

Harhold, C. (2011). Understanding perspectives of inclusion through Photovoice.

Abstract

This project examined the varying viewpoints of inclusion for students with disabilities in general education classrooms through the creation of narrative photographs produced by professionals in a special education student's life, including general educator, special educator, related service providers, and principal. Participants took photographs that represented their perspective of inclusion in public school settings, answering the question, "What does inclusion mean to you?" In addition, they wrote narrative descriptions of their perspectives. Photographs and narratives were analyzed, using Photovoice and narrative techniques, with an eye toward understanding the differences and similarities between the roles assumed by different educators. The impact of positive and negative attitudes on the effective implementation of inclusive classrooms was explored. Dual general and special education systems represented through photos and narratives was noted. The use of Photovoice techniques as a way to understand meanings of inclusion and disability for educators was also looked at. Implications for classroom teachers, school change initiatives, and teacher education are discussed, along with the utility of alternative research representation.