district support

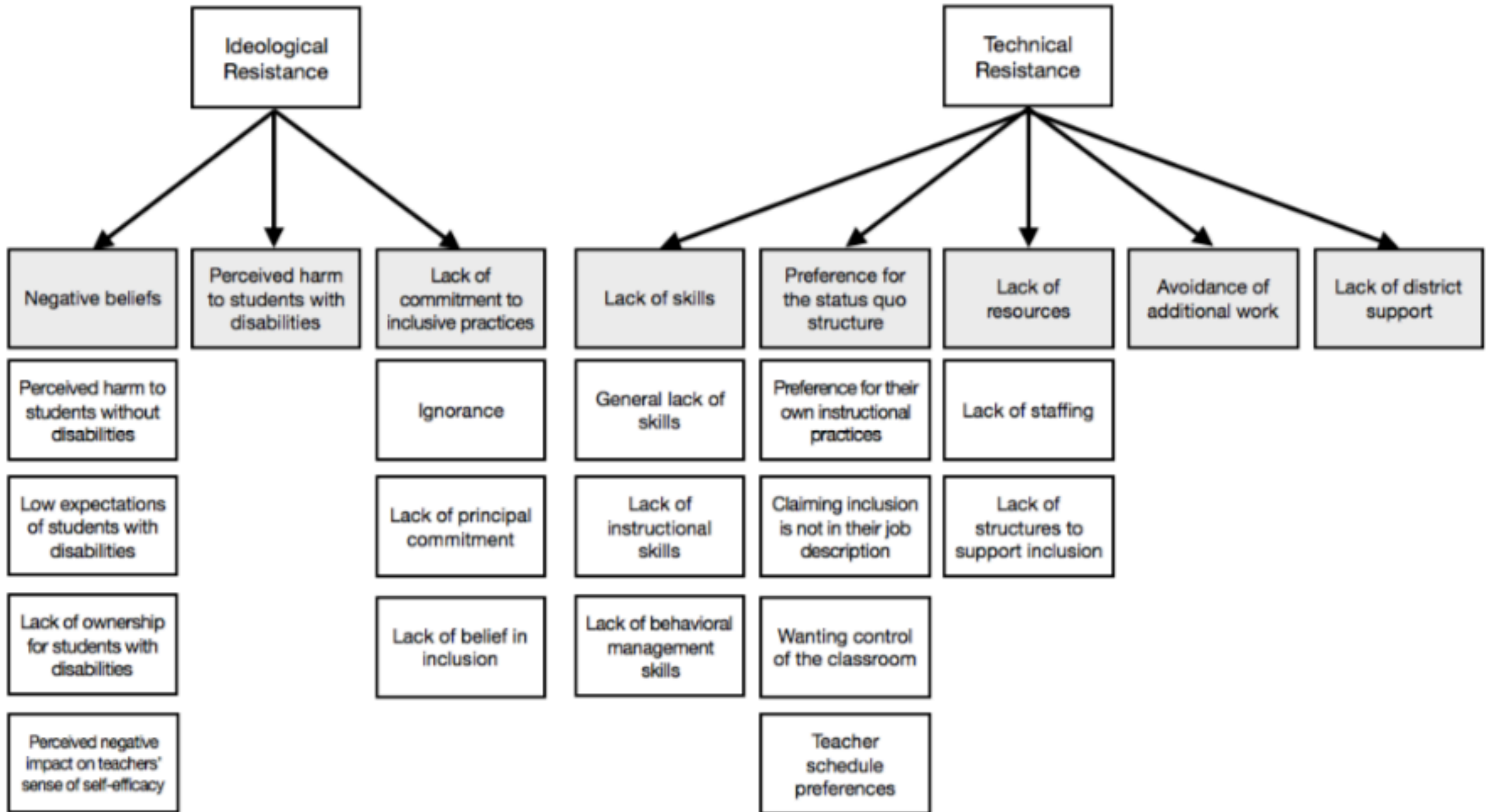
Ideological Change Strategies

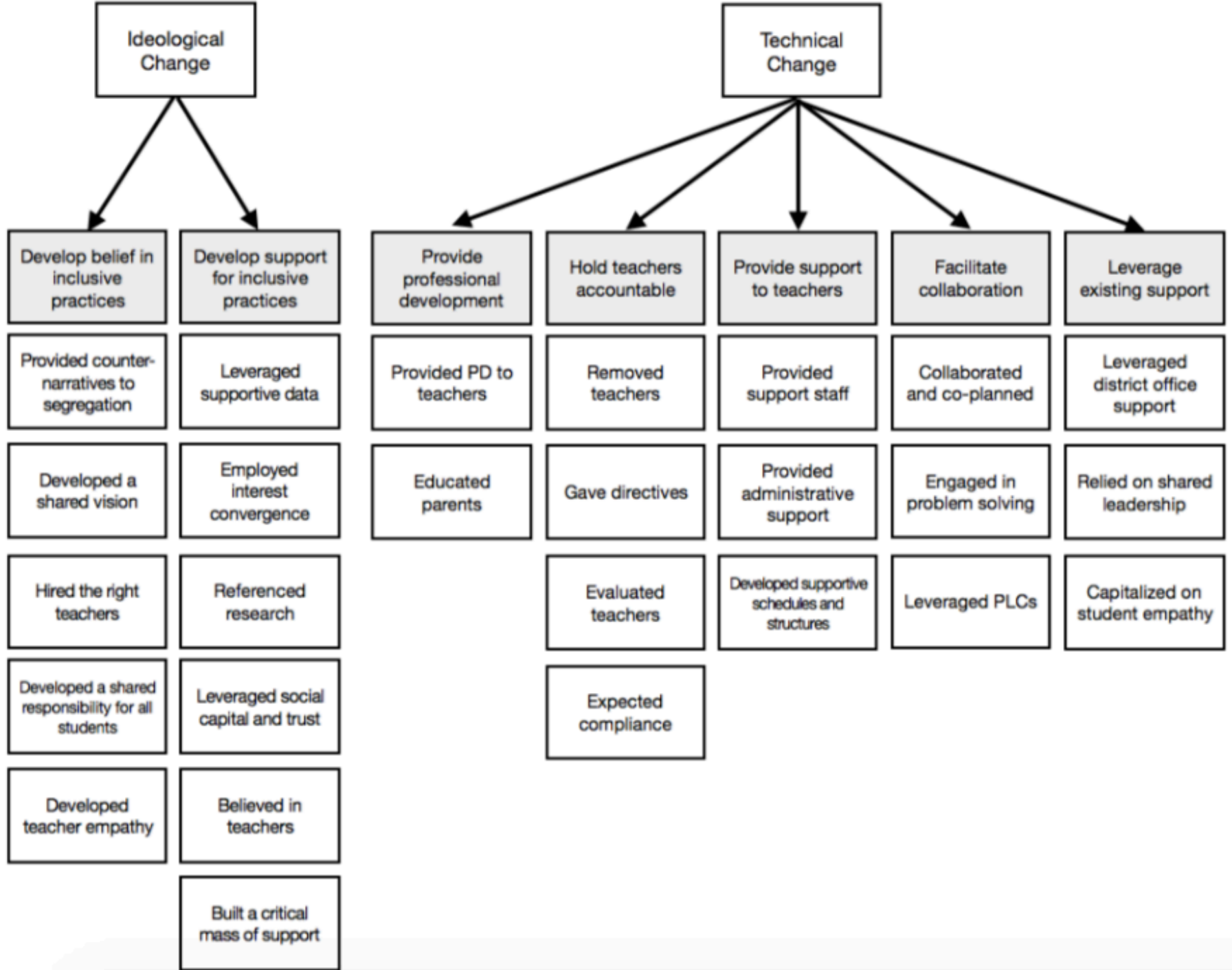
Develop belief in inclusive practices
Develop support for inclusive practices

Technical Change Strategies

Provide professional development
Hold teachers accountable
Provide support to teachers
Facilitate collaboration
Leverage existing support







Ideological Change

Technical Change

Develop belief in inclusive practices

Develop support for inclusive practices

Provide professional development

Hold teachers accountable

Provide support to teachers

Facilitate collaboration

Leverage existing support

Provided counter-narratives to segregation

Leveraged supportive data

Provided PD to teachers

Removed teachers

Provided support staff

Collaborated and co-planned

Leveraged district office support

Developed a shared vision

Employed interest convergence

Educated parents

Gave directives

Provided administrative support

Engaged in problem solving

Relied on shared leadership

Hired the right teachers

Referenced research

Evaluated teachers

Developed supportive schedules and structures

Leveraged PLCs

Capitalized on student empathy

Developed a shared responsibility for all students

Leveraged social capital and trust

Expected compliance

Developed teacher empathy

Believed in teachers

Built a critical mass of support

Expanded theory of principal responses to resistance to inclusion of students with disabilities

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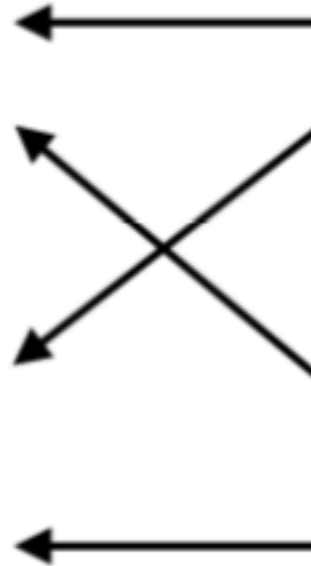
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Implications for Supporting Principals



Questions?

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