An Investigation of the Experiences of Inclusion of Four University of Queensland Students with a Disability Who Have Previously Studied In Education Queensland Schools

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A thesis submitted for the degree of Master of Educational Studies at the University of Queensland in 2013

School of Education

Abstract

This study focuses on the context of Queensland Education Australia in perspective of inclusive education and accessibility. However, the other related areas such as disability experience and social exclusion have been glanced at during the process of this research. This is a qualitative research, hence the case study has been used as the methodology and the interview has been used as the method of the study. Four students with disability who are currently studying at The University of Queensland and have previously studied in the schools of Queensland Education have been interviewed. Besides, the research got approved by the Ethical Committee within the School of Education, the University of Queensland. Although it seems that the schools of Queensland Education are following the policies of inclusive education accessibility under the national and international legislative framework, the practices have been designed in a specific manner looking at their own milieu. Similarly, the feeling of social exclusion has also been noted. Moreover, this study has also pointed out the issue of 'invisible disability'. It has sensed the lack of professionalism in its underlying reason. This study suggests to look upon the grey area in further research with careful considerations and to design a comprehensive strategy in this regard. However, this study has a few limitations which need to be considered carefully.

Introduction

Disability has faced a lot of challenges throughout the whole of human history, in the manifestations of inequality, injustice, exclusion and rejection (Yell, Rogers, & Rogers 1998). Even in the world of today, there has been no significant change in their

status in perspectives of social and educational inclusion, accessibility and economic independence. Although there is a pyramid of legislation having a zenith at the international level, and ranging to the states' owned legislation and trickling down to the levels of policy and practice (Kanter, 2003), there remains a feeling of deprivation among 'Persons with Disability' (PWDs) all over the world, as cited by Barnes & Mercer (2005). These authors have suggested that international efforts for the inclusion of the PWDs are facing failure, due to the absence of sufficient scope and sounding. Similarly, Yeo & Moore (2003) have argued that PWDs have no representation in international institutions of development and research. Consequently, they are often living a life below poverty line and facing exclusion from general society (Yeo & Moore, 2003).

On the other hand and at the same time, efforts focused on educational and social inclusion for PWDs can also be noted from research literature and legislative documents. The United Nations Convention on the Rights of Persons with Disabilities is a unique milestone and wonderful development in this direction, which provides a plethora of rights and freedoms for PWDs. The subordinate institutions of the United Nations Organization (UNO) have also played a vital role in this regard. Similarly, the bigger nations of the world have made significant achievements in this direction. For example, in the United States of America (USA) there is long history of developments towards the inclusion of Person with Disabilities (PWDs), as recorded by Smith (1998). Other similar developments towards the social and educational inclusion of PWDs are also apparent in the other part of the world.

As far as Australia is concerned, the country has acknowledged disability in the paradigm of discrimination and diversity, and in legislation at all levels, it has been expressed that there will be no discrimination on the basis of diverseness, and strong networks of policies and administrative procedures have been built to achieve this goal. This legislation has had trickledown effect to state and institution levels, which have adopted the concept to the maximum level of their capacity, and made significant advancements in the areas of development and administrative efficiency. In short, there are a lot of manifestations which show that Australia has performed well in the area of disability management, inclusion and accessibility. At the same time, there is plethora of stories of social exclusion and discrimination in society, for PWDs as cited by Goggin & Newell (2005).

The Purpose of the Research

The purpose of this research was to clarify the status of 'inclusion of PWDs' in education in the State of Queensland, through qualitative research on the opinions of real stakeholders, about their experiences of inclusion in their schools within Education Queensland. As MacConville (2007) has argued, real knowledge about the needs, life experiences and understanding of the PWDs can be achieved through open and free discussion with stakeholders; this research follows the same approach.

Significance of the Research

The significance of this study is that it focuses on the experiences of students with disabilities in relation to inclusive education and/or their presence in general schools. There is a large amount of literature available on the mechanisms and design of inclusion of the students in general schools, but the opinions of the students with disabilities has its own worth. The reason for this argument is that they are the real stakeholders of the whole system. As posited by MacConville(2007), the real perceptions about the needs and life experiences cannot be developed without having an interaction with them. Hence, the

significance of this research is that it has as its foundation, the sharing information from students with disabilities. The research might also have some potential for the development of policy guidelines relating PWDs for Queensland Education in some areas. In addition, the study also highlights some areas for potential future further research.

Literature Review

This research focuses on the scenario of Queensland Education schools, in the perspective of inclusive education; the literature related to this research has focused on relevant legislative and policy frameworks, from international to national levels, and within the context of administration at a much lower level. Parallel scenarios in the world, including in the USA, United Kingdom (UK) and Europe, are also briefly reviewed, to provide a perception of the general issues might be developed with help of comparison factor. Within the literature review, the discussion is initiated by searching the roots of the principles of equality, social justice, and non-discrimination. This is because these principles are the pillars of the idea of inclusive education. The discussion then moves towards the specific issue of the document which introduces equal rights for PWDs, the International Convention on Disability (CRPD, 2006). After completing the analysis of the international perspectives, the literature review then moves to the issue within an Australian and Queensland context.

Method and Methodology

In this research case study has been used as the methodology and for the collection of data qualitative semi-structured phenomenological interviews (Wengraf, T. 2001) have been selected. This approach was adopted because the research was focused on a particular issue and Stake (1995) recommended this approach as appropriate in such scenarios. The reason behind the selection of this specific type of

interview is that the research flashes on experiences of life related to a particular phenomenon.

Limitations and Future Considerations of this Research

A limitation of this study was that it focuses on the scenario of an earlier decade, and it is recognized that the current situation might have already incorporated changes which differ from that period. It is also acknowledged that a very important factor or consideration, relates to the memory of the participants in this research. Care therefore needs to be taken in relation to making generalizations based on the results of this study, due to the limited sample size used in the study. Despite the 'grey areas' in the study, the results are regarded as being potentially useful for defining subjects for potential further research, particularly in relation to policy and practice relating to PWDs.

Literature Review

In the literature review of this research, the legislative documents ranging from international to the national level of Australia have been reviewed. The reason for this selection is to highlight the roots current thinking related to the principles of equality, justice and freedom, so that the concept of inclusive education can be fully comprehended. The focus of attention gradually moves to the state level of Queensland, with the main consideration being on how Queensland has developed a policy and administrative framework by adopting higher levels of legislation in the area of inclusive education and disability. However, the parallel international scenarios have also been discussed so that the relevant issues can be understood on a comparative basis.

International View

The first piece of literature which can be noted as the zenithal point in modern history is the Universal Declaration of Human Rights 1948 (UN, 1998). This document recognizes the dignity of man and outlines a concept of universal family; it also builds a strong platform on the pillars of freedom, justice and peace. Basic freedoms are guaranteed and all kinds of discrimination are outlawed. Another document which has been enacted by the United Nations on the same theme is the International Convention on the Elimination of All Forms of Racial Discrimination (UN, 1970). This document clearly perceives racial discrimination in historical and geographical contexts, and categorically condemns all forms of its manifestations. In the definition of racial discrimination, the document clarifies the wording "distinction, exclusion, restriction or preference", and the document appears to provide for further legislation. The most notable feature of this document is that it makes it clear that state organizations have the responsibilities for initiatives on the issue.

The CRPD (2006) is another document of particular significance. This piece of legislation also reviews other international documents on the same issue. This legislative work bases its legitimacy on having a general approach and relevance, with a focus on the rights of PWDs. Like other international documents this legislative work also recognizes the world as a universal human family and builds its foundations on the principles of freedom, justice and peace. This document appears to focus on the area of disability after a general reissuance of human rights. The most notable conceptualization in the document is that it recognizes disability just as perception, which develops our attitudes and restricts the environment for PWDs. In addition, the document focuses on practicalities at a regional level and suggests options for international cooperation, for the creation of a better living environment for PWDs. This document tells the story of sincere efforts to build its foundations on human psychology, and gives an imaginative view on the development of a friendly society for PWDs in the form of an increase in the sense of belongingness.

However, there is some insufficiencies in the operations and documents of the international bodies, to which state parties do not consider themselves answerable and which are regarded as ignoring national sovereignty, as identified by Flynn (2011). He has posited that the UN Convention on Disability (CRPD. 2006) has not created any supervisory body to cope with these issues. Similarly Szymanski (2009) has declared the UN document as an extension of the legislation on disability in the USA, and he has perceived it in the typical paradigm of globalization. Despite these literary opinions, the role of the United Nations Organization has its own significance in connection to disability, for three decades have been identified by the encyclopedia of disability, reflecting on the legislation policies of the world.

As has been noted, the UNO has played a vital role in relation to disability rights and in the development of perceptions of disability. In this connection, WHO has developed an excellent document on International Classification of Functioning, Disability and Health (ICFDH) (World Health Organization, 2001), which has helped standardize the language to facilitate the discussion of issues of health and disability. This document describes the domains of health and has developed two lists in this regard: (1) functions of the body and structures; and (2) activities, and has provided clear definitions of these concepts. It has provided a reference base which can be used by the people working in the areas of health and social work, policy makers and administrators.

A View on the Scenario of the USA

There have been remarkable developments in the legislative history of the USA and it

appears that the journey towards the rights of PWDs was path that was followed in a natural and logical manner. The people of the country adopted an argument in a court trial, got support in the form of decisions, and then undertook further developments in this direction. The 'Individual with Disability Act 2004' (GOUS, 2004) was the climax of the chronological developments, covering aspects of both education reform and welfare. Turnbull (2005) identifies this law for its multi-faceted character in a package of education reforms that has advanced the issue of social welfare and provided a document ensuring civil rights. In the area of educational reforms, the document challenges the eligibility of special needs provision based on instructional insufficiency in reading, and constructs a spectrum focused on learning disabilities, developing a system related to this, based on Individualized Educational Program (IEP). According to Gartin and Murdick (2005), IEP is a written statement developed for every child with a disability, and provides development guidance, with options for review and revision in the process. The document defines the initiatory point of the plan and its goals, with clear direction about the needs of the child. Then there is a provision of services to achieve these goals, with special consideration to ensure that the process will be "based on peer-reviewed research to the extent practicable" (GOUS, 2004, pp. 48). The service provisions in this document are subjected to the attainment of annual goals, progress in general curriculum, and participation with regular classes.

However, all of the above listed efforts for disability rights and special need provisions do not ensure an ideal level of inclusive practices (Harry, 2008). Hunt (2011) has identified that the end result of all these developments is just to provide access to the state oriented assessment system, instead of curriculum. According to him, the USA has followed a marginal level of inclusive

standards in education, and he has considered the inclusive nature of the document with the reservations. Freeman and Sugai (2013) have adopted the argument that, in case of severe behavioral disorders, there is silence from the federal government, while the states are directionless in relation to the issue.

A View on the Scenario of the United Kingdom

In the United Kingdom, history shows a stigmatized attitude on the issue of certification in the initial legislation for disability, according to Goacher (1988). Efforts were made to categorize 'disability' for the purpose of special needs provisions. However, the Warnock Committee disagreed with this perspective, emphasizing the need to look at individual differences (Goacher, 1988). Later, there was a change in the policies which reflected the slogans of inclusive education as described by Armstrong, Armstrong and Spandagou (2009) and they did not express their satisfaction due to a lack of clarity. However, in the perspective of inclusive education, the Special Educational Needs and Disability Act 2001 (Needs, 2001) was a significant development. This piece of legislation declares that discrimination towards disability as being against the law, and posits that schools have obligations in this regard. In addition, the document defines discrimination against disability with the reference to the relationships with educational institutions and the process of special needs provisions, and links different general and specific aspects of the child's development, while also giving a clear understanding of the concept. The act provides a model for special educational needs based on mainstreaming, and pays respect to the inclinations of parents. Similarly, the needs of other students who are without any limitations have also been kept in consideration. It appears that this legislation takes account of the practicalities of real life.

Another significant legislation with reference to the disability in the UK is the Disability Discrimination Act 1995 (GOUK, 1995) which deals with the issues of discrimination and employment of the PWDs. According to this act, the discriminatory attitudes of an employer against a PWD in terms of recruitment, suitable arrangements and refusal of employment, are unlawful. This law not only defines discrimination with reference to the employment of PWDs, but also clarifies the duties of the employer in reference to providing suitable employment conditions, accessibility and relaxation in their work schedules. In addition, the Equality Act 2010 (Act, 2010) is a document which reveals the English perception of disability, which is based on human limitations of a permanent nature.

A View on the Scenario of Europe
There is a different scenario in relation to the inclusion and the rights of disability in Europe. Although the European Union (EU) has its foundations based on the principles of fundamental rights and freedoms, there are differences in relation to the issues of disability rights and inclusion. According to the European Commission (EC) (2009), there is a lack of consensus on the definition of disability throughout Europe, although the document acknowledges the CRPD (2006), with all member states being signatories to the document. Hence, there is an agreement on the social model of disability, as well as the traditional approach to disability based on a medical model (Waddington & Lawson, 2009). The encyclopedia of disability (Albrecht,2006) has recorded a communication on equal opportunities for the PWDs and listed a lot of common practices relating to discriminatory attitudes, which have also been confirmed by the council of ministers. This confirmation was a significant development towards equal rights for PWDs in the history of Europe. Later, there was a

consensual meeting of the heads of state and Article 13 was included in the EC Treaty covering the issue of discrimination against disability and providing a mandate for action against violations against this provision within the European Community. Then there were directives of the EC, based on prohibitions of discrimination on the basis of disability and other grounds, particularly in the area of employment, with there being an element of compulsion for the member states in the area of legislation. Included were directives for the member states to advice of legislative changes according to the new requirements. Specific reference is also made to the concept of "reasonable accommodation", which determines the minimum requirement of capabilities of a PWD to balance the relationship of the employer and employee. The Encyclopedia of Disability (Albrecht, 2006, Vol. 2, pp 629) specifically refers to a "disproportionate burden" to explain the circumstances in which an employer can refuse a PWD from employment. However, this directive does not have a clear definition of 'disability', and depends on the claims of a PWD or his/her family. In this connection, there is the record of the interesting proceedings of the Ms. Chacón Navas court case (Waddington & Lawson, 2009, pp. 15), in which it was confirmed by a court that sickness is not included as disability when it is of a permanent nature. The establishment of European Disability Forum (EDF) (Albrecht, 2006, Vol. 2) in 1996 was also a major development in Europe with regards to disability, with citation of the slogan "nothing about disabled people without disabled people", as declared in the Madrid Declaration (Albrecht, 2006, Vol. 2). As far as educational inclusion is concerned, a study by Evans & Lunt (2002) presents a picture of the scenario. According to them, efforts towards inclusion can be observed in the schools of European countries, but there is no country

where the system of inclusiveness has been developed in the real sense.

Documents related to accessibility and mobility of PWDs shows a different picture of Europe. The document 'Transport Research Cost 335 Passengers' accessibility of heavy rail systems (European Commission, 2004), defines a PWD in a different manner. The definition of a PWD depicts a framework based on Universal Design covering all the aspect of human life, including permanent and temporary aspects. This report consists of suggestions for making the rail system accessible, convenient and comfortable for PWDs. Another important document related to improving access to public transport for PWDs is the European Conference of Ministers of Transport (ECMT, 2004). This document is based on an experience based on guidelines for the development of accessible infrastructure; the document is brief, comprehensive, multi-faceted and practical in nature. In the first part of this document there are guidelines about information provisions, with advice that the information should be without any ambiguity and without unnecessary text. There are suggestions in the document on how to facilitate the sensory limitations, including the use of enlarged print, color contrasts, use of tactile sense and amplified sound. The report also focuses attention on walking and wheeling, because of the importance of starting and ending a journey. It recommends that footpaths should have a minimum width of 1500-2000mm, with the width being doubled at bus stops, with recommendations for other safety measures, as well as support for all kinds of limitations. Apart from this, there is also guidance relating to mobility arrangements inside buildings, boarding and vehicle environments.

A View on the Scenario of Australia

In Australia, the disability is perceived in the paradigm of equity and non-discrimination, and in this regard, Disability Discrimination Act 1992 (GOA, 1992) is a comprehensive document. This document covers all aspects of the issue and identifies disability in an inclusive and qualitative manner. In the definition of disability, along with permanent aspects of its limitations, there are components which are related to the characteristics of general human life and invisible disabilities. In the Australian context, the perception of disability with a boundary of normalcy has been crushed. With the help of this concept of delimitation and generalization, Australians have stepped forward to develop an inclusive society. For example, along with the physiological and anatomical limitations of a permanent nature, the active and inactive presence of disease has been included in the definition of disability. The qualitative character of the definition can be perceived with from the fact that it covers the chance in consequence of any potentiality in the body. It is recognized such situations can affect the cogitative abilities and psychological health of a person (Eiser, 1990). Similarly, a cover of indemnity can be sensed in relation to the issue of distorted self-concept, and in this connection the possible effects of potential future illnesses have been kept in consideration.

As has been earlier stated, Australia recognizes disability in a paradigm equity and non-discrimination, in the Disability Discrimination Act 1992 (GOA, 1992). Potential discriminatory situations are elucidated unambiguously, and there is a strong prohibition against discrimination on the basis of disability. According to the document, a discriminatory situation can be related to employment, place of residence, accessibility, recreational and general facilities, and necessities of life. Further, the document, categorizes discrimination against disability by using a 'cause and effect' framework for two types of discrimination, direct and indirect discrimination. Direct discrimination is an act, which can deprive

someone with any of her/his rights on the basis of disability; indirect discrimination is related to the effects of some "rule, condition or requirement" (Productivity Commission, 2004). Similarly, the draft report (Productivity Commission, 2004) has noted (Division 3) that an attitude of harassment towards the PWDs is against the law. The document has the provision of "reasonable adjustment" and, according to the draft report (Productivity Commission, 2004), this law wants more than just non-discrimination, but also additional arrangements at the place of education, employment, and in other areas of life. However, according to the draft report the "inherent requirement" is quite necessary in the areas of education employment, sports and education. For example, in the case of employment such a requirement can be relevant to the previous training, academic eligibility, efficiency and other associated factors. Further, this legislation presents disability standards in the areas of education, transport, residential facility, and accessibility. These documents focusing on disability standards are the administrative organs of the Disability Discrimination Act 1992 and their language is quite authoritative, and they are developed in an organized manner.

The document Disability Standards for Education 2005 (GOA, 2005) elaborates its operational procedures by referring to the Disability Discrimination Act 1992. In the initial text of the document the areas defined are, participation, enrolment, curricular development and delivery, support services and eradication of harassment. This document defines the rights of PWDs with regards to education and building a relationship with the whole community, and clearly declares that the education providers are the responsible for its implementation. As the Disability Discrimination Act 1992 has bestowed the concept of "reasonable adjustment", this document defines adjustment and reasonability separately as a change in the process of enrolment, study programs and service delivery, according to the needs and inviolability of the interests of all the stakeholders, respectively. The procedure for deciding of eligibility of adjustment has also been clearly defined. A unique feature of this document is the importance placed on consultation with the student, because any arrangements should be based on a student's needs. The document also covers the issue of accessibility by referring to relevant documents, which are highlighted in later discussion. The document keeps non-discrimination in its focus, and on so doing maintains a perspective of administration that defines compliance in the form of a checklist by itself.

Another document under the umbrella of the Disability Discrimination Act 1992 is Disability (Access to Premises-Buildings) Standards 2010 (GOA, 2010), which covers not only the area of accessibility but also defines safety standards. This document clearly ascertains that responsibility for this issue lies with relevant stakeholders and relates violations with discrimination against disability. Accessibility standards have been defined in an in-depth and careful manner, with all manifestations of disability being taken into account. In short, the document provides for ramps into a building with multiple entrances, accessible car parking, sign language depiction of instructions, support for hearing, Braille and tactile depiction, wheel chair spaces, accessible swimming pools and toilet facilities, and enhanced visibility on the margins where needed.

The literature analyzing the above is document has viewed it from different angles, and concluded adopting different approaches. For example, Dempsey (2003) probed the impact of the Disability Discrimination Act 1992 on education policies and entrance to education and aftermaths, in connection with PWDs. The author concluded that the policies

of education throughout the country are in accordance with the requirements of the document, but the area of enrolment has been ignored. Basser and Jones (2002) have claimed that the Disability Discrimination Act 1992 has provided support by adopting three approaches. Firstly, it has set a standard based on the paradigm of non-discrimination; secondly, there are guidelines based on standards and specifications; thirdly, it has focused on planning for disability. In addition, Tyler (1993) made an effort to analyze the aspect of the efficacy of the Disability Discrimination Act 1992, and declared it as being an effective document.

A View on the Scenario of Queensland

The state of Queensland has developed an administrative framework under the umbrella of national level legislation, along with its own documents. The Anti-Discrimination Act 1991 (GOQ, 1991) is a significant document in this regard, which builds a similar archetype to the national level of Australia. This document also prohibits discrimination and has a similar language to the national level, but the areas of application are defined more specifically. Disability is included in the list of the possible bases for discrimination. Another notable document at state level in Queensland is Disability Services Act 2006 (GOQ, 2006), which recognizes disability rights and social inclusion, and provides a choice-based special needs provision system with a structure for financial allocation, expenditure, and accountability. Similarly, Inclusive Education Statement 2005 (GOQ, 2005) is also a very impressive document of Queensland Education, determining the direction of the policy and practices in the area of inclusive education. This document uses the paradigm built at a higher level in the country and maintains a relationship with the national government. In short, the commitment of Queensland Education towards inclusive education can easily be noted from the content of this document. In a professional development module, "on a same page" (GOQ, n. d.) the connection with the higher level legislation has also been elaborated, and the focus of attention gradually trickling down to the level of the classroom.

Conclusions

This literature review has assayed major legislation at international level, focused on the national level legislation of a few nations, and specifically highlighted the documents of Australia, in relation to policy and practice, as well in relation to the inclusion of PWDs. The review then converges on a discussion of the context of Queensland Education, as this project of research has focused on this locality. In concluding the discussion of this review, it can be stated that there is general human wish to include people who are living their life in the margins. This inner ambition of man can only emerge in the form of written collective efforts. In all parts of the world, legislation has been implemented to protect marginalized people from discrimination and policies have been formulated to meet this objective. On the other hand, there continues to be various forms of deprivation, discrimination and injustices, vertically and horizontally, throughout the world. This research component of this thesis analyses the context of the State of Queensland, Australia, in relation to PWD, and makes some concluding recommendations.

Methodology and Method

This research was conducted using the methodology of a case study, with interviews being used as the method of the research. The case study can be perceived as a focus on a specific phenomenon of life in a particular setting. Swanborn (2010) has identified the intensity and deepness of this methodology, and has posited that it is an ultimate selection of the researcher; he also notes the contextual value of a particular case in the perspective of

the detail of information. Similarly, Stake (1995) has necessitated this protocol in some cases with a complex nature of context or some "holistic pattern" (p. xxvii). According to Yin (2003), case studies can have different objectives; for example, with reference to elucidations, themes or some specific process, as elaborated by David (2006).

The protocol of the case study for this research was selected because it focuses on the experiences of inclusion of the four University of Queensland students with a disability, who have studied in Education Queensland schools. As indicated previously, Education Queensland follows a policy of inclusive education under the umbrella of national and international legislation of the last two decades (CRPD, 2006; GOA, 1992). These legislative documents prohibit discrimination on any basis, specifically on the basis of a disability (GOA, 1992). In consequence, there are defined standards of education (GOA, 2005) and accessibility (GOA, 2010), which elaborate the procedure of educational inclusion for the students with a disability. In most of the literature, 'inclusive education' or 'inclusion' has been identified as a continuous process (Slee, 2001). Therefore, this research seeks to provide answers to the question of how the experience of this phenomenon affects the people who were going through this process. What procedures were adopted to include them with the general class? What were their feelings? Were they feeling excluded when they were going to be included? What kind of pedagogical support was provided to them and how relevant was the support they were provided with? The students in the Education Queensland schools have stayed in a particular contextual setting. They have experience based on their memories, with a depth based on feelings, difficulties they have faced, exclusionary attitudes and insufficiencies, despite the efforts and arrangements for their inclusion in the Education Queensland system

of education. These experiences may have a lot of dimensions, themes and concepts. The process of evaluation of the education support system is related to them, and therefore cannot be undertaken without their involvement.

Method of the Research

The data for this research was collected through qualitative semi-structured interviews (Wengraf, T. 2001), reflecting the fact that the research is focused on the experiences of life in connection to a particular phenomenon. For this reason, the themes for the research were designed (Qu & Dumay, 2011) before its initiation, and the ethical committee of the University of Queensland approved the full project. Another reason for adopting this method was that the research not only focuses on the experiences of the students with disabilities, in relation to inclusive regimes, but also highlights their experiences in relation to their disability, classroom learning, social inclusion and the feeling of exclusion. As Kvale & Brinkmann (2009) has described, a qualitative interview can bring out the real picture of someone's life.

Another aspect of the procedure based on the use of interviews, is that the relationship between the researcher and the participants is equalized when considering the issues of justice, beneficence and respect. The option of the appointment of the advocates was given to the participants, as recommended by the National Health and Medical Research Council (National Health and Medical Research Council, 2013) Further, the design of the interview was prepared with considerations of flexibility, convenience and freedom, for the participants.

Generally, the method of audio-taped interviews, followed by the procedure of transcription, was adopted; however this procedure was amended to a degree for some participants. In one instance the amendment was on account of a problem of intelligibility of speech during the transcription procedure;

in this case the responses during the interview were directly transcribed as she/he was speaking. For another participant the procedure was amended on account of it being difficult for her/him to speak directly in front of the recording instrument. The amendment involved allowing the interviewee to respond by typing a response.

The Position of Researcher

The researcher looked upon the scenario with the lens of Marxist pessimist approach (Maravall, 1979) and made an effort to highlight the experiences of life with a disability, and the usefulness of inclusive protocols in the classroom and school. The researcher has tried to establish the facts of social psychology, and to highlight the realities about social exclusion. In addition, the researcher also adopted a reformative approach by developing suggestions, based on an analysis of the opinions of students with a disability.

Data Analysis

In this research, the data has been collected through phenomenological interviews based on the experiences of the students with disabilities. The researcher has found a lot of interrelatedness and overlapping in this particular field of research. A specific statement may represent a lot of themes and be perceived within the context of many ideas. For example, a phrase may depict the disability experience and the experience of exclusion at the same time. Following this reasoning, the researcher has adopted the method of coding (Creswell, 2002, pp.250) and memoing (Miles & Huberman, 1984, pp.50) and made an effort to give maximum representation to the voice of the students with disabilities. Although a few themes were adopted at the time of designing the questionnaire (Bailey, 2007) before the interviews, some of the themes emerged during the process of data analysis. The process of themes identification was completed with the help of keywords, phrases and narrative analysis (Polkinghorne, 1995). Labels of different colors were used to identify the themes from the research data, while words and phrases with same idea were assigned similar color of highlighter. The overlapping and commonality of themes was reflected by using the darker or lighter colors of the label or memo.

Interviews

As previously discussed, this research was focused on the experiences of inclusion of students with disabilities who have been studied within Queensland Education. The number of interview participants was three initially but it was increased to four later on. The Ethical Committee, within the School of Education, had approved the study after a process of careful consideration. The participants for the research were identified with the help of the Disability Advisor of Student Services, within The University of Queensland, according to the definition of disability as defined by the Disability Discrimination Act 1992 (GOA, 1992). An Information Sheet and Consent Forms were prepared and signed by all the participants, as well as the Disability Advisor. All the participants were recruited on a voluntary basis, and were given a briefing about the project prior to their participation in the interviews. Two of the participants were wheel chair users, one had Autism Spectrum Disorder (ASD) (Invisible disability) and one was with movement and slight speech disorders. The gender division of the participants was one female and three males.

Organization of the Data

The data was organized into three broader themes; (i) the disability experience; (ii) experiences of inclusion and accessibility; and (iii) experiences of exclusion. These broad themes were, in turn, further divided into sub-

themes to develop a better comprehension. The theme "Disability Experience" was divided into the following four sub-themes: "Personal Tragedy", normalcy and normalization, disability as deviance, and social control and conformity. The broader theme "Experiences of Inclusion and Accessibility" was also divided into five sub-themes, these being: special needs and support provisions, individual planning, group work and accessibility. The broader theme of "Experiences of Exclusion" was comprehended under a single theme named 'exclusion in inclusion'. The contents of these themes and sub-themes were interrelated and overlapping due to the sequential characteristics of the interview; however the divisions were made to provide maximum representation to the participants, and to develop a detailed understanding of the issues.

Disability Experience

The theme "Disability Experience" was conceptualized based on inspiration from the writings of Oliver (1996). He elaborated his personal experiences in relation to disabilities and developed a specific type of disability discourse. Similarly, the theme of 'disability experience' coined by Hunt (1966) was also included in the research. The participants in this research have also shared their experiences in a similar 'speak out', so this conception was adopted as a broader theme and was perceived holistically with connectivity with its sub-themes.

Personal tragedy

"Personal Tragedy" is the central theme of the broader theme "Disability Experience". The true sense of this theme can be comprehended in the theoretical framework of Oliver (1996), as mentioned earlier. He outlined the journey of his personal story (Oliver, 1996, pp. 14-26). Similarly, Barnes & Mercer (2003) have perceived this approach for individual and medical models of disability. The participants

in this research have also expressed their views about their experiences in their lives in this particular paradigm.

In this connection Participant A posited in the words "if you are resilient you can do a lot". Similarly, Participant B also communicated the same essence in the words "I found resilience from myself". It is quite clear from that these experiences of life are dragging them towards individual efforts or individual model of disability. They have to fight the battle of their lives individually and personally. With lens of a 'Marxist approach' this appears to be a practical version of the concept of "survival of the fittest", even in the world of today.

Normalcy and Normalization

The second sub-theme under the broader theme of Disability Experience identified during the process of data analysis is "Normalcy and Normalization". Oliver (1996, pp. 89) probed the origins of the theory of Normalization in Europe and North America, and rejected it on the basis of a lack of descriptive and "transformative" ability for disability experiences. Further, he took the position that this theoretical framework cannot take a firm stand against the "oppression" for disability. In contrast, he declared a Marxist paradigm as a better choice. Similarly, Davis (1997) investigated the roots of normalcy in his work "Constructing Normalcy", and declared it as a so-called comparative standard for understanding the limitation of disabilities. Participant B expressed this theme in a literary manner in the words "It is kind of black and white distinction that create the barrier". This phrase of the participant is consistent with the above-mentioned literary references for depicting similar responses to the traditional paradigm of normalization and normalcy. Participant B responded comprehensively that, a person has to fit into a certain template to deserve any help. It is regarded as being necessary for him/her to declare his type or

category of disability. Davis (1997) expressed his opinion on the issue in terms of the concept of disability being perceived with reference to 'the perception of the norm'. Similarly, the comment of participant B that "it is a special scale....everyone is on it somewhere" depicts an precise conformity to the ideas of Davis (1997). He has also described how different conceptual scales are commonly used to measure human capacities. Moreover, Oliver (1996) perceived the concept of normalization as an entrepreneurship on the basis that the organizations involved in service delivery have structures like business firms.

Disability as Deviance

Another sub-theme, under the broader theme of "Disability Experience" was "Disability as Deviance", which was originally conceived by Goffman(1986). It is the competence or inability to perform some social norm that affects the status of an individual. According to him, if an individual is unable to perform some social norm, it can result in social deviation. He has associated this situation with the concept of stigma and has declared it as a social function to achieve a level of social control. According to Goffman (1986), the issues, which have 'been thrown into the bucket of social deviation and social control', are addressed through an automatic social mechanism. It is quite clear that a response from PWDs will emerge to reject a system of so-called social norms. As indicated by Goffman (1986), this will happen on account of individuals not having the capacity to perform that norm.

A similar scenario is evident from the analysis of data collected during this study. Sharing her/his experiences Participant C stated, "I was angry at the world". In further narrations, total rejection of the system was identified during research depicting anger based on deviance. For example, in reference to the school, participant C expressed an opinion that "I do not believe the school systems as an institutional idea, I reject it". A view with the lens of Goffman's thesis depicts the story of bad social situations and it might happen there would be some bitter experiences in the background (Goffman, 1986). The opinion of the participant can also be related with the paradigm of normalcy by Davis (1997) that, if the embodiment of someone does not fit into the normal template, it is of no use for him/her. That is why there is a subsequent trend of rejection and deviance.

Social Control and Conformity

"Social Control and Conformity" is another sub-theme identified within the broader theme of "Disability Experience". As Goffman (1986) has argued, the traditional pattern of social set ups drags an individual towards social control and conformity. This trend was noted in the results of this research. Conrad & Schneider (1980) have also discussed this idea and associated it with the medical model of disability.

In this regard, the statement of participant A that "a barrier is so inherent to the disability that they cannot eliminate...completely" is self-explanatory. It shows acceptance, social control and conformity. Similarly, the statement by participant C "helping is good, it is good for them too; Helping is good, being helped is good" has an inclination towards social control and conformity. It seems that there is a process of rebuilding of personalities to fit into the social set up, is present somewhere in the social pool.

The Experiences of Inclusion and Accessibility as Broader Theme

The broader theme of "Experiences of Inclusion and Accessibility" is of central importance, as the title of this research is within this theme. The concept of inclusion is to teach the students with disabilities in general schools (Loreman, Deppeler & Harvey 2005). In this broader theme, different

approaches and arrangements are included as sub-themes, which were shared by the participants in this research. The sub-themes under this broader theme and the details are given below.

Special Needs and Support Provision

The first sub-theme under the broader theme of the experiences of inclusion and accessibility is the special needs and support provision. In this research, the concept of special needs provision has been perceived with reference to the idea of inclusion by Wall (2010), who has maintained that anybody can be in need of support and assistance. Although, the concept of special needs provision has been defined in the Warnock Report in the United Kingdom in a very restricted and specific way, the foundation of this theme in this research was based on the idea of Sakellariadis (2012) that, general schools should be equipped appropriately for the adjustment and inclusion of children with disabilities. Moreover, under the Disability Discrimination Act 1992, there is specific system of special needs provision based on "reasonable adjustment".

In this research, the participants shared their experiences based on similar inclusive protocols. Participant A stated that "they placed a computer beside my desk and I could see it" while participant D indicated having a similar experience in terms of "computer help". These statements by the participants reflect the efforts by the school to include them in their respective classes through the regime of special needs provisions. Participant B also stated "I was given some extra options". This picture portrayed by the participants can be related to the provisions of the Disability Standard for Education 2005. In addition, participant B added" I could take time out". Apart from this, the expression by the participant C "I had a nanny as well" depicts the presence of support staff in the system. The information shared by the participants within the context of this theme, depicts a connection with the system in the legislative document and a specific paradigm of inclusive education.

Individual Planning

The second sub-theme the broader theme is that of "Individual Planning". The individuals with Disabilities Education Improvement Act of 2004 (GOUS, 2004) has recommended individual planning for the students with disabilities, in accordance of the provisions of the Individualized Educational Program. According to Gartin & Murdick (2005) this document has details relating to the performance and achievements of a child. Although, there is no provision for individual planning in the Australian legislative framework, Dempsey (2012) has stated that there is provision within the context of consultation with the student, in the Disability Standard For Education 2005 (GOA, 2005).

Education Queensland (2007) also recognizes individual planning within the area of curriculum adjustment. In this regard, the participant B contributed that "it was just individual planning; just checking those plans, usually every 6 months. He further added, "There would be formal meeting where we look at my individual education plan and say ok, this is what happened". The same participant further shared that "I always had a case manager each year, which would be responsible for other things, organizing my individual plan". Similarly, participant D elaborated in this connection that "individual planning ....6 months formal meeting .....Individual plan....record the changing". These inputs helped provided on outline of the whole mechanism.

Group Work

Group work was also identified as a sub-theme under the broader theme of 'the experiences of inclusion and accessibility'. Pagliano & Gillies (2009) have perceived this

idea as a procedure of peer-mediation and recognize it as useful protocol because in this procedure, the students learn together and help each other. Further, the same authors identified the concept of "positive interdependence" and in another work (Gillies & Boyle, 2011) define it in the sense that the success of a particular student depends on the success of the other students. In addition to this, they have stressed the importance of the completion of work and accountability, and in this way they have given a clear perception of the mechanism of 'group work'.

In the context of 'group work', participant A elaborated "I got to go and pick group with some of the other kids...I was shy but it was....very practical for me with them". She/he has further added "I have done a lot of group work for the kids from special education unit". This elaboration by the participant shows a presence of choice for the group selection in the system and highlights role of group work in confidence building. Moreover, the helping attitude among the group, as posited by Pagliano and Gillies (2009), was also been confirmed by the statement of participant A. Similarly, participant B shared her/his experience in a defining way that "I actually found out that I worked a lot better with other people by myself. ...So I can organize my own learning to find out what kind of thing work for me as a learning tool. So from year 8 on, I actually really started enjoying school". This account of the participant has verified the significance of 'group work' as an inclusive regime.

Accessibility

Accessibility as a theme was adopted prior to the research procedure, because it was considered to be a part of social inclusion (Farrington, 2007) of the PWDs. Therefore, in the process of data analysis it established as a sub-theme, within the broader theme of 'the experiences of the inclusion and accessibility'. In the Australian context, Disability (Access

to Premises Building) Standards 2010 (GOA. 2010) is an important document that covers the issues of accessibility and safety standards. Further, this document covers both the private and public sectors and all the manifestations of disability as well.

In talking the students in relation to the issue of the limitations of mobility, participant A said, "the school was not featured to help them". Similarly, participant B pointed out that the school "was not perfectly accessible", and participant C complained that "it is the fault of the places not having wheel chair access....my friends will lifted me up ....they would happily pick me up". In addition, participant D added that "the new building has some accessibility.....there was enough accessibility, not perfect". There is pain as well as a little satisfaction in the story of the participants in relation to accessibility. However, it is acknowledged that these comments are not in accordance with comprehensive document on Disability (Access to Premises Building) Standards 2010.

Inclusion in Games and Sports

During the process of data analysis, the theme of "Inclusion in the Games and Sports" was also identified as a sub-theme. Davis (2002) has discussed the role of sports in achieving the goal of inclusion but this research focuses on the participation of PWDs in games and sports. This reflects the objective of the researcher in wishing to measure the level of social inclusion for the PWDs in society. A similar view point has been expressed by ASC (2011), which has considered a social model of disability as an appropriate approach. Besides this, Aussie Sports Program introduces games and sports for all children in Australia (ASC, 1990).

In relation to this sub-theme, the participants shared their experiences through the following comments. Participant A confirmed "I was encouraged to get out and do physical activity

and I did primary school games on Friday afternoons; swimming was fun". On the other hand participant B shared different feelings "boring about the competitive play team" and further emphasized "it was harder to organize teams for sports. So it tended to be a team that was really competitive. So ....I went to the alternate sports group". Similarly, participant C added that "in primary school on every PE day I participated in everything. They always included me". Participant D reflected that "I started net ball...hand ball... cricket........less team is available". This contribution of the participants shows a significant involvement in the area of games, with some gray area in relation to team formation, for relevant institutions to work with.

Social Exclusion

The theme of social exclusion has also clearly identified during the proceeding, and it therefore adopted as a sole broader theme. The story of the exclusion of the people with disabilities is not new, and there is a plethora of literature on this issue. Apart from general social attitudes, Middleton (1999) has argued that the protocols of medical models exclude PWDs from society, by just pasting a label of diagnosis on them. In an Australian context, Goggin & Newell (2005) identified social exclusion for PWDs on the basis of discrimination in social life, under-employment, lesser representation on media, and cultural marginalization. The literature refers to two types of social exclusion for PWDs, institutionalized exclusion, and exclusion through social behaviors and attitudes. Similarly, bullying is also a manifestation of disability discrimination which results in to social exclusion for the students with disabilities (Bates & Davis, 2004)

In this research, the participants responded to the above stated theoretical frameworks and pointed out grey areas. Participant A maintained that "my teacher told me that I could not work with other kids". The participant shared a specific experience of exclusion describe as "trying to sit with people, with my mates from physics, they made a joke......I felt self-conscious .... I did not go to them for rest of the grade 12 I could not cope with deliberate cynicism". Similarly, participant B also stated that "I had very significant bullying issues because I did not understand people and they did not understand me". The net result was expressed as: "I become very isolated". Similarly, participant C elaborated that "during primary school I had a nanny ......the nanny created a rift between me and other kids". He also added that "I found myself excluded when I was sent to detention like everyone else, the detention being like punishment for homework". The result was that participant D stated that "avoid them and try to isolate myself".

The above elaborations of the participants confirm two types of trends which constitute the social exclusion of the students with disabilities: (i) the institution based or systematic social exclusion and (ii) peer relationship based exclusionary trends. The institution based or systematic exclusion also seems to be divided into two sub-types: (i) the actions of teaching staff and supportive staff based on medical model ideas or the paradigm of normalcy, and (ii) the unintentional discriminatory trends. The issue of peer relationships, such as bullying, appears to be a general tendency.

The Contribution of this Research to the Existing Body of Knowledge

The final theme identified during the research procedure is being discussed as the contribution of this research. This theme has been titled as invisible disability. Although the discussion of invisible disability is not new in Australia, this research introduced and discussed the concept from a new angle. The Canberra Times published (15 March 2013) a story based on the same theme under the title

of "living with 'invisible disability''", the story being by Jean (2013). This research perceives the issue of invisible disability in Australia within a legislative context. In the Disability Discrimination Act 1992, there is cover for invisible disabilities such as active and inactive existence of disease in the body, at present, in the past or within the context of a possible future chance, enunciated within the definition of the disability. Although there is no doubt that the government is sincere in its wish to provide the people of Australia with comprehensive cover, facilitating all the aspects of human life, problems have arisen due to 'down-the line' administrative system. The participant B highlighted the issue in a very clear manner by stating "There is a lot of acceptance for the people with physical or visible disability.... a lot of recognition and support... There is a kind of almost distrust for people like myself who have a less visible disability. This is kind of, well, what is going on if you are having an issue: why you need extra time in an exam. Why you need this or that support". Participant B also shared his feelings relating to the situation in the words: "It is hard for them to actually get help". The same participant also suggested: "Make sure that everyone aware of the human impact of this and not just the people that suffering the disability, not just the people that directly support....but also class one in general, with everyone interacting to make sure everyone knows. Ok such and such has x difficulty or x disability". Similarly, participant D responded to the issue by stating, "Invisible disability work is important... ". She added more specifically in relation to ASD "Autism presents different people in different ways. But if they have no understanding, the nearby react very badly when these students act in ways that people without that sort of disability might see it inappropriate".

In specific relation to the theme of "Invisible Disability", the participants responded in a specific and literary manner. They associated the issue with the process of special needs provision and peer relationships. Participant B in particular discussed the issue logically and in a defining way, while also proposing a potential solution to the problem of invisible disability by suggesting improving the knowledge of staff and through information dissemination among fellow students. It is suggested that there are opportunities for further research on the issue of how to best deal with the issue of invisible disabilities, both in Australia and elsewhere.

Discussion

This case study has focused on the Queensland Education on the issue of inclusive education by having an evaluation of experiences of four students of the University of Queensland. The data has been collected through the interviews and analyzed after the process of transcription. During the process of data analysis, it has been found that Queensland Education has proceeded towards the inclusive education significantly following the national and international legislation. It appears from the data that the idea of equipping the general school for the students with disability as recommended by Sakellriadis (2012) is being pursued. There is also some indication regarding the following of the principles of "reasonable adjustment" in the process of special need provision as advised by the Disability discrimination act 1992. Moreover, there are expressions in the data related to the use of individual planning despite absence of any provision in the legislative framework. Besides, an individual approach the data of research tells the story of group work among the students being carried out in the schools of Queensland Education. Group work has its own worth in the protocols of inclusive education as Gillies and Boyle(2011) has discussed along with "positive interdependence" a feeling of psychological connection among the students. This research has noticed both of the

characteristics of group work as there is an expression about working for others and better working with others. It seems from the data that the Queensland Education has proceeded towards inclusive protocol with a serious effort.

As this research perceives the concept of inclusion of the students with disability holistically, not just in class room teaching learning activity, therefore, it has also its gaze outside the classroom into the playground. It is because the sports play an important role in achieving a significant level of inclusion for the students with disability and develop a strong relationship among the students. In the discussion of group work the importance of peer relationship has been highlighted in perspective of classroom co-operation but the games and sports have their own mechanism to bring the children closer and closer. Regarding this area the data has pointed out regular activity of games and sports and the narrations of the participants seems to be based on satisfaction. They have shared their experiences quite joyfully and a developed mechanism can be sensed in this regard. However, during the procedure there have emerged two dimensions of dissatisfaction; firstly, disliking for competitive games and secondly, no team development. Apparently, both of these two dimensions are quite opposite to each other because team play there is an element of competition but it is the matter of choice. In some situation competitive games play a negative role in the context of disability, while in the others it is considered as highly beneficial(). It is the responsibility of the people of the management to provide multiple options in this regard.

Similarly, in this research, accessibility has been perceived as the complementary element of social inclusion, hence, accessibility as a theme of the research has been adopted prior the procedure. In relation to this theme, the data shows the opinions of the participants mostly based on dissatisfaction. Although there a is gap here that the story of this research has its relation prior to 2010 and the document providing accessibility the Disability (Access to Premises Building) Standards 2010 (GOA, 2010) has been developed after this time line but there is an automatic identification of cleft for this new document. The disability (Access to Premises Building) standard 2010 (GOA, 2010) has the capacity to fill this area as it brings the existing building under its jurisdiction. It is quite possible that the situation of accessibility might have been changed by this time as this limitation of the study has been kept under consideration. However the elaborations related to problems of accessibility in this story are quite painful. Through these expressions at least an understanding of being dependent can be attained. Besides this, these elaborations highlight an intentional discriminatory attitude and now when such narrations are becoming a part of knowledge, the issues like accessibility must be addressed as soon as possible.

In contrast, the study has also viewed the other dimension of the picture, showing gray area and insufficiencies. It seems that, there are attitudes based on exclusion for the students with disability, trends towards individual model and a feeling of personal tragedy. There is glimpse of the theorization of Michael Oliver among the students with disability that everyone has to made an effort for his life personally because the disability is her/his personal tragedy. Similarly, there is clear dividing line of normality and abnormality. Besides this, a verification of the hypothesis of Goffman has been found in the data in the shape of total rejection of the system. It is quite clear that the system, which is not going to facilitate someone, will not be acceptable for her/him.

Apart from this, the research has pinpointed an issue of utmost importance and that is invisible disability. This is the area, which has

been introduced by this study as an issue in Australia in a different way. According to the data, the disabilities that are quite identifiable from a distance are recognized by the system but the disabilities, which are invisible, are taken with a reservation. Responding to this situation, the people who are with such disabilities are not able to receive relevant special need or help. It is the understanding of this research that the issue emerged when DDA 1992 in its definition of disability included invisible limitations into the domain of disability in the form intellectual disorder and the potentiality of some disease in the body. Then, most of the intellectual disorders are quite visible but there is also a spectrum of invisible intellectual limitations into the definition of the disability in DDA 1992. Focusing more on this crucial area the clause g of the definition of the disability states "a disorder, illness or disease that affects thought processes, perception of reality, emotions, judgment or that result in disturbed behavior" is included in the disability. On the other hand there is a provision of reasonable adjustment and seems that when there would be an effort to rationalize some issue, there might be the beginning of the problem. Now it is quite clear that the area of intellectual limitation and the area of potentiality of disease in the DDA 1992 possibly construct together the foundation of the problem of invisible disabilities in Australia and its introduction in this way has been considered as the contribution of this research to the existing body of knowledge.

Conclusion

Although, this research has some limitations but it develops a picture of inclusive education in Queensland Education. Most of the findings confirm the interpretations of Goggin and Newell as an account of exclusion and discrimination, but there are also many of efforts towards the inclusion of the students with disability. The legislative work of Australia is quite impressive because it covers all the aspects of the issue and the Queensland Education has also responded brilliantly under the higher levels of legislation by developing an administrative framework. The research confirms the inclusive practices being followed according to the aspirations of central level, to some extent. In this connection, the research tells the story of the adoption of the principle of special need provision in an inclusive manner, use individual planning and the recognition of group work. Beside this, there are the elaborations about the inclusion and participation of students with disabilities into the games and sports. Similarly, there are visible steps toward the achievement of a better level of accessibility despite of complains. All these attempts present a tremendous portrait of inclusive education by Education Queensland. However, with a Marxist approach this research has a kept more focus on to the grey areas based on exclusion and discrimination. Moreover, the issue of invisible disability is quite important in this regard. This research recommends a comprehensive strategy to be developed covering all the aspects of the inclusion of PWDs at all level in to the main social fabric. Moreover this research recommends a significant level of professionalism among the people who deals with disability both in private and public sectors.

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