

INTRODUCTION

In today's time, the r-word is thrown around quite often. Usually used as an insult, this term can be derogatory and should be treated the same way as “gay” or the n-word. In many ways, the r-word and other names perpetuate the divide between those in special education and general education students socially. “I often observed young people who were 'included' in a mainstream classroom at their local school, but who sat at the back of the room away from other students and interacted primarily with a teaching assistant” (Teachman, 2013). Many high schools try their best to mitigate this divide, yet there is a problem with a lack of inclusivity between special education students and general education students at Paly.

The question I will be researching:

In what ways can courses, groups, organizations, teams, etc. perpetuate an inclusive environment, more specifically in PAUSD?

DATA AND FINDINGS

Figure 1. Flyer 1 is a flyer I created to represent the diversity presented in the AAR class.

Figure 3. This chart shows data representing students' opinion on which flyer accurately represents AAR's diversity of students.

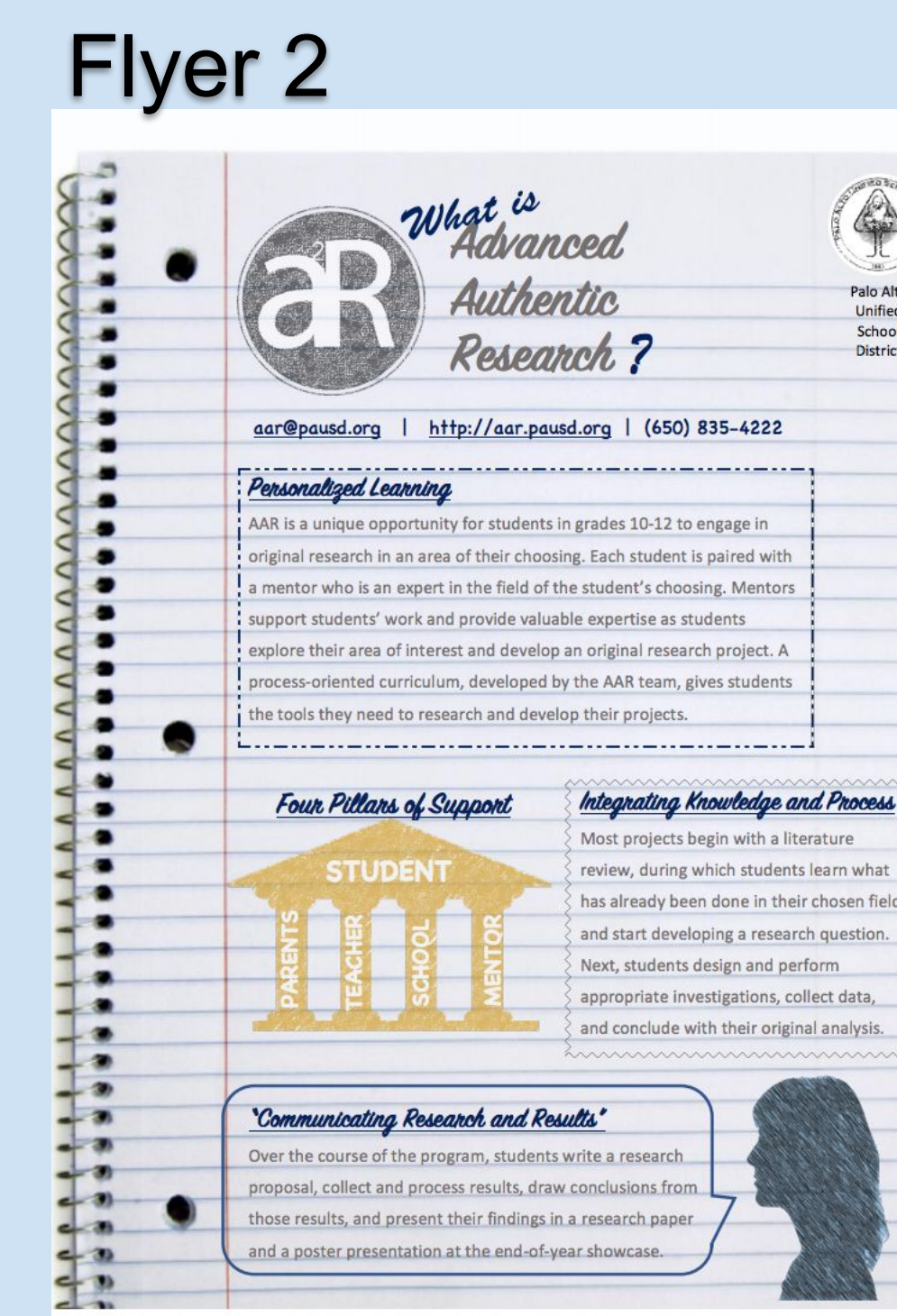
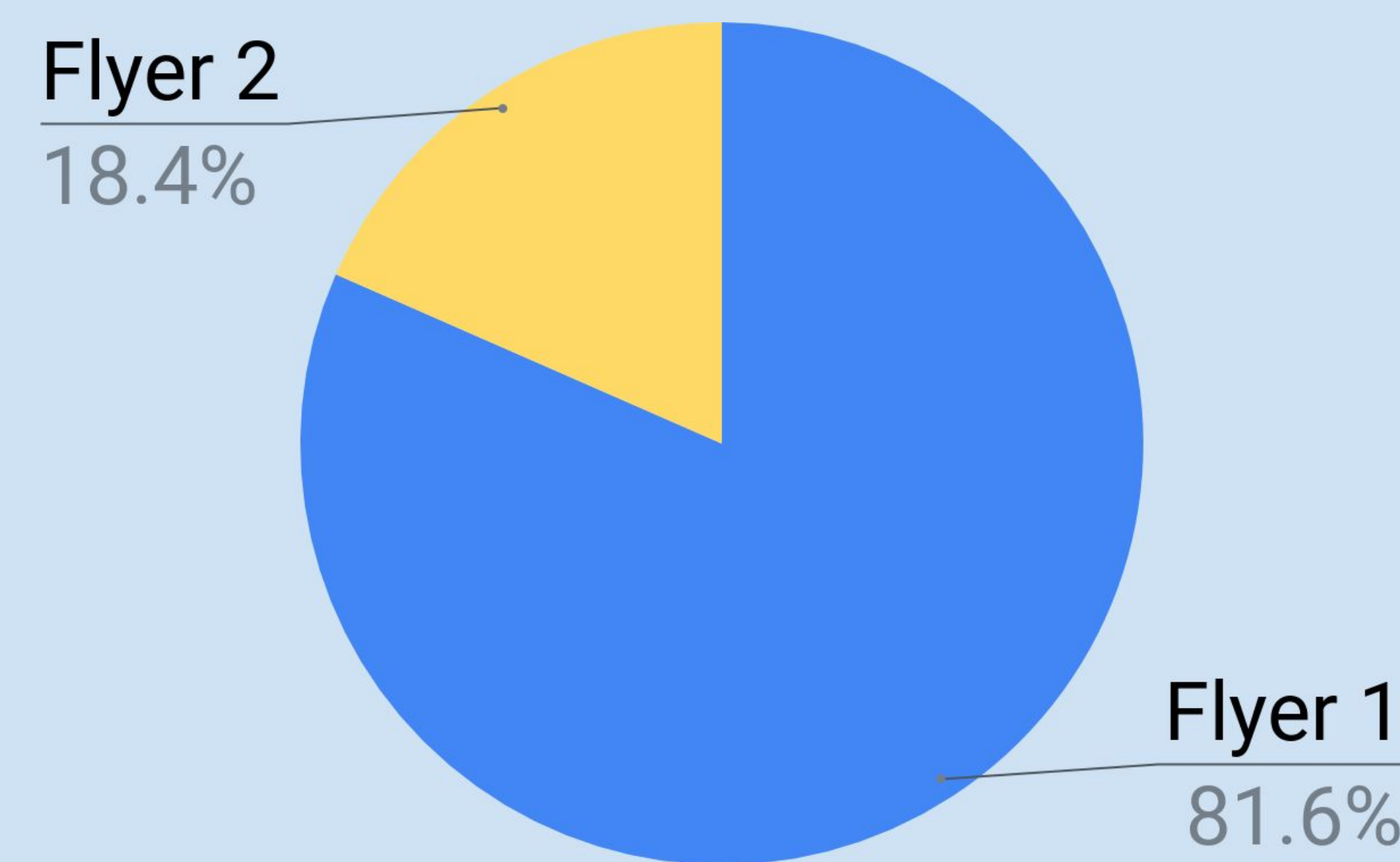
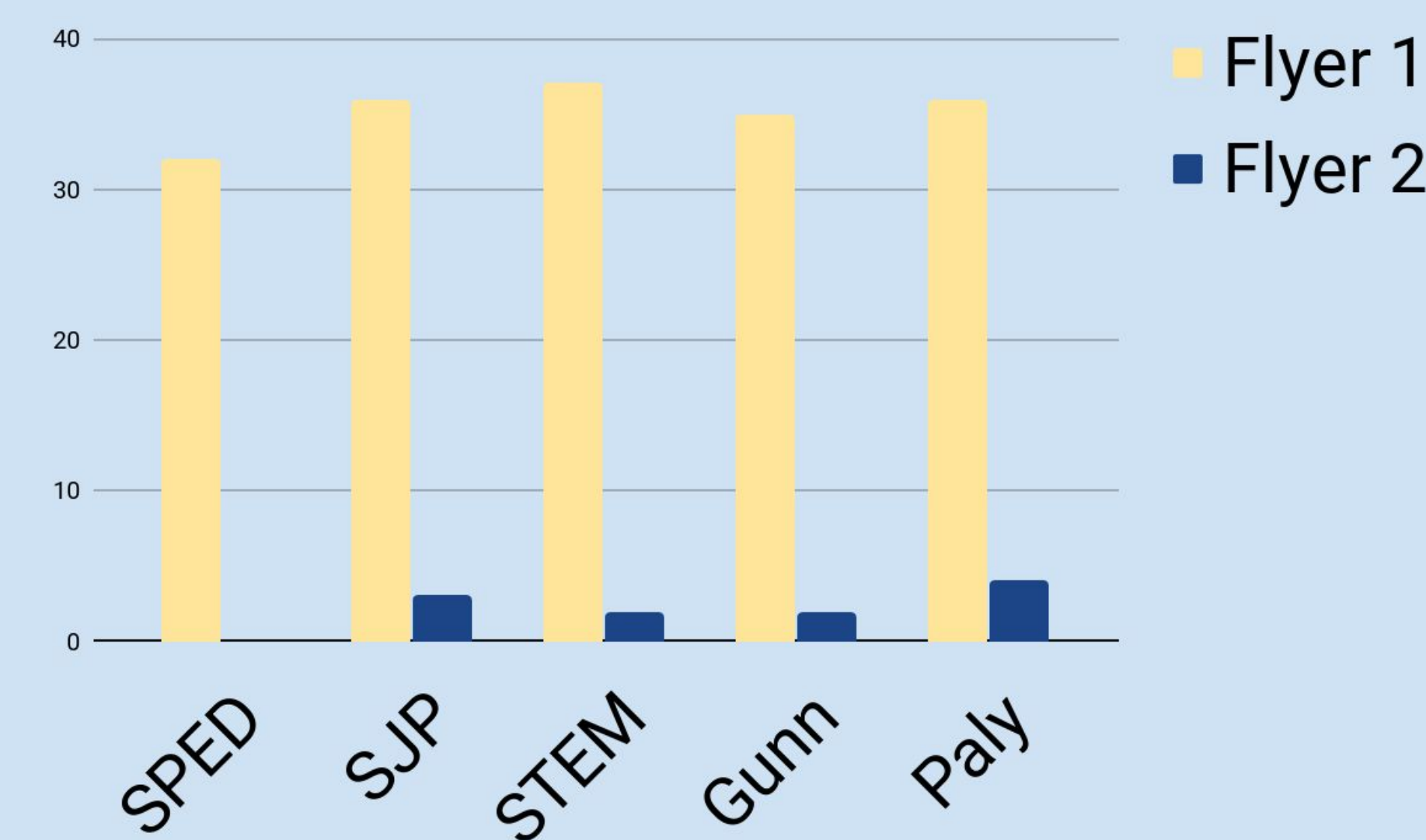


Figure 2. Flyer 2 is a flyer AAR uses to recruit prospective students.

Figure 4. This chart shows data representing students' perception of which students seem to be included in AAR based on each flyer.



RESEARCH METHODOLOGIES

Action Research

Met with mentor to determine what types of students are not represented in current flyer to create more diversity within the class.

Survey

Created a qualitative survey asking about design components of each flyer.

Coding

Desegregated the surveys based on the themes that emerged from the data.

Analysis

Analyzed data to help find a way to create new ways to draw a more diverse group of students to AAR.

DISCUSSION, ANALYSIS, AND EVALUATION

After creating Flyer 1 (Figure 1) to represent the inclusivity of AAR, I made a survey with 7 questions. The questions were comparing Flyer 1 and Flyer 2 (Figure 2).

The results showed that Flyer 1 (Figure 3) represented a more diverse group of participants that are in AAR.

Some design components on Flyer 1 that stood out to students were the statements from different types of students and the rays of sunshine.

The goal of making this flyer and surveying students was to show what type of flyer and design components need to be included to reach as many types of students as possible.

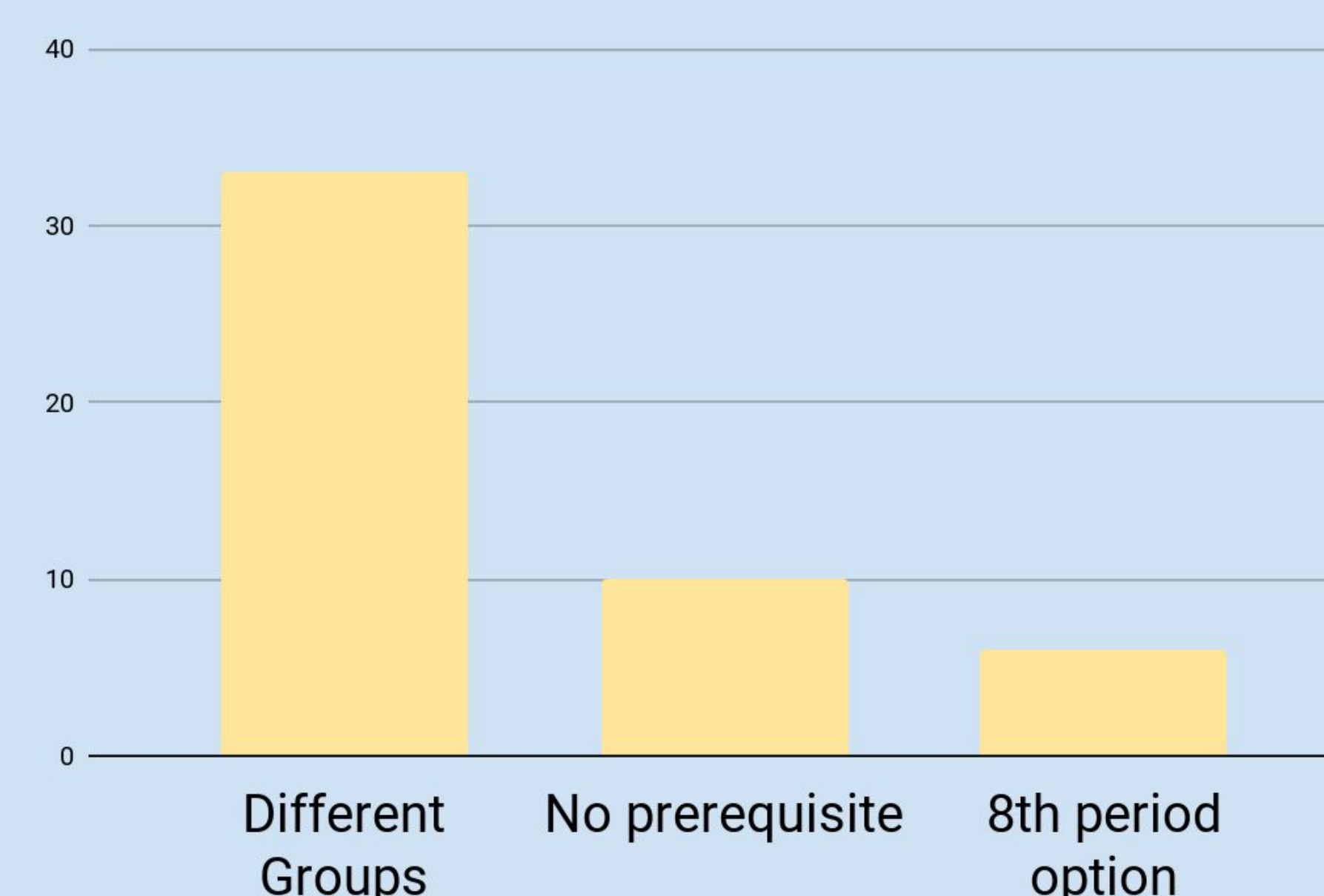


Figure 5. This chart shows data representing students' opinion on what information on Flyer 1 stood out the most.

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