



A School's Practices of Inclusion

Transcript

Marigold (school friend of Jonathan): I think just having Jonathan always with us, I found. I don't really remember everything from elementary school, but what I do remember--I remember Jonathan always being in the classroom. And even if he wasn't doing the same work as us all the time, I found that he was there with us. And then, during break times he was always with us, and--I don't know, maybe there was a teaching assistant around somewhere--but I remember him just hanging out with us.

Interviewer: So it was inclusion at all times. Not only classroom inclusion; social inclusion as well.

Marigold: Yeh, and I think being out on the playground, I just remember Jonathan always being out there with us.

Interviewer: Now, do you remember if that was set up artificially at the time--like, were you ever assigned? Did a teacher say, "I'm assigning Jonathan to you today?"

Marigold: I was thinking about that before I came today, and I think that was more when we got to junior high School. Because in elementary school, like we said before, everybody's playing together. And then you get to Junior high school (where) everybody's getting different interests, and I think when we got to there--I think it was in Grade 8—we set up sort of a Circle of Friends thing, where two people were assigned to be Jonathan's friends for the day. And they would be the ones who would help him out for the day and make sure he was included in things. So I guess that was maybe a little artificial there, but we all did it and had fun I think still.

(With thanks to Marigold – and to L'Arche Cape Breton for videotaping)

