

12-2021

PUBLIC RELATIONS OF INCLUSION: A CRITICAL REFRAMING OF AUTISM INCLUSION WITH PROFESSORS OF TEACHER CANDIDATES

Jessica Block Nerren
California State University – San Bernardino

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd>



Part of the [Educational Leadership Commons](#), [Public Relations and Advertising Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Nerren, Jessica Block, "PUBLIC RELATIONS OF INCLUSION: A CRITICAL REFRAMING OF AUTISM INCLUSION WITH PROFESSORS OF TEACHER CANDIDATES" (2021). *Electronic Theses, Projects, and Dissertations*. 1327.

<https://scholarworks.lib.csusb.edu/etd/1327>

This Dissertation is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

PUBLIC RELATIONS OF INCLUSION: A CRITICAL REFRAMING
OF AUTISM INCLUSION WITH PROFESSORS OF TEACHER CANDIDATES

A Dissertation
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education
in
Educational Leadership

by
Jessica Block Nerren
December 2021

PUBLIC RELATIONS OF INCLUSION: A CRITICAL REFRAMING
OF AUTISM INCLUSION WITH PROFESSORS OF TEACHER CANDIDATES

A Dissertation
Presented to the
Faculty of
California State University,
San Bernardino

by
Jessica Block Nerren
December 2021

Approved by:

Becky Sumbera, Ed.D., Committee Chair, Teacher Education Foundations

Ahlam Muhtaseb, Ph.D., Committee Member, Communication Studies

Erica Howell, Ph.D., Committee Member, Special Education

© 2021 Jessica Block Nerren

ABSTRACT

There is a problem when inclusion is broken in our communities and in our schools while preliminary teachers call out for more preparation for Autism Spectrum Disorder (ASD) inclusion in their credential programs (Bryant, 2018; Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012). The purpose of this study is to explore the framing of ASD inclusion by professors of multiple and single subject preliminary teacher candidates. At this stage in the research, the framing of inclusion is defined as a pre-conscious sensemaking of inclusion for individuals with ASD in a general education teacher credential program drawing upon principles of public relations. Data were collected using a qualitative single embedded intrinsic case study design employing focus groups, document review and external scoring to a frame scale. Themes that arose included human interest and proposed solutions, with increasing specificity to ASD, and social construction following reframing. Practical implications from this study include meaningful understanding and support for professors who prepare preliminary teacher candidates.

Keywords: public relations, inclusion, autism, Autism Spectrum Disorder education, diversity, equity, social justice, CRT, framing theory, strategic communication, professor, higher education, disability studies, universal design for learning, case study.

ACKNOWLEDGEMENTS

“If I have seen further it is by standing on the shoulders of giants” (Newton & Hooke, 1675). Like Newton, I stand on the shoulders of giants with gratitude and acknowledgement of the extreme sacrifices made for generations in the name of inclusion for individuals with ASD. Inch-by-inch, parents and individuals passed along their rich experiential knowledge, weaving a rich tapestry of experiential knowledge that supports each other.

This study was made possible and is made for the community of individuals with autism, their families, and their loved ones. With my most sincere gratitude for the collaboration of The Miracle Project, co-founder Elaine Hall, and the young adult individuals with The Miracle Project who spoke their truth. I acknowledge the multi-generational effort in the autism community that makes this work possible.

I acknowledge my committee for approaching my critical dissertation with the open mind necessary to guide me and breathe life into my work. Additionally, the utmost gratitude goes to my Chair, Dr. Becky Sumbera, who is a true leader in education, bringing the full force of her brilliance and the depth of her compassion and vision to this project as Chair.

And to my amazing dissertation editors Candice Shih and Royce F., who made my work its best every step of the way - thank you.

DEDICATION

To Royce, who taught me everything I know through his amazing, fascinating, brilliant life this is uniquely his. To Dylan, for believing in me, lending support and demonstrating infinite patience. And to those in our community who we lost too soon, to unspeakable violence or unthinkable tragedy: Kenneth French, Elijah McClain, Paul Lee, Eyad Hallaq, and Feda and Mu Almaliti.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS.....	iv
DEDICATION	v
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER ONE: INTRODUCTION	1
Background.....	4
Problem Statement	6
Significance of the Problem - The Secondary to Postsecondary Pipeline	8
Purpose of the Study.....	12
Gaps in Research	13
Perceptions and Social Construction of Autism Spectrum Disorder	13
Preparation and Practice	14
Pedagogy.....	15
Policy	16
Praxis and Educational Leadership	16
Importance of Study	17
Definitions	18
Organization of Study.....	23
Research Questions.....	24

Conclusion	25
CHAPTER TWO: LITERATURE REVIEW.....	26
Introduction	26
Conceptual Framework.....	28
Theoretical Framework	30
Framing Theory	31
Critical Race Theory (CRT) as Informing Theory.....	59
Connections in Praxis	65
Review of Topics.....	69
Public Relations	69
History of Public Relations.....	72
Critique of Public Relations.	76
Advocacy and Public Relations.	81
Identifying Key Publics.	85
Brief History of Special Education and Inclusion.....	87
Background.	87
Inclusion.	91
Special Education.....	95
Diversity and Equity’s Role in Inclusion	98
Diversity and Equity Current Status.....	99
Recommendations for Learning.	100

The California Master Plan: An Inclusive Critique of an Outdated Agenda.....	101
Disability And Deficit Thinking.....	106
Disability Studies.....	109
DisCrit.....	120
Teacher Education - Preliminary Credential	122
History of Teacher Education.....	123
Importance of Teacher Education.....	124
Multiple and Single Subject Teaching Credentials.....	127
Teacher Credentialing and UDL.....	129
Critique and Teacher Education Reform.....	136
Clinical Models.....	139
Synthesis.....	142
Teacher Preparation and Perceptions of Inclusion	145
Teacher Perception of Inclusion.....	146
Teacher Preparation for Inclusion.....	150
Gaps in the Research.....	154
Model for Reframing Inclusion	156
Qualitative Disclosure	159
Subjective “I”s in this Research	160
Nepantla	161
Research Questions.....	162

CHAPTER THREE: METHODS	164
Research Design.....	165
Methodology.....	166
Description of Methodology - Qualitative	167
Case Study	168
Crossover to Public Relations.....	172
Challenges To Using Case Studies	172
Key Publics and Methods.....	173
Rationale for Methodology	173
Methods by Phase	174
Protocol.....	174
Population, Sample and Sampling Procedures.....	175
Phase One- First Focus Group	176
Phase Two- Classroom Document Collection and Scoring.....	179
Phase Three- Second Focus Group and Review of Document Scores .	180
Phase Four- Second Focus Group (Cont.) - Centering ASD Voices.....	181
Phase Five- Possible Continuation of the Study for the Future	182
Limitations and Delimitations.....	182
CHAPTER FOUR: RESULTS.....	185
Overview	185
First Focus Group and Baseline Frames.....	187
Document Scoring and Triangulation	208

Research Question One Findings	214
Document Score Reflection and Reframing	215
Second Focus Group and Reframing	220
Continuing the Conversation	230
Research Question Two Findings	232
CHAPTER FIVE: DISCUSSION	235
Introduction and Summary	235
Discussion of Key Findings	237
Conclusions.....	244
Implications for Policy and Practice.....	252
Recommendations for Further Study	254
Summary.....	255
APPENDIX A: INFORMED CONSENT	257
APPENDIX B: RESEARCH PROTOCOL	261
APPENDIX C: SCORING RUBRIC OF DOCUMENT ANALYSIS	270
APPENDIX D: DOCUMENTS FOR DOCUMENT ANALYSIS	272
APPENDIX E: FRAME SCALE FOR CODING OF FOCUS GROUPS	274
APPENDIX F: PERMISSIONS	276
APPENDIX G: INVITATION LETTER.....	302
APPENDIX H: INVITATION FLYERS.....	305
APPENDIX I: GOOGLE INTAKE FORM	308
APPENDIX J: EXCERPT FROM IDEA ON SPECIAL EDUCATION	312

APPENDIX K: THEMATIC ANALYSIS OVERVIEW	315
APPENDIX L: FOCUS GROUP AGENDAS FOR PARTICIPANTS.....	324
APPENDIX M: SOCIAL STORY PROVIDED	331
APPENDIX N: FOLLOW-UP INTEREST FORM	337
APPENDIX O: IRB APPROVAL LETTER.....	339
REFERENCES.....	344

LIST OF TABLES

Table 1. Autism Spectrum Diagnosis Rates by Year.....	11
Table 2. UDL or Inclusion in Course Catalog Title or Description.....	130
Table 3. Research Questions as Answered by Phase.....	165
Table 4. List of Study Participants and Attributes.....	186
Table 5. Asset Subthemes in RQ1.....	189
Table 6. Deficit Subthemes in RQ1.....	195
Table 7. Size and Duration of First Focus Group.....	199
Table 8. Asset Subthemes and Representative Quotes.....	204
Table 9. Deficit Subthemes and Representative Quotes.....	205
Table 10. Frames Held About ASD Inclusion.....	214
Table 11. Size of Focus Group by RQ.....	226
Table 12. Frames and Reframing Comparison.....	232
Table 13. Frames and Reframing of ASD Inclusion.....	238

LIST OF FIGURES

Figure 1. Model for Reframing Inclusion.....	35
Figure 2. Model for Reframing Inclusion - Impacts of Framing.....	37
Figure 3. Frame Discourse Process.....	40
Figure 4. Model for Reframing Inclusion - Media Frames.....	42
Figure 5. Model for Reframing Inclusion - Story Frames.....	45
Figure 6. Framing Effects.....	49
Figure 7. Model for Reframing Inclusion - Framing Effects.....	50
Figure 8. Reframing Process.....	53
Figure 9. Model for Reframing Inclusion - Reframing.....	55
Figure 10. Coaching as Supervision Clinical Model.....	141
Figure 11. Model for Reframing Inclusion.....	158
Figure 12. Process Model of Research Phases.....	166
Figure 13. A Conceptual Map of a Single, Intrinsic, Embedded, Artificially Bounded Case Study.....	169
Figure 14. Comparison Diagram of the Two Global Themes with the Seven Organizing Themes.....	188
Figure 15. Graph of ASD Inclusion Compared to Inclusion “For All”	211
Figure 16. Graph of Declining Asset and Deficit Themes.....	218

Figure 17. Graph of Asset and Deficit Themes by Phase.....	222
Figure 18. Model for Reframing Inclusion.....	236
Figure 19. Scores for ASD Inclusion and Inclusion “For All”	240
Figure 20. Graph of Asset and Deficit Themes by Phase.....	242

CHAPTER ONE: INTRODUCTION

Until I heard the cries of a mother who lost her son, I did not fully understand that inclusion is a matter of life and death. Inclusion was still an abstraction despite raising a child with autism, being my son's primary caregiver, advocating for him, and working through the sometimes seemingly endless bumps in the road.

I did not fully understand how much was at stake for myself and my own family. Even though I had been a publicist for one of the largest autism nonprofits in the United States, publicizing their inclusion programs, their public health programs, their police training programs, and their inclusive education community programs, I did not fully comprehend the scale of the impact that lack of inclusion had on our communities.

Everything changed that day, as I heard my friend crying for her lost son, a son with a hidden disability and behavioral challenges, who was shot in our neighborhood big box store by an off-duty officer. My friend (the victim's mom), and her husband (the victim's dad) were nonfatally shot too, in the back, while trying to advocate for their son, who they called "a gentle giant."

At the funeral, my friend wept and wept. Her cries echoed through the service and were haunting. A family had lost their son. Their son was misunderstood during a split second of dysregulation, and for that, he was dead. Mom and dad had their own lasting injuries. Eulogies and speeches were

peppered with the fear and pain and anger of loss without answers. Mom's cries hit me in the head like a hammer. Inclusion isn't just a good notion - it is a matter of life and death.

To this day, my son with autism asks to avoid that big box store because he is scared he might be misunderstood and shot too. My son doesn't want to be shot for having behavioral challenges while at a sample counter at Costco. Inclusion is a matter of life and death to him, personally, as an individual with autism.

Perhaps as an adult child of an alcoholic who grew up in a dysfunctional home, I ignored and normalized issues instead of noticing them, including signs of urgency regarding autism inclusion for far too long. Perhaps as a White, formerly single parent of a child with autism, I was busy trying to survive. Perhaps my experience is informed by multigenerational trauma of my dad, who suffered under a discriminatory WWII-era Jewish upbringing in the rural South to the point that he attempted to use sheer will to have his only daughter be non-Jewish-passing without her participation, knowledge, or consent. Perhaps for all of those reasons, and more, I find myself within an intersectional identity as oppressor and oppressed, simultaneously. It is an admittedly complex identity that can be disorienting to navigate, but it is one that informs my work. The urgency of inclusion is not merely an abstraction. It is not merely comprised of perceived "niceties" such as awareness or understanding. Rather, the urgency of

inclusion is life and death. A hidden disability is so misunderstood that people's lives are truly at risk until meaningful inclusion occurs.

People with hidden disabilities have a disability that is not immediately visible or known to the general public (Valeras, 2010). Hidden disabilities, including but not limited to autism, are stigmatized due to lack of understanding. As a result, people with hidden disabilities are thought about less, talked about less, talked *with* less, and included less and less. Then, the cycle repeats and escalates, leading to danger for individuals and perceptions of danger by individuals in the community, as I saw with my friend who lost her son. While inclusion is not a catch-all or a panacea, the purpose of my disclosure is to introduce my own lived experience motivating an exploration of inclusion for people with autism. Inclusion is also not a monolith or a one-size-fits-all solution. Inclusion can be talking with individuals and including their input in leadership, planning, teaching, living, and culture. Inclusion is representation. Inclusion is not assuming where the bar should be set. Inclusion is resistance to separation as default while acknowledging each individual's unique needs. Inclusion is a seat at the table. Inclusion is representation.

On the other hand, separation, as the opposite of inclusion, can take many forms. Separation is rooted in history and the need to push back on separation is essential. As a parent, I have lived and experienced "special" (different) systems for people with autism that frame stigma and difference. I witnessed my friend lose a son framed by misunderstanding, stigma, and difference. Inclusion is now

a matter of life and death to me. It is past time that we create spaces, ideas, concepts, and dialogue that include each individual, and one way to do this is to first understand what frames are used/available for inclusion in the educational system. This would demand a multidisciplinary study of the frames of inclusion.

Background

Perception becomes reality. Public relations, commonly understood as a management function between an organization and its key publics, is a tool for impacting perceptions or actions (PRSSA, n.d.). However, in a thorough review of current and historical PR literature (Bernays, 1928; Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Keogh, 2013; Murphree, 2015; Pan & Kosicki, 1993; Russell & Lamme, 2016; Schedin, 2017; Scheufele, 1999; Tye, 2002; Valentino et al., 2001), PR has not been studied previously as it relates to the inclusion of people with Autism Spectrum Disorder (ASD). Although ASD inclusion remains a significant focus for public education (Busby et al., 2012; Crosland et al., 2012; Finch et al., 2013; Hassanein, 2015; IDEA, 2004; Loiacono & Valenti, 2010; Morgan, 2015; Sansosti, & Sansosti, 2012; U.S. Department of Education, 2012), the frames surrounding preparing teachers for ASD inclusion in education remain to be explored in a public relations context. (See Chapter Two for a detailed description of frames, framing theory, and reframing.)

This study calls for a new vision of framing and advocating for ASD inclusion not already established, which this study calls the *public relations of*

autism inclusion. An exploration of inclusion *frames* (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001) is needed to examine how inclusion is understood and taught among the professors of future teachers. By exploring what frames are created by professors of preliminary single subject and multiple subject teacher candidates, more insight can be gained into pre-service credential programs and may serve a role in influencing future inclusive classrooms. This study was informed by research showing that teachers themselves call out for more preparation for ASD inclusion in their preservice programs (Bryant, 2018; Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012).

Reframing studies (Bolman et al., 2017; De Bruycker, 2017; Fairhurst, 2005; Kaufman et al., 2017) explored cases that creates and reframes inclusion for professors of teacher candidates. The special education field holds a great deal of valuable information about inclusion (Geiger, 2011; Howell, 2010; IDEA, 2004; Morgan, 2015; Rossa, 2017; U.S. Department of Education, 2012; Walters, 2013; Wilder, 2013) that has the potential of informing general education teacher preparation reframing. Given the multifaceted interaction of classroom instruction for individuals with ASD in general education, the need for this multidisciplinary study of the public relations of inclusion is paramount (Hoppey & Yendol-Hoppey,

2018; Loiacono & Valenti, 2010; Sólorzano et al., 2005; Valencia, 1997; Valencia, 2010).

Problem Statement

There is an imminent need to advance our understanding of ASD inclusion (Crosland et al., 2012; Hassanein, 2015; Sansosti, & Sansosti, 2012). The problem addressed in this study is that inclusion is broken in our communities and in our schools while preliminary teachers call out for more preparation for ASD inclusion in their credential programs (Bryant, 2018; Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012). There is a disconnect in the desire, the perception, and the outcome. As an example, only 6 out of every 100 high school graduates with ASD go on to complete college (Buechler, 2017; Pesce, 2019; Wei et al., 2013;). The lack of higher education pursuits by individuals with ASD indicates that students with ASD in general education may be inequitable as compared to students without ASD in the identical classroom setting and that teacher preparation may be a factor in this disparity.

The difference in outcomes between people with and without ASD in general education can be attributed to many factors and certainly this study is not to imply only one factor or causation. This study does not imply that people with ASD share a common set of needs or outcomes. However, one need that general education teachers identify to serve a population with ASD well in an inclusive classroom is a desire for more practical working knowledge of inclusion

(Busby et al., 2012; Crosland et al., 2012; Finch et al., 2013; Hassanein, 2015; Loiacono & Valenti, 2010; Sansosti & Sansosti, 2012).

There are challenges related to inclusion for individuals with ASD (Buechler, 2017; California Dept. of Education, 2017; Crosland et al., 2012; Hassanein, 2015; Pesce, 2019; Roux et al., 2015; Sansosti, & Sansosti, 2012). Using Critical Race Theory (CRT) as an informing theory for my study, scholars argue that institutional barriers are created through systemic oppression in education by race, ethnicity, class, gender, and ability (Bonilla-Silva, 2006; Geiger, 2011; Selden, 1999; The Second Morrill Act, 1890; Wilder, 2013).

Led by general education teachers who articulate the need for more practical knowledge on ASD inclusion, there is a need for further study of teacher preparation programs in California. Research is needed to clarify what practical information future teachers receive in their single subject and multiple subject preliminary credential programs related to inclusive practices and inclusion. One indicator that echoes teachers' requests for more preparation is a preliminary review of programs by course title and bulletin description in the State of California in or near the Inland Empire region. Of those reviewed, no programs identified a specific course on inclusion (California Baptist University, 2020; CSU Fullerton, 2020; CSU Los Angeles, 2020; CSU Los Angeles, 2020; CSU Polytechnic Pomona, 2020; CSU San Bernardino, 2019; Fresno State, 2020; UC Irvine, 2020; UC Los Angeles, 2020; UC Riverside, 2020). Similarly, no programs offered a specific class on one of the preliminary credential criteria that are

related to inclusion in general education classrooms called Universal Design for Learning (UDL) (California Baptist University, 2020; CSU Fullerton, 2020; CSU Los Angeles, 2020; CSU Los Angeles, 2020; CSU Polytechnic Pomona, 2020; CSU San Bernardino, 2019; Fresno State, 2020; UC Irvine, 2020; UC Los Angeles, 2020; UC Riverside, 2020). This finding is not to imply that inclusion is not covered in coursework; inclusion is likely incorporated into the program's coursework deeper into the programs. However, the lack of emphasis at the title and descriptive levels publicly available for credential programs may echo the teachers' call for more practical ASD inclusion preparation. Further research is needed to assess how ASD inclusion and UDL are framed by those who prepare teachers in higher education.

This study has the opportunity to get at the heart of instructors' frames of inclusive practices during the teacher preparation process. Practically, this insight can support professors of preliminary teacher candidates to get the most out of the short time they have to dedicate to this essential topic of inclusion and to better serve their students.

Significance of the Problem - The Secondary to Postsecondary Pipeline

The results of this institutional challenge to ASD inclusion are significant. People with ASD attend college and join the workforce in far lower numbers than their peers without ASD. Only 31% of high school graduates with ASD enroll in college (Pesce, 2019; Wei et al., 2013). Of the students who attend college, only 20% complete their Bachelor degrees (Buechler, 2017). This means that out of

every 100 students with ASD to finish high school, only 6 will complete with a college undergraduate degree. In contrast, 60% of high school graduates *without* ASD complete college degrees (Buechler, 2017). The data highlights an enormous disparity among groups with and without ASD who complete high school.

There is an unmet need among individuals with ASD, shown by some of the lowest college enrollment rates of any students with disabilities (Wei et al., 2013). If students with ASD enroll, they also have one of the lowest completion rates of individuals identified in the state of California (California Dept. of Education, 2017). This statistically poor performance indicates the opportunity to increase equitable outcomes. For many with ASD, the ability and desire are there but other factors are making it difficult, perhaps revealing issues that occur before the student ever reaches high school graduation. An understanding of the institutional framework for teacher preparation for inclusion and frames of ASD inclusion are lacking (Pesce, 2019; Wei et al., 2013). The literature shows that ASD inclusion stands to benefit all individuals with and without disabilities, enhancing diversity, equity, and inclusion (Pesce, 2019; Wei et al., 2013).

Beyond school, research shows that 85% of individuals with ASD are unemployed after obtaining a college degree (Pesce, 2019). Even more troubling, 42% of young adults with ASD and college degrees remain unemployed years after degree completion (Roux et al., 2015). Thus, three or fewer individuals out of the original 100 with ASD will complete college and

effectively join the workforce. This eliminates a number of potentially qualified individuals with ASD from their full potential, their communities, and their most meaningful contributions. Interestingly, the employment rate doubled for those who worked a job for pay in high school (Roux et al., 2015). These college and workplace outcomes for individuals with ASD from preschool through 12th grade education (PK12) connects educators and their pre-service teacher preparation to the relevance of this study.

Intersectional disparities are present within the employment data as well. While 66% of White young adults with ASD have worked by age 25, only 37% of Black young adults and 34% of Latino/a young adults have worked by age 25 (Donohue et al., 2017; Roux et al., 2015). What this means is that power, privilege, and access play a role in postsecondary outcomes (Durkin et al., 2017). If resources are available, then people with ASD have a chance at an included life, whatever that may mean to them, and in whatever form that may take.

Without an improvement in what I propose calling the *public relations of inclusion*, ASD inclusion may potentially remain institutionally deprioritized over other credentialing criteria. A lack of preparation can inhibit teacher candidates, preliminary credential professors, credential programs, and ultimately students in general education with ASD alike. A lack of preparation for ASD inclusion can sadly replicate the same social structures that have historically disempowered individuals in this population of their full potential (IDEA, 2004; U.S. Department

of Education, 2012; Rossa, 2017; Theoharis, 2007). The need for understanding programs is great. Over 22% of the population is estimated to have a disability of some kind (Berger, 2013). The ASD identification rate continues to increase, with 1 in 54 six-year-old children identified, tripling in just two decades (Centers for Disease Control and Prevention, 2020).

Table 1.

Aggregate ASD Diagnosis Rate by Year

Year	Diagnosis Rate
2000	1:150
2002	1:150
2004	1:125
2006	1:110
2008	1:88
2010	1:68
2012	1:69
2014	1:59
2016-present (most recent numbers)	1:54

(Centers for Disease Control and Prevention, 2020)

As shown in Table 1, the ASD diagnosis rate has grown tremendously over just two decades. Although class and socioeconomic does not factor into ASD prevalence, it does factor into ASD identification (Furfaro, 2017). People with

more money are more likely to have clear diagnosis and treatment plans and more likely to have it earlier, if at all. As a result, general education teacher candidates are mathematically almost guaranteed to have either identified and non-identified students with ASD in their future classrooms.

The framing of inclusion starts at the beginning of the cycle of teacher preparation through the study of the frames of professors of teacher candidates. Without reframing inclusion, the negative consequences can potentially trickle down to affect the quality of life of populations with ASD. This consequence is evidenced by the meager numbers of individuals with ASD in higher education and the workplace. Therefore, with better framing of ASD inclusion, there is an opportunity for many stakeholders to experience the benefits of this work.

Purpose of the Study

The purpose of this study is to explore the framing of ASD inclusion by professors of preliminary teacher candidates. The framing of inclusion is herein defined as a pre-conscious sensemaking of inclusion for individuals with ASD in a general education teacher credential program.

Guided by this purpose, the framing of ASD inclusion and inquiries into how framing affects professors of preliminary teacher candidates will be examined in a single qualitative case study. This research was guided by framing theory (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001) and informed by elements of Critical

Race Theory (Sólorzano et al., 2005; Theoharis, 2007; Valencia, 1997; Valencia, 2010). ASD and inclusion as framed by professors of preliminary teacher candidates will be further explored by this study.

Gaps in Research

There are gaps in the research that can productively lend insight into the problems that inform this study. Those gaps, detailed in the literature review, primarily relate to: perception, preparation, policy, praxis, and pedagogy. Each gap is introduced in a preview in the following section and will continue in the literature review.

Perceptions and Social Construction of Autism Spectrum Disorder

Teachers perceive ASD inclusion preparation positively and want more of it (Bryant, 2018; Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012). However, the framing of ASD inclusion is not covered in terms of research about teacher perception (Bryant, 2018; Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012). The idea that teacher perception broadly, or specifically perception related to ASD inclusion, can be shaped is missing from the literature. In a review of past research on perceptions of inclusion by teachers, Robertson et al. (2003) recommended more varied and granular types of investigations, which could include framing studies. Further related to perception, framing is the “construction of social reality” (Scheufele, 1999, p. 105).

Similarly, the field of disability studies defines disability as a societal response to difference (Gallagher, 2004). To put this in other words, disability is a human experience that is socially constructed. This definition does not necessarily say that disability does not exist; rather this definition acknowledges that the concept of disability comes from ideas of *what should be* in a normative sense, and then labels people as different or the same (Gallagher, 2004). The importance of this relationship between framing, perception, and social construction related to the framing of ASD inclusion cannot be overstated and will be revisited throughout the study.

Preparation and Practice

Studies show that teachers identify the need for more preparation about how to be inclusive (Bryant, 2018; Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012). Because of teachers' own identification of a need for more inclusion preparation, credential programs become a great opportunity to explore a new frame of ASD inclusion. Preparation for inclusion connects to practice in the credentialing process. There is an area of teacher preparation related to ASD inclusion that connects higher education to a public relations framing study. In the state of California, the demonstration of UDL is required for credentialing. UDL is defined as teaching using course content and planning that is universally designed to meet student needs, including people with many different abilities and learning types (Tobin & Behling, 2018). The connection between UDL and ASD inclusion

framing will be emphasized in the study as they connect within the teacher preparation process and, together, the two serve to demonstrate a gap in the research.

Pedagogy

Friere (2000) detailed a specific opportunity for liberatory pedagogy. Liberatory pedagogy states effective liberatory education is constructed with students, who may be otherwise historically marginalized (Friere, 2000). However, no research to date has examined liberatory pedagogy specifically as it relates to preliminary credential programs and disability inclusion, individuals with disabilities, or individuals with ASD. Clinical models, a kind of teacher supervision cycle, (Hoppey & Yendol-Hoppey, 2018) and liberatory education share elements in common given that both provide a space for conversation, question, and reflection (Freire, 2000). For professors of preliminary teacher candidates, a clinical model cycle of supervision and reflection can play a role in breaking cycles that have institutionally separated teacher candidates from knowledge on inclusion and therefore separated students from inclusion itself. A collaborative process using clinical models and other practical and liberatory pedagogical tools will challenge existing structures and create opportunity for new pedagogical processes for professors and teacher candidates alike in preliminary credential programs. This will be detailed out more in the coming literature review.

Policy

While Mendez (1947) and Brown (1954) said decades ago that there is no separate but equal, separate is the reality faced by students with disabilities. Even in the same included classroom, due to institutional gaps in preparation during the credentialing processes, students with ASD may experience unintended exclusion rather than inclusion. While not intended, this exclusion perpetuates artifacts of a segregationist past, not with walls and geography, but instead in inclusion preparation and perception.

Praxis and Educational Leadership

There are external and cultural pressures that guide decision making in higher education that can potentially be informed by neoliberal striving practices, such as falsely prizing prestige over learning (Nerren, 2019; O'Meara, 2007). The framing of inclusion can be a study of the management function that articulates the purpose of preliminary credential programs, and their relationship to inclusion, and their communication about equity (Levenshus & Lemon, 2017; Petterway, 2010). Moreover, there is extremely limited research on framing theory and education (Forlin, 2010; Borah, 2011; Schedin, 2017; Scheufele, 1999; Scheufele & Iyengar, 2016; Pan & Kosicki, 1993; Goffman, 1974), and research applying CRT to ability (Sólorzano et al., 2005; Theoharis, 2007; Valencia, 1997; Valencia, 2010). This gap in the research of framing in education and among professors of preliminary teacher candidates about ASD inclusion frames provides a great opportunity for further study.

Importance of Study

Framing theory states that frames help us make sense of the world (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001). In other words, frames affect perception (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001). Frames affect reality by shaping perception and also how people act upon that perception (Bolman et al., 2017; Goffman, 1974; Pan & Kosicki, 1993; Scheufele, 1999).

By nature of the topic, this will have to be an interdisciplinary and multifaceted examination (Hoppey & Yendol-Hoppey, 2018; Loiacono & Valenti, 2010; Sólorzano et al., 2005; Valencia 1997; Valencia, 2010) reflecting an interdisciplinary effort to improve challenges related to disparity in education (Goodley, 2007; Sólorzano et al., 2005). Perhaps a source of disparity in education can be explored through frames constructed during teacher preparation in higher education. Framing is a theory from communication that can bridge practical challenges in the classroom, in educational leadership, and beyond. This study will take on big ideas across disciplines and develop a new vision of advocacy and public relations related to ASD inclusion.

A study of the framing of ASD inclusion in teacher preparation programs connects to educational leadership in higher education. A case study of

professors of preliminary credential programs may ultimately improve the development of future teachers and the practice of preparing teachers through the introduction of the public relations concept of framing inclusion. If so, the importance of this study is that it may improve outcomes for professors who teach future teachers, the future teachers once in the classroom, and the individuals with ASD that they teach alike.

Definitions

There is an important element of understanding terms, especially when the terms are used across multiple disciplines. Luker (2008) emphasized the importance of research in the “act of discovery” (p. 18). They stated that there is something unique about research examining issues transcending disciplines and asking big questions, but that a researcher doing this kind of work must make the connections across the disciplines being linked (Luker, 2008). In keeping with traditions of multidisciplinary research methods, a set of definitions of essential key terms is listed in alphabetical order:

- **Autism Spectrum Disorder (ASD) Educational Eligibility** - A developmental disability affecting communication and social interaction in a way that adversely affects educational performance and is identified by professionals in a school setting (IDEA, 2004; U.S. Department of Education, 2012).
- **Autism Spectrum Disorder (ASD) Medical Diagnosis**- ASD is a complex neurological disorder affecting communication and behavior and

is diagnosed by a doctor (American Psychiatric Association DSM-5 Task Force, 2013).

- **Awareness** - Knowledge or detection by the public of an organization, effort, event, condition, or group of people; what the needs, actions, issues or purposes of that group may be. Sometimes this knowledge or detection is in the effort to mobilize the public towards that topic, need or issue (Babinski, Corra, & Gifford, 2016; Grunig & Hunt as cited in Theaker & Yaxley, 2013; Tipton, & Blacher, 2013).
- **Critical Race Theory (CRT)** - A framework or paradigm for seeing the world which acknowledges an underlying power dynamic (Sólorzano et al., 2005; Theoharis, 2007; Valencia 1997; Valencia, 2010).
- **Eugenics** - A categorizing of “desirable” or “valuable” traits in humans and an institutional effort to perpetuate those traits (Bonilla-Silva, 2006; The Second Morrill Act, 1890; Selden, 1999; Wilder, 2013).
- **Frame** - Context and meaning related to how to think about complex matters (Bolman et al., 2017; Borah, 2011; Cacciatore, et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001).
- **Framing**- A process from Communication Studies that focuses complex issues by placing emphasis on certain aspects of information over others (Bateson, 1972; Goffman, 1974).

- **Framing Theory** - A theory which pre-consciously places attention on certain topics within a field of meaning (a frame) often used in communication studies (Bateson, 1972; Bolman et al., 2017; Goffman, 1974; Pan & Kosicki, 1993; Scheufele, 1999).
- **Hidden Disability** - A disability that is not immediately visible, including but not limited to developmental, behavioral and intellectual disabilities. Can also apply to physical conditions that are internal, such as a heart condition A person who identifies as disabled who is non-disabled “passing.” (Jarman, 2017; Valeras, 2010).
- **Inclusion** - Removing barriers to full participation in everyday activities including addressing policy, attitude, perspective, physical spaces, and communication (Hassanein, 2015; Sansosti, & Sansosti, 2012).
- **Individuals with Disabilities Act (IDEA)** - A law that makes education available and free to individuals with disabilities in the public school setting tailored to individual needs of each student (IDEA, 2004; U.S. Department of Education, 2012).
- **Key publics** - Defined groups of people by various segments whose unique relationship is important for the success of the person, organization or effort. Generally used within a public relations context (Theaker & Yaxley, 2013).
- **Least Restrictive Environment (LRE)** - Part of the IDEA laying out that each student in special education should learn in the least restrictive

environment possible, and is part of the law that protects students rights in special education from being separated from general education students whenever possible (IDEA, 2004; U.S. Department of Education, 2012)

- **Prekindergarten through Twelfth Grade (PK12)** - The years of primary and secondary education before a student goes to college that are typically taught by a teacher with a teaching credential. (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017).
- **Preliminary Credential** - The authorization given by the California Commission on Teacher Credentialing in the state of California. There are single subject and multiple subject credentials, with the primary difference being that single subject credentialed teachers teach grades 7-12 or specialized subjects like music or art while multiple subject credentials teach at the elementary level (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017).
- **Public Relations (PR)** - “A management function between an organization and key publics that helps to form and maintain mutually beneficial relationships” (PRSSA, n.d., p.1, Theaker & Yaxley, 2013).
- **Reframing-** To identify frames and offer up opportunities for new frames (Kaufman et al., 2017).

- **Social Construction-** In disability studies, a posit that nondisabled people socially construct an idea of disability as inferior (Rossa, 2017; Taylor, 2006).
- **Special Education** - A type of educational system in the United States that is designed to meet the unique needs of individuals identified by the schools as qualifying for special education, sometimes also carrying a medical diagnosis and including classroom support, related services, and supports and accommodations. Special education is taught by educators with a special education credential, who go through different coursework and preparation (IDEA, 2004; U.S. Department of Education, 2012).
- **Teacher Candidate** - A student in a post baccalaureate program who is studying to become a PK12 teacher and/or acquire a teaching credential (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017).
- **Teacher Preparation** - The postbaccalaureate process a teacher goes through in order to become a teacher which typically involves a credential program, an induction program and sometimes a Master's degree, depending on state and program (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017).
- **Teaching Performance Expectations (TPE)** - An identification by the California Commission on Teacher Credentialing of elements and key aspects of strong teaching performance accompanied with a narrative and

context for that expectation (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017).

- **Universal Design for Learning (UDL)** - Flexible designs for learning and teaching which naturally accommodate many different kinds of learners and unique abilities (Rose, 2001).

There is an interconnection between some of the terms in education, special education, public relations, communication, and disability studies.

Organization of Study

This study addresses gaps in existing research and builds a foundation for information that could be useful for institutions with preliminary teacher candidate preparation programs and for the inclusion of individuals with ASD. Within the qualitative case study method, a single case study employed focus groups, document review, and a frame scale with external scoring. Methods will be detailed in Chapter Three and will be informed by critical scholarship in the effort to promote healing and to decolonize the research. Drawing from special education research (Howell, 2010; IDEA, 2004; U.S. Department of Education, 2012; Morgan, 2015; Rossa, 2017; Walters, 2013; Wilder, 2013), a reframing study (Bolman et al., 2017; De Bruycker, 2017; Fairhurst, 2005; Kaufman et al., 2017) will examine media frames and reframing for the people who prepare preliminary teacher candidates. The study of the framing of inclusion has the

opportunity to support professors of preliminary teacher candidates to get the most out of the short time they have to dedicate to this essential topic.

Research Questions

The research questions were designed to guide a qualitative case study on the frames related to the public relations of inclusion for professors of preliminary credential candidates. The following questions guided the study:

RQ1: How do professors frame ASD inclusion in single and multiple subject general education preparation?

RQ2: How does a public relations “reframing” of ASD inclusion affect perceptions of the professors teaching preliminary credential teacher candidates?

By definition, PR affects the perceptions of key publics in ways that are supposed to be mutually beneficial (PRSA. n.d.). However, public relations is not a monolith, and there are many times where it is up for further discussion as to the benefits of traditional PR benefiting the public good (Bourne, 2019; Clement & Kanai, 2015). In this multidisciplinary case study (Hoppey & Yendol-Hoppey, 2018; Loiacono & Valenti, 2010; Sólorzano et al., 2005; Valencia 1997; Valencia, 2010), preliminary credential professors’ perceptions and practice related to ASD inclusion were examined in terms of how framing ASD inclusion plays a role in

teacher preparation. This stands to strengthen the development of future teachers and the practice of preparing teachers through the introduction of the public relations concept of framing inclusion. I call for a new vision of advocating for inclusion in teacher preparation not already established, which I call the public relations of inclusion.

Conclusion

In the next chapter, a number of elements of the literature pertaining to this study of the framing of ASD inclusion will be explored. These include, but are not limited to, the qualitative disclosure, a review of theories, and then a review of topics. In the review of theories, a critical worldview will inform a study of framing theory. Following the review of theories, the review of topics will begin broadly, with a review of public relations, special education, inclusion, higher education, and equity. From there, the review will narrow down into specifics pertaining to teacher credentialing criteria, clinical models, and teacher preparation. Finally, to close, a model for framing inclusion will be proposed.

CHAPTER TWO: LITERATURE REVIEW

This literature review sets out to examine framing and ASD inclusion. In a review of the framing of ASD inclusion, there is research that spans multiple disciplines. In this literature review, a review of theories will include a deep dive into framing theory and CRT as an informing theory. Following that, there will be a review of the topics in praxis. Topics informing framing of ASD inclusion include: how public relations may assist in this process, current approaches in special education and inclusion support, how diversity and equity necessitate the implementation of inclusive practices in society, current patterns of teacher education in addressing inclusion, the importance of UDL in preliminary teacher programs and the classroom, how clinical models of teacher preparation programs impact perceptions of inclusion, and teacher preparation programs in light of inclusive practices. Through advancing knowledge on the processes that comprise framing ASD inclusion, there is a potential of acquiring useful information in the future study of the professors of preliminary teacher candidates who prepare future teachers for ASD inclusion.

Introduction

Public relations practices that influence or affect professors of preliminary teacher candidates, including awareness, engagement, and two-way communication, are often lacking in general education preliminary credential curriculum (Crosland et al., 2012; Hassanein, 2015; Sansosti & Sansosti, 2012).

Preliminary credential programs are taught by highly qualified instructors who certainly have the working knowledge to prepare teacher candidates interested in learning inclusion. However, professors may not have the institutional support needed to provide their knowledge on ASD inclusion. An examination of the framing of ASD inclusion may help to inform future practices and support professors of future teachers.

When new teachers are expected to do so much already for their oversized classes on overstretched budgets, a more thorough preparation for inclusion might make their classes more successful. An enhanced ASD preparation can reduce the load on already stressed and overtaxed educators and benefit individuals in the classroom (Bryant, 2018; Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012). Without adequate preparation on inclusion, a negative perception of inclusion can develop into “one more thing” to do (Busby et al., 2012).

It is a misconception that students with ASD are solely the responsibility of the special educator or special education (Bryant, 2018; Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012). Many students with ASD are fully or partially in general education settings. Inclusion is a significant aspect of general education. Inclusion succeeds when supported by all educational leaders that do not separate or segregate. Systemic barriers often present barriers to inclusion (Morgan, 2015). Morgan stated that individuals with disabilities can be wrongfully framed

as less than or separate. It is important to acknowledge here the segregationist past of the country and the ways that education is affected to this day by the lingering beliefs and values of a eugenics past (Bonilla-Silva, 2006; Selden, 1999; The Second Morrill Act, 1890; Wilder, 2013). Eugenics is a categorization of “desirable” or “valuable” traits in humans and an institutional effort to perpetuate those traits (Bonilla-Silva, 2006; Selden, 1999; The Second Morrill Act, 1890; Wilder, 2013). This practice played a role in educational institutions, investment, and funding of programs for individuals with unique needs and from historically marginalized groups for many years (Bonilla-Silva, 2006; Selden, 1999; The Second Morrill Act, 1890; Wilder, 2013).

All the historic and present-day challenges to inclusion lead to a problem of practice in the general education classroom. Although teachers perceive the importance of inclusion, many students with ASD remain underserved by their so-called inclusive classrooms (Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015). Research shows that teachers feel underprepared in their preservice education to effectively provide inclusion (Bryant, 2018; Robertson et al., 2003; Walters, 2012). The review of the literature will explore inclusion frames generated in the effort to support professors of preliminary credential programs in their teaching of ASD inclusion.

Conceptual Framework

A conceptual framework utilizing framing theory (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman,

1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001) and informed by a critical worldview can challenge dominant ideologies (Sólorzano et al., 2005; Theoharis, 2007; Valencia, 1997; Valencia, 2010). By using this critical conceptual framework, this study can contribute to the healing of the past injustices still lingering from education's discriminatory past.

By using a critical worldview and framing theory, this study can go deeper into practices, outcomes, perception, frames, and the context of ASD inclusion. There are five tenets in critical race theory in education (Sólorzano et al., 2005). Three of the five tenets in particular will help in informing a critical worldview pertaining to framing of ASD inclusion: challenging the dominant ideology; valuing experiential knowledge; and a historical and interdisciplinary focus (Sólorzano et al., 2005). The use of a critical conceptual framework highlights the needs of individuals with ASD as they represent themselves as, at times, marginalized by the dominant ableist culture. Acknowledgement of the underlying power dynamic centralizes the experience of the individual (Sólorzano et al., 2005).

Using this worldview strengthens and informs the very human drive for equity in communities. Critical race theorist Theoharis (2007) argued of individuals in special education, that there is no equity for some if there is no equity for all. Considering alternative worldviews for this research would be to deny or ignore power related to ASD inclusion, disability, and special education. It would make the study complicit in denying or ignoring a segregationist past that

shaped higher education in the United States. Similarly, Lazarsfeld and Merton (2000) discussed critical approaches to public relations (PR) scholarship as being an important addition to the field. They stated that publicity or PR exposure “forces a degree of public action against what had been privately tolerated” (p. 22). It is for these reasons that a critical worldview is appropriate for this study and will shape the study as it proceeds.

Theoretical Framework

Framing theory is the theoretical framework to guide this study. CRT is an informing theory for this study. Framing theory describes the process of ideas, beliefs, and values formed through “frames” that inform meaning (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001). Studying the framing of inclusion through framing theory will help examine the frames used as teacher preparation takes place. Framing theory states that the world is seen through frames, and these frames affect perception and reality (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001). These frames hold power in their ability to shape perception and also how people act upon that perception. Framing theory is a pivotal theory in the field of PR (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001).

Framing theory's sparse but salient presence in educational leadership examines the special education model as being separate as a frame and how this affects inclusion for practicing teachers (Deno, 1970, as cited in Forlin, 2010). The research acknowledges a frame suggesting "fixing" a broken person instead of including each person for the unique contributions they have to make (Forlin, 2010). Forlin (2010) made a direct connection in the literature between perceptions of inclusion and framing theory, stating perception can be heavily influenced by framing, and the later outcomes of their inclusive classrooms. Research suggests forward-thinking teacher preparation with a large increase in dialogue about inclusion as a type of reframing (Bolman et al., 2017; De Bruycker, 2017; Fairhurst, 2005; Forlin, 2010; Kaufman, et al, 2017). This study will examine how frames affect perception, and subsequently, action.

Framing Theory

Framing theory in communication studies is related to message design and sensemaking. Media frames are used to construct reality and make sense of how that reality is communicated (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001). The process of reframing is to identify frames and to offer opportunities for new frames (Kaufman et al., 2017). Framing theory will guide the inquiry in this study on the framing of ASD inclusion.

Framing was first used by Bateson (1972) to describe a field of meaning for concepts and ideas. Shortly after, Goffman (1974) discussed framing as a way to explain the interpretation of otherwise unrelated information. Today, in a comprehensive meta-review of over 90 studies on framing theory, framing was seen as a way to organize ideas (Borah, 2011). Framing is a way to best understand the complex nature of an experience, message, decision, or interaction (Borah, 2011).

There are a few reasons why framing is a meaningful theoretical framework on the framing of ASD inclusion. First, a framing process helps prevent a complex stream of information, messages, or experiences from being meaningless (Borah, 2011). In addition, framing influences audience decision making (Borah, 2011) which implies that behavior is influenced by framing. Decision making processes in leadership, including educational leadership, are very important (Bolman et al., 2017; Mertens, 2015). Specifically, a study of the framing of ASD inclusion must make sense of complex information to guide decision making. While framing theory and the research of framing theory will be discussed in much more detail to follow, for these two important reasons, framing theory is the guiding theoretical framework on this study on the framing of ASD inclusion.

To begin, it is important to return to Luker (2008) in their work about transcending disciplines and asking big multidisciplinary questions. They say that a researcher doing multidisciplinary work must make the connections across the

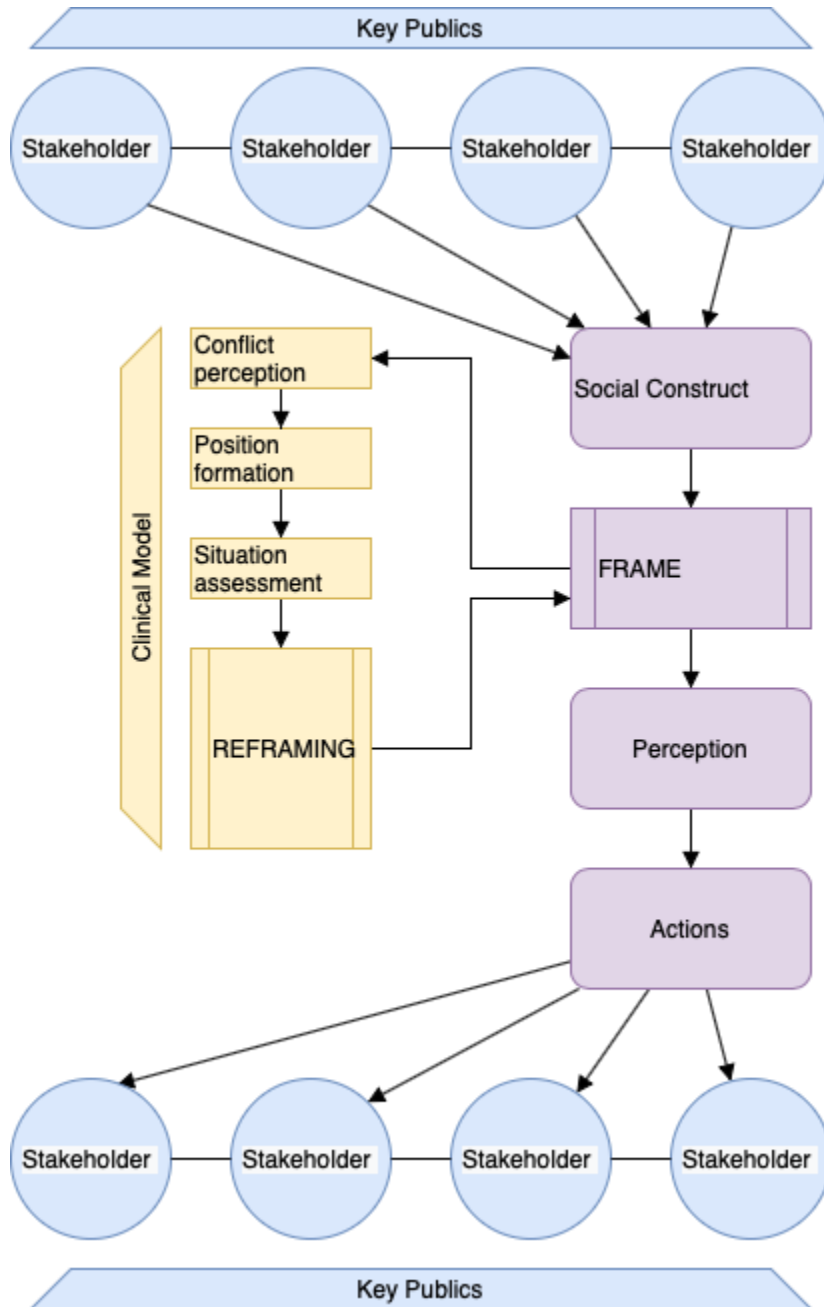
disciplines being linked (Luker, 2008). In the footsteps of their multidisciplinary research methods, framing theory is discussed in detail. The information to follow is a communication studies and PR discussion on framing theory. Within each section, there will be language and ideas specific to the complex theories and ideas in the field of communication studies and PR. As a way to bridge disciplines and in order to help guide readers who may be bridging into this work from other disciplines, including education and educational leadership, a conceptual diagram will accompany each concept to provide a visual tour of where the research is going in the effort of building the study. As a multidisciplinary study, the researcher provides translation between disciplines to improve understanding of this research across different audiences. A study on inclusion needs to itself be inclusive. Likewise, future sections that focus heavily on technical elements of education will do everything possible to similarly include communication studies and PR scholars.

The literature introduced in this section leads to a proposed new model of reframing ASD inclusion for professors of preliminary teacher candidates. At each point in the literature review, the model will be revisited along with additional information about how a particular theory applies in praxis for the study. This model draws upon the research in the literature review discussed to follow in order to propose a new model of reframing inclusion. The framing of ASD inclusion is a linear process, with a few offshoots that are cyclical for revision and assessment along the way. This process of reframing inclusion

would begin in clinical models providing direct experiential knowledge to participants. From there, experiences with the included population would be reflected upon, in particular examining the concept of disability as a social construct. Next, frames would be identified through open ended inductive analysis. From there, a side process would occur from the reframing process (Kaufman et al., 2017), would take place, which will be detailed more in the following sections. In the reframing circular element of the graphic, frames would be assessed and then have the option of maintaining the existing frame or reframing as needed (Kaufman et al., 2017). Following the reframing process, perception would be formed, and then key publics would be affected accordingly. This model allows for the regular reframing of the perception of ASD inclusion based upon need, assessment, and evaluation and is supported in the literature (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001).

Figure 1

Model for Reframing Inclusion



The model of reframing inclusion in Figure 1 draws upon the scholarship of PR, teacher education, and clinical models, relying heavily on framing theory.

Depending on the discipline, there will likely be varying terms within this model that are not recognized at this point, but each will be reviewed within the Review of Theories and Review of Topics sections within this chapter. This model will be referred to in the forthcoming study methods of framing ASD inclusion among professors of preliminary teacher candidates and referred to repeatedly in the literature review of framing theory. An explanation and discussion of framing theory will now continue.

Framing theory is salient to this study because framing affects perception and behavior. Research on framing consistently shows that behavior of an audience is shaped by frames (Borah, 2011; Jones & Song, 2014). If there are elements inside a frame, these are more likely to be considered and acted upon (Borah, 2011; Jones & Song, 2014). The frame leads to perception which leads to action. The conceptual model provides more information on this in the area with arrows pointing for reference in Figure 2.

Figure 2

Model for Reframing Inclusion - Impacts of Framing

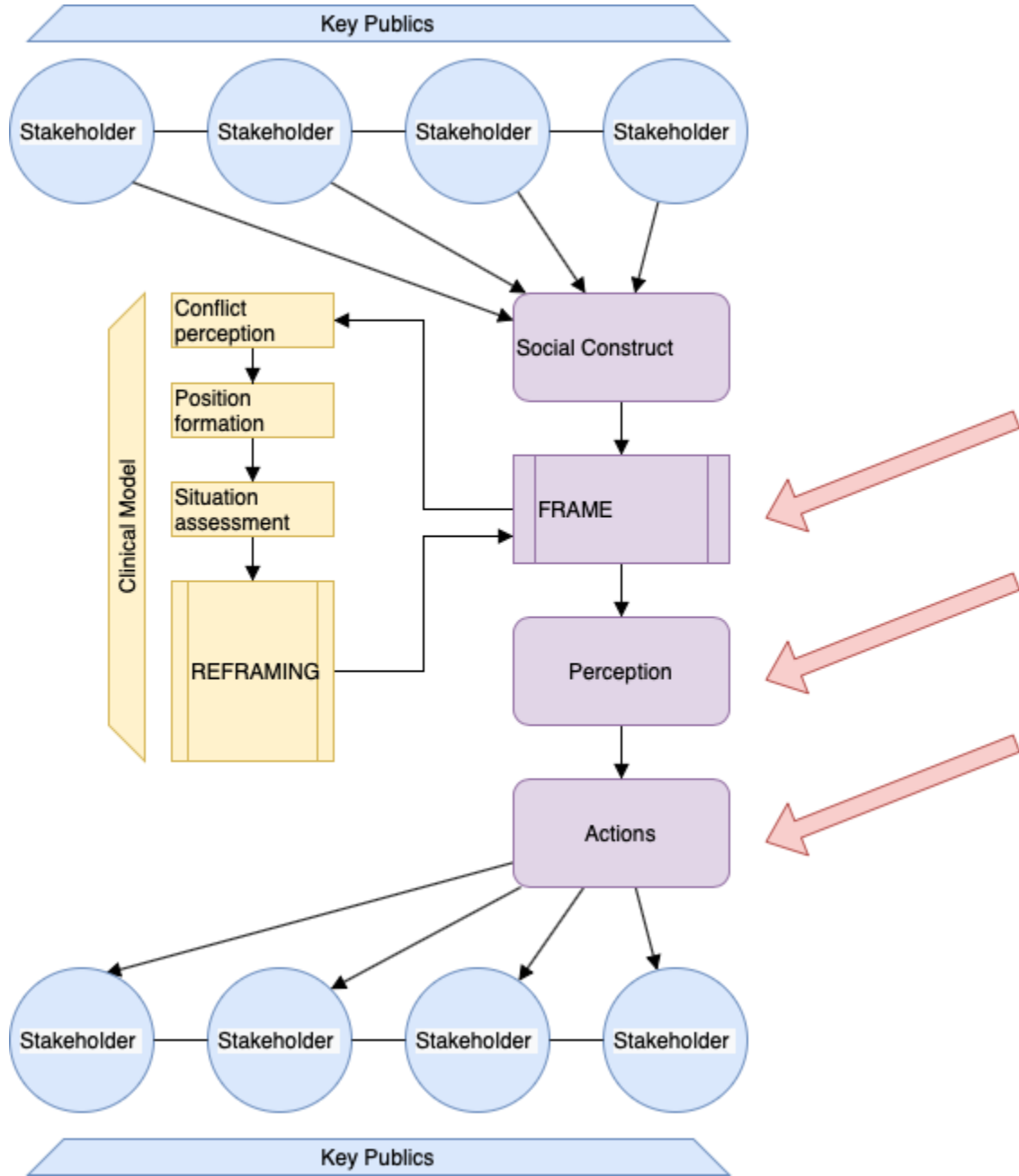


Figure 2 highlights the area of the reframing inclusion model related to the downstream effects of reframing. Given that this is a study on the framing of ASD inclusion by professors of preliminary credential candidates, a frame could affect the perceptions of ASD inclusion which could then impact actions taken related to ASD inclusion.

In the communication literature, framing theory expands upon the ideas put forward by agenda setting theory (Arwolo, 2017; Bateson, 1972; Goffman, 1974). Framing theory began, in part, with the research of Goffman (1974) where he described frames as a “schemata of interpretation” (p. 21). A frame is a context for understanding. A frame focuses information and provides a roadmap to interpret complex ideas. Later use of framing theory extended to new disciplines, with evidence framing theory beginning to branch out from communication studies to various topics, including educational leadership (Tolliver, 2014; Fairhurst & Sarr, 1996). Framing theory is the idea that complex issues are focused by the use of a frame that places emphasis on certain aspects and places the information within a field of meaning (Bateson, 1972; Goffman, 1974; Scheufele, 1999). A frame provides context and meaning related to how to think about complex matters (Arwolo, 2017; Bateson, 1972; Goffman, 1974).

There are ways to differentiate types of frames, and each researcher conducts frame differentiation in their own unique way relevant to their research (Cacciatore, 2013; Cacciatore et al., 2016; Pan & Kosicki, 1993; Valentino et al.,

2001). Goffman (1974) argued that frame differentiation begins with two types of frames: natural frames and social frames. Natural frames do not rely on social influence, where social frames build off of natural occurrences taking into account the influence of people and groups of people (Goffman, 1974). It is this type of social frame influence related to the “*how to think about things,*” that informs the use of framing theory in the research. Similarly, De Bruycker (2017) defined an issue-specific frame as one which works through an issue from the ground up, what the social context is, and how it evolves, in ways that are similar to the previously defined social frame.

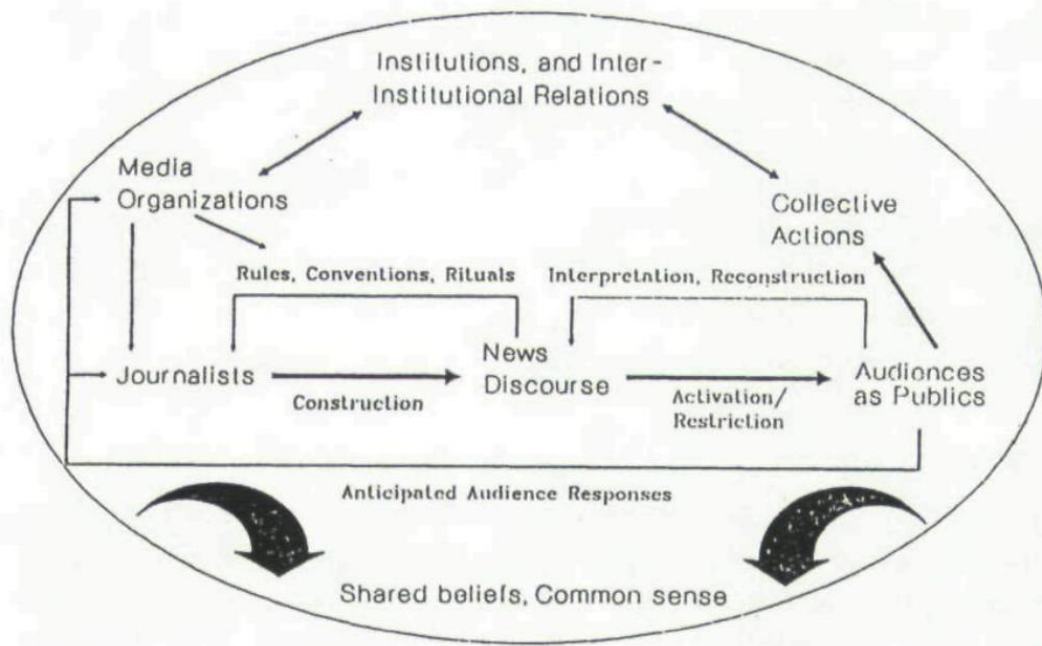
From Goffman’s research (1974), framing theory was born, and has evolved since then (Cacciatore, 2013; Cacciatore et al., 2016; Pan & Kosicki, 1993; Valentino et al., 2001). One point of differentiation among frames is along the lines of internal and external experiences with frames. Internal frames are called audience frames and external frames are called media frames (Cacciatore, 2013, Cacciatore et al., 2016; Kauhanen & Noppari, 2007; Scheufele, 1999). Audience frames define what individuals view as relevant and are much more related to internal understanding rather than external construction (Cacciatore, 2013). This study examines the manifestation of media frames, rather than the more internal, individual nature of audience frames, which is a different field of study (Scheufele, 1999).

Defining media frames is thus an important step in this literature review. Media frames influence how people understand the world. A narrow definition of

media frames acknowledges their psychological external nature (Pan & Kosicki, 1993). Media frames are a device for discourse and a mechanism to identify internal strategies to process that discourse (Pan & Kosicki, 1993). Framing devices help connect signifying elements of meaning for people who are exposed to those frames (Pan & Kosicki, 1993). Through a complex process, media frames create shared beliefs (Pan & Kosicki, 1993). In the model, frames are generated through multiple key publics and then are received by audiences, creating responses related to beliefs, behavior, and attitudes (Pan & Kosicki, 1993).

Figure 3

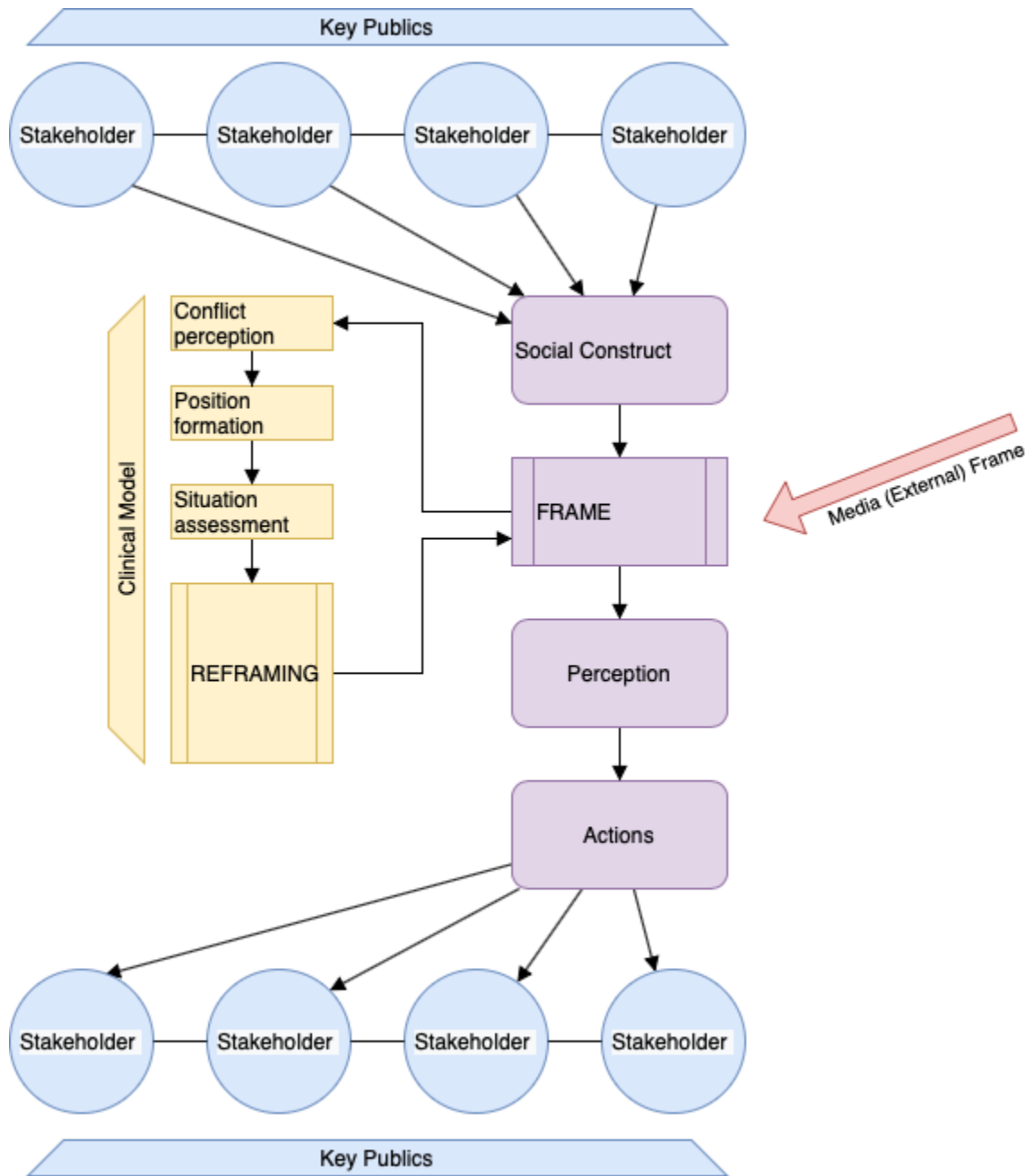
Frame Discourse Process (Pan & Kosicki, 1993)



As illustrated in Figure 3, media frames construct shared beliefs (Pan & Kosicki, 1993). For a study of the framing of ASD inclusion, shared beliefs might be related to ASD inclusion, social constructs related to disability, or the practices of effectively teaching ASD inclusion. All of the above are potentially examples of external media frames of shared beliefs. The location of ASD inclusion as a media frame is illustrated in the diagram in Figure 4.

Figure 4

Model for Reframing Inclusion - Media Frames



In the model in Figure 4, media frames are located in the “frames” portion of the conceptual diagram, where a construction of pre-conscious ideas takes shape.

Moreover, researchers discuss the normative nature of framing theory and of frames (Valentino et al., 2001). They state that construction of frames has a potential duty to ensure an informed set of key publics (Valentino et al., 2001). This normative nature of some frames can help elevate a discussion of ASD inclusion in teacher preparation settings. For instance, one study, where different media frames were constructed and tested related to political news, it was found that any frame involving a discussion of strategy or motive prompted negative responses and decreased understanding of issues (Valentino et al., 2001). Additionally, the study found that frames of sincerity produced favorable perceptions and were connected to increased knowledge acquisition (Valentino et al., 2001). Knowing that the presentation of the same information can produce different reactions based on the frame, Valentino et al., (2001) highlighted an important ethical component of framing. In other words, people learn more in a sincere positive frame. The author argues we have a duty to use the frames that inform the public rather than obscure information (Valentino et al., 2001).

There are many types of frames that help to provide focus and context, including: metaphor frames, story frames, tradition, slogan, artifact, contrast, and spin frames (Fairhurst & Sarr, 1996). Of these types of frames, one of particular interest related to this study is story frames. Story frames are the framing of a topic via narrative in a vivid or memorable way (Fairhurst & Sarr, 1996; Muhamad

& Yang, 2017). Similarly, in theoretical work by Zunshine (2006), they emphasized the importance of storytelling and narrative in individuals coming to value perspectives and lived experiences outside of their own. Similarly, a forthcoming section on disability studies will echo the sentiment of individuals having control over their own narratives and input on their own social construction. A story and a narrative can help with social construction (Zunshine, 2006). Story frames can help to focus a narrative. In one study, cognition of a topic was reshaped using story frames (Jones & Song, 2014). It is for these reasons that story frames seemed a particularly compelling type of media frame to examine. In rare framing theory research about ASD, framing using story frames significantly contributed to public discourse about ASD (Muhamad & Yang, 2017). This particular study will continue to be discussed at length in the reframing section of the review of framing theory literature. However, it seems important to note early on that framing theory using story frames in particular has been shown to affect social construction. The manner in which story frames influence social construction is illustrated in the conceptual diagram in Figure 5.

Figure 5

Model for Reframing Inclusion - Story Frames

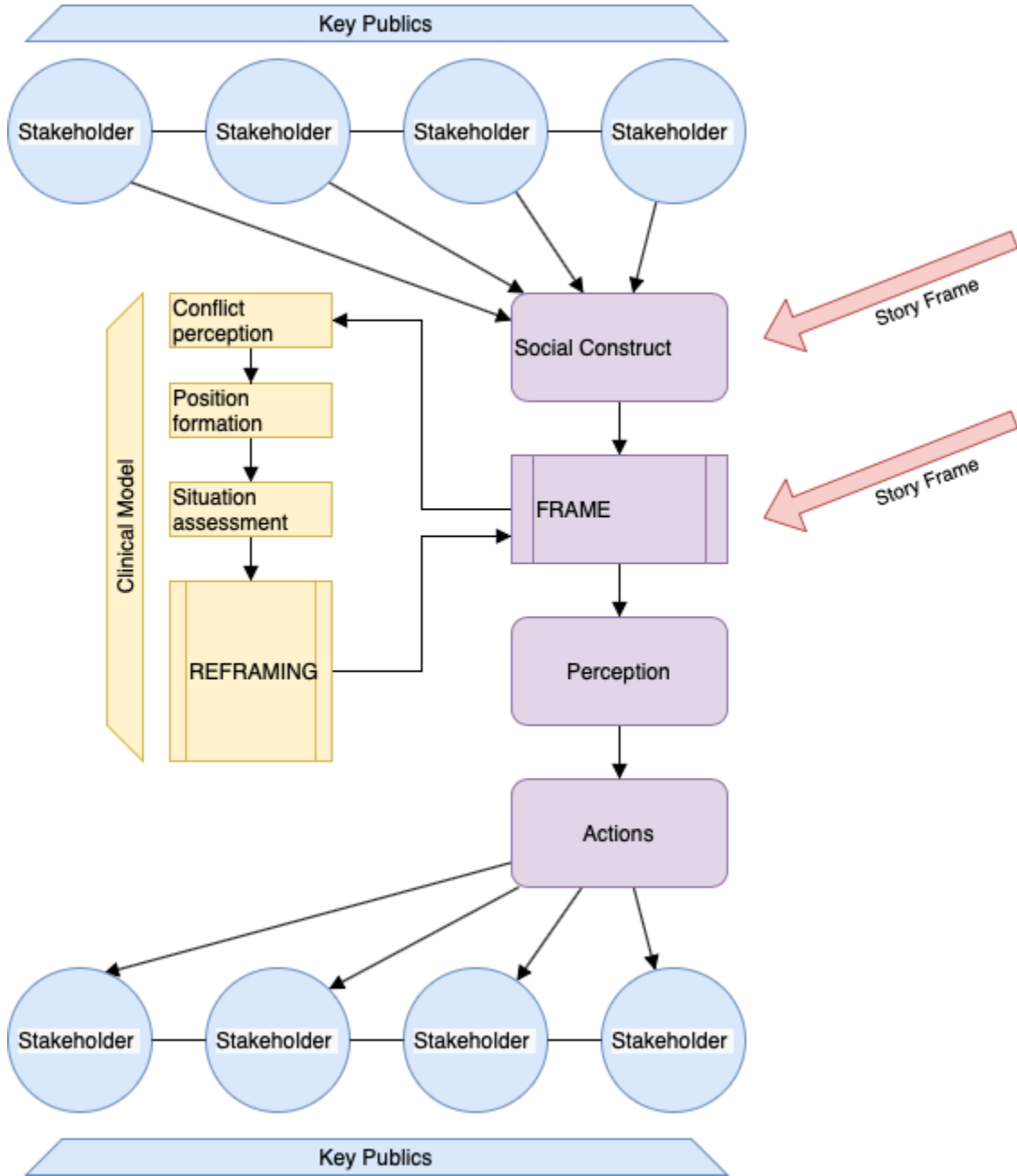


Figure 5 illustrates where narrative or story frames reside within the conceptual model for reframing inclusion. Overall, narrative or story frames can be a helpful tool in examining any frames employed throughout the process of the framing of ASD inclusion. Story frames and narrative themes both help people connect evolving perceptions and attitudes over time (Lempiälä et al., 2019). In what Lempiälä (2019) called “cultural resonance,” a multi-step framing process takes place over time. Lempiälä (2019) says story frames help resolve conflict and make meaning through ideas that may otherwise not fit together (Lempiälä et al., 2019). While Lempiälä’s study will be explained in more detail immediately following, her model creates an opportunity for future frames of ASD inclusion where there may have previously been a lack of understanding, confusion, or conflict. This is related to the fact that story frames specifically are found to help individuals organize information, frames, and understanding more effectively (Jones & Song, 2014).

Story frames can work together, or they can compete against each other. For instance, one researcher uses notions of “looting” versus “protesting” as an example of competing frames (Jones & Song, 2014). In parallel, the Jones and Song (2014) research of 2,000 individuals found that story frames were correlated to significantly better organization of ideas and concepts. The research overall shows that for learning, a story frame can be the type of frame that helps people make sense of information very effectively and to be informed

on issues that may otherwise be overwhelming or overly complex and have the potential to shape cognition (Jones & Song, 2014; Lempiälä et al., 2019).

Next, it is important to introduce the idea of framing effects. Framing effects are methods of providing context and organization to complex issues prompting action, interpretation, or attitude (Kauhanen & Noppari, 2007; Scheufele, 1999). Framing effects are connected deeply to media frames. However, it is important to note two things before continuing: (1) media effects and framing effects are not synonymous; and (2) “effect” used to refer to framing is not used in the quantitative cause-and-effect causational way. The nature of this research on framing ASD inclusion is not a media effects study. The two, media effects and framing effects, are interconnected but quite distinct. While framing effects and media effects sometimes align in the research (Kauhanen & Noppari, 2007; Scheufele, 1999), only framing effects is an important part of the research of this study on the framing of ASD inclusion.

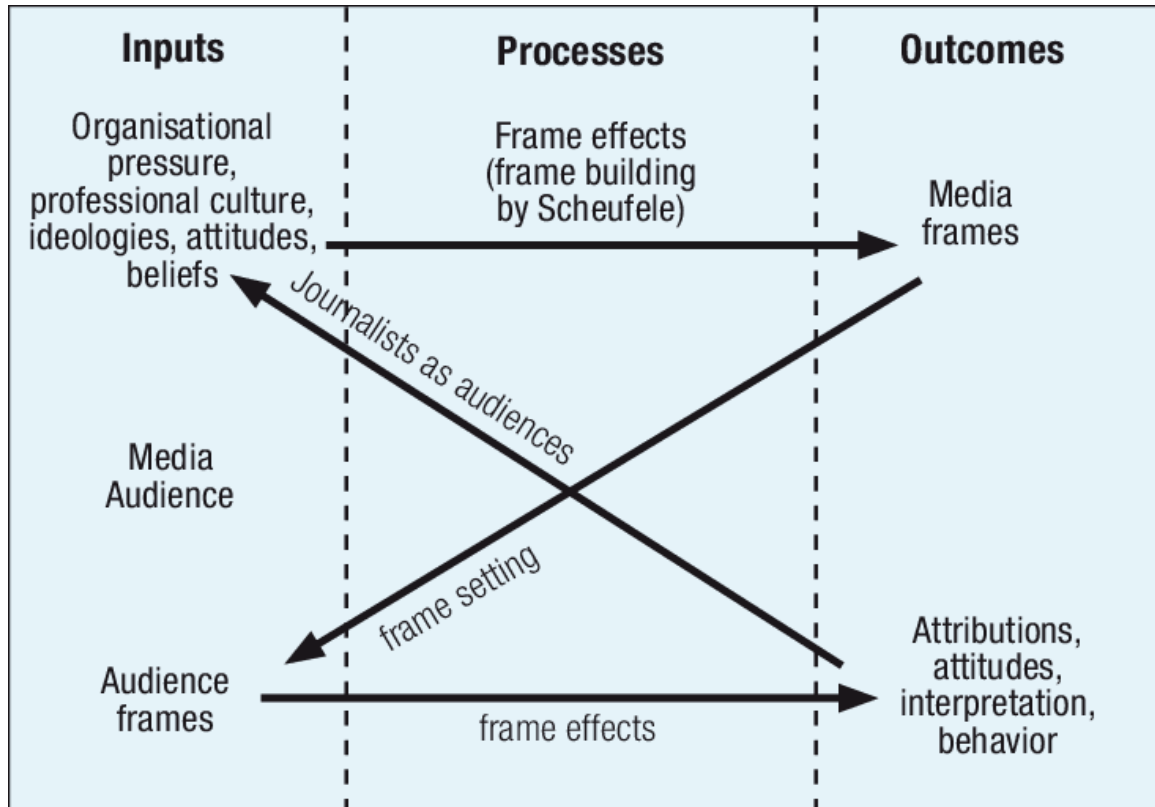
Framing effects is about methods of providing context and organization to complex issues and ideas (Kauhanen & Noppari, 2007; Scheufele, 1999) Framing effects are concerned with how frames persuade, provide meaning, and may even prompt further action, interpretation, or attitude (Kauhanen & Noppari, 2007; Scheufele, 1999). Overall, the idea of framing effects is summed up best by Kauhanen and Noppari (2007) when they stated, “if the basic discourse is a structure, frames are made inside that structure” (p. 29). People are informed in their perceptions and subsequent actions by framing (Kauhanen & Noppari,

2007). For instance, in news, journalists are also influenced by their own framing (Kauhanen & Noppari, 2007) despite frames being made unconsciously (Scheufele, 1999). By this reasoning, it is possible that professors can be influenced by frames of their own creation in addition to frames created by others, relating this information to Friere's (2000) liberatory pedagogy.

To better illustrate framing effects, Figure 6 presents a model of framing effects and their influence on the framing process and outcomes (Scheufele, 1999). The process of framing and the effects of framing are detailed in the visual. There are two outcomes in framing theory: the media frames and the attitudes and behaviors (Kauhanen & Noppari, 2007; Scheufele, 1999). Inputs produce outcomes related to institutional influences and the audience themselves (Kauhanen & Noppari, 2007; Scheufele, 1999). Framing is thus the "construction of social reality" (Scheufele, 1999, p. 105); which is of importance to this study, because disability is socially constructed within the literature (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006).

Figure 6

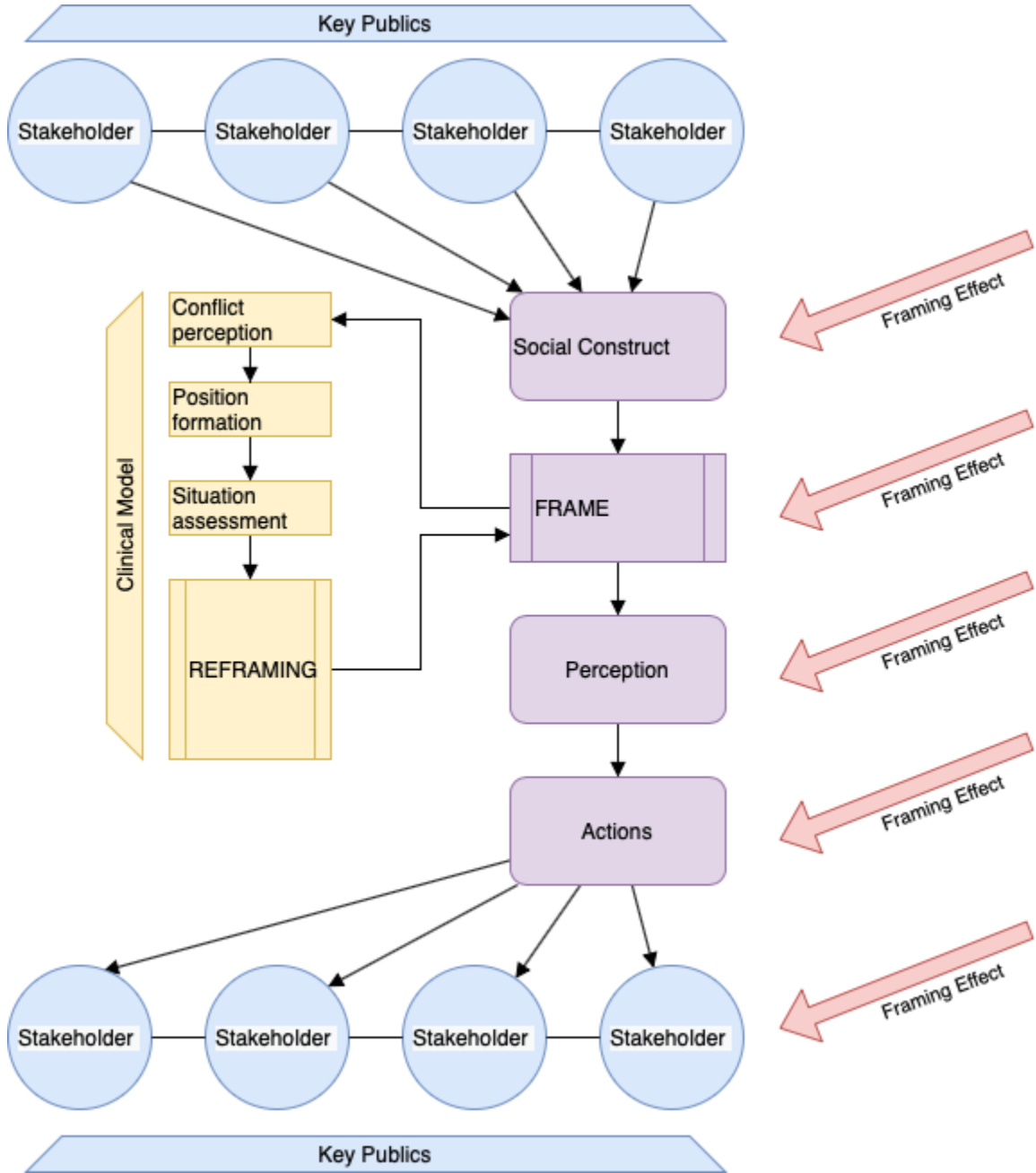
Framing Effects (Scheufele, 1999)



The relationship between framing, framing effects, attitudes and behaviors is illustrated in Figure 6. The importance of this relationship between framing and social constructs influences perceptions and actions related to the framing of ASD inclusion and cannot be overstated. This will be revisited throughout the study. To better illustrate this point, the conceptual model in Figure 7 shows where framing effects connect with a study on the framing of ASD inclusion.

Figure 7

Model for Reframing Inclusion - Framing Effects



The conceptual model in Figure 7 shows the connection between framing effects and the framing of ASD inclusion.

Another big differentiation with framing theory is whether the framing concept is defined narrowly or more broadly (Cacciatore, 2013; Cacciatore et al., 2016). This idea connects with a common phrase in PR practice, of “show, don’t tell,” which means that illustration of facts can be more persuasive than persuasion. Similarly, Cacciatore (2013) differentiated between narrow framing as a psychological pre-awareness of ideas versus a broader view of framing within the context of the social sciences connected to schemas, topics or other groupings of ideas or agendas (Cacciatore, 2013; Cacciatore et al., 2016). Current researchers advise that solid framing theory research includes a narrow definition that includes nonverbal or visual cues and focus on alteration of presentation of information rather than persuasive content of the information alone (Cacciatore et al., 2016). This research on framing paves the way for multidisciplinary studies and multidisciplinary approaches. This verbal and nonverbal framing additionally connects to story frames detailed, as well as Indigenous Research Methods, which will be discussed in Chapter Three.

Interesting and unique to framing theory, there is an “accessibility -applicability distinction” in framing theory, which details the extent to which context needs to be given to connect newcomers to the topic to the understanding of the story, even if it lessens the impact of the frame (Cacciatore et al., 2016). Accessibility is also a key concept in disability studies. The two

disciplines in this study share in common an ongoing question regarding how to include people in the flow of information, learning in the classroom, and communication in framing. An inclusive classroom would be accessible for all students.

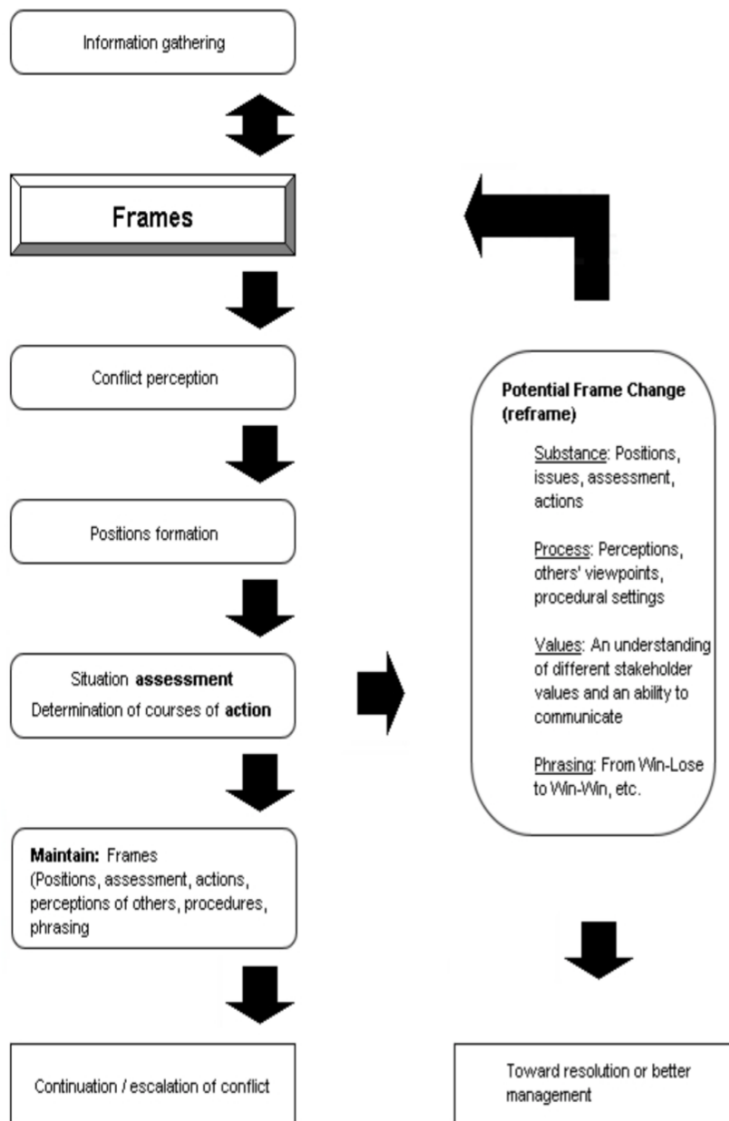
While framing exists in fields of study including communication studies, mass communication, and PR, it is also prevalent in leadership and business fields (Bolman et al., 2017; De Bruycker, 2017; Fairhurst, 2005; Fairhurst & Sarr, 1996; Kaufman et al., 2017). In leadership and in business, framing is contextualized as a method to make sense of a chaotic world using a mental model that increases understanding and benefits situational understanding (Bolman et al., 2017). Within multidisciplinary framing theory is the idea that frames are nonconscious, do not require awareness or work to exist, and the process of a frame coming into existence is almost instantaneous (Bolman et al., 2017).

Next, and most important to the study, is the idea of reframing. In framing theory, reframing plays a role in redefining elements of information, experiences and, ideas (Bolman et al., 2017; Fairhurst, 2005; Fairhurst et al., 2017; Kaufman et al., 2017). As an example, a different method of inquiry can lead to a different result (Bolman et al., 2017), or a different question may lead to a different answer (Kaufman et al., 2017). Frames may give context, but frames sometimes can be unjust, inequitable, or exclusionary, or just built on outdated thinking related to the structures of oppression in CRT (Sólorzano et al., 2005; Theoharis, 2007:

Valencia, 1997; Valencia, 2010). Kaufman and colleagues (2017) provided a mechanism for resetting the frame, when a new or different frame is needed. A model of their reframing process is shown in Figure 8.

Figure 8

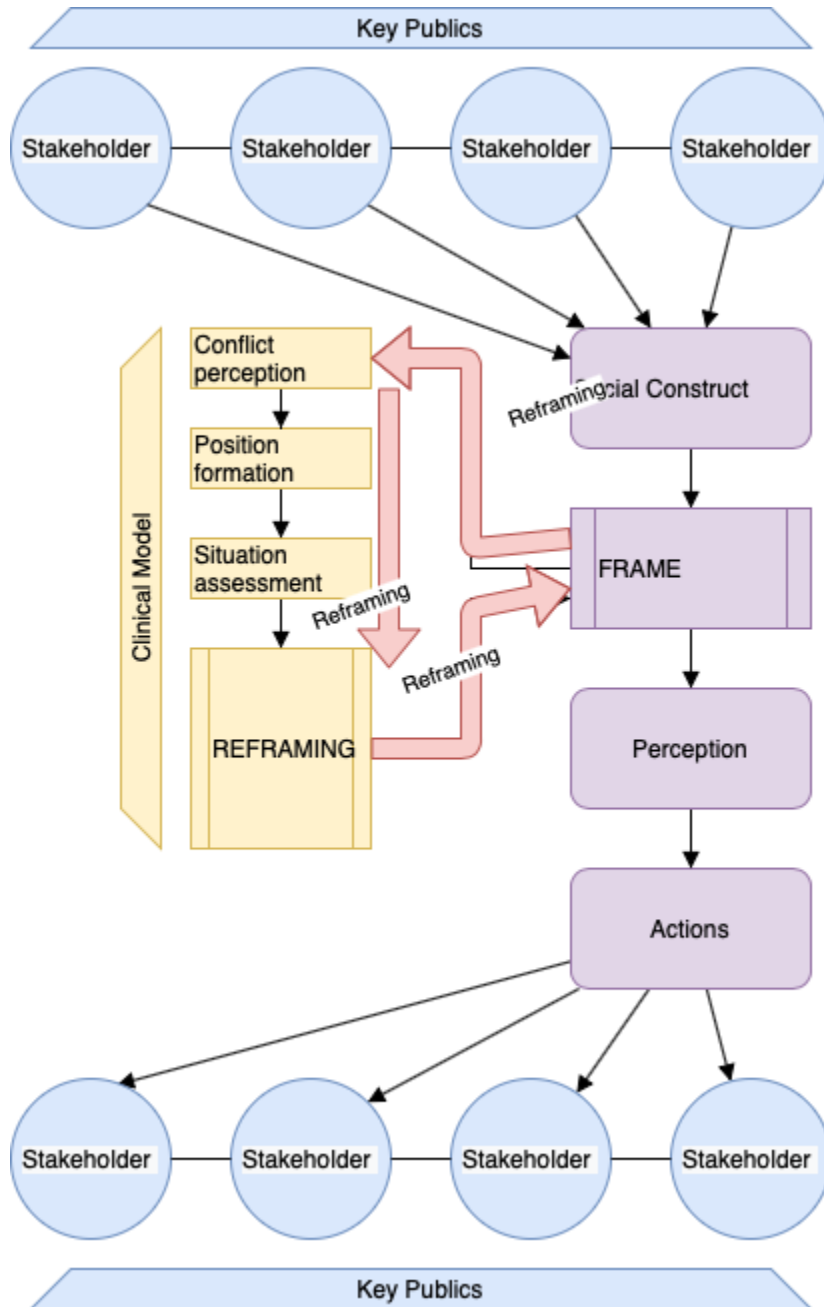
Reframing Process (Kaufman et al., 2017)



The purpose of the process of reframing, as illustrated in Figure 8, is to identify frames and to offer opportunities for new frames (Kaufman et al., 2017). Through the reframing process, there is almost a second track of options or an opportunity to assess a situation and offer an alternative. Reframing can deescalate conflict or reduce the frame of conflict (Kaufman et al., 2017). As a result, reframing may offer up opportunities for further examination following conflict deescalation. Suggested approaches to reframing include listening sessions, identifying shared visions, establishing common ground, or improving upon desired outcomes (Kaufman et al., 2017). Reframing is highlighted by Bolman and colleagues (2017) who stated that reframing leads to different scenarios and those scenarios lead to different outcomes. Fairhurst (2005) stated that framing and reframing provide an opportunity to view leadership from the perspective of power relations and social construction. In using reframing in a study on the framing of ASD inclusion, reframing will be used in order to best clarify framing's role in the study as highlighted in the figure.

Figure 9

Model for Reframing Inclusion - Reframing



In the reframing model highlighted in Figure 9, reframing takes place through a process of examining a frame, thereby possibly replacing it with a new frame for optimal outcomes related to perception and behavior. Many times, framing and reframing have to do with opposing forces at play (Muhamad & Yang, 2017; Semetko & Valkenburg, 2000; Valentino et al., 2001). Though, it also needs to be acknowledged that framing opposition can lead to great polarities, judgment, and conflict. Reframing can play a role in introducing ideas that do not divide and separate, but rather unite and strengthen (Kaufman et al., 2017). However, Kaufman and colleagues (2017) may have oversimplified reframing as overly positive. In a precursor to Kaufman's (2017) work, Lazarsfeld and Merton (2000) asked important questions about what they called "propaganda as a social objective" (p.27). Their questions highlight the need for ethical use of framing, with a deep acknowledgement that framing issues can be deeply problematic or deeply beneficial, and that both are possible using the same tools (Lazarsfeld & Merton, 2000).

Lazarsfeld and colleagues' (2000) emphasis on understanding frames, the impact of frames, and the importance of understanding the power of frames from an ethical viewpoint led to methods of frame analysis and measurement. It leads the discussion into frame scales and frame analysis research, which will be discussed immediately following. In a leading research study of over 4,000 news stories, a framing scale was developed to provide clarity on frames created and their framing effects (Semetko & Valkenburg, 2000). This framing scale has been

used by researchers many times since inception (Muhamad & Yang, 2017; Valentino et al., 2001) and will be revisited in Chapter Three for study methods of ASD inclusion. There are five fixed frames identified in the research, which can be further identified using coding and analysis from a series of yes or no questions related to: responsibility, conflict, human interest, economic consequences, and morality (Semetko & Valkenburg, 2000). The frames are a mechanism that set public perception of issues (Semetko & Valkenburg, 2000). While often, perception is treated like a fixed issue, perception can be influenced according to framing theory (Semetko & Valkenburg, 2000). A framing scale assists with analyzing content (Semetko & Valkenburg, 2000). Just like there is inductive and deductive coding and theming (Saldaña, 2016), there is inductive and deductive analysis of frames (Semetko & Valkenburg, 2000). Stated in Semetko and Valkenburg (2000), a deductive approach to frame analysis using a pre-set framing scale can help to identify frames. There are five frames identified from the literature based on their frequent presence as framing devices within this large scale study (Semetko & Valkenburg, 2000).

- **Conflict.** The conflict frame gets the attention of an audience by emphasizing conflict between individuals, groups, or institutions.

- **Human interest.** The human interest frame puts a face to an idea, issue, challenge, or event in a way that connects to human emotion.
- **Economic consequences.** The economic consequences frame identifies an event, problem, or issue related to financial outcomes for individuals, groups, or institutions.
- **Morality.** The morality frame centers an event, challenge, or issue in a context of normative claims of what “should” be. Semetko and Valkenburg (2000) identified that the framing scale should look for morality both directly and indirectly.
- **Responsibility.** The responsibility frame centers an event, challenge, or issue as something either caused by or able to be solved by an institution, individual, government, or group and attributes responsibility.

In the seminal Semetko and Valkenburg study (2000), responsibility and conflict are the two most frequently used frames. Morality was a frame used least, but prevalent among smaller or rural audiences (Semetko & Valkenburg, 2000; Wendorf & Wang, 2017). Responsibility was most frequently used among larger

and more urban audiences (Semetko & Valkenburg, 2000). The study indicated that framing varies by topic, and the understanding and establishment of the frames created in messaging can have “important implications for public understanding and evaluations of issues [and] institutions...” (p. 107).

In this section of the study, a thorough literature review has provided insight on framing theory, framing effects, media frames, reframing and framing scales. Each aspect of the literature on framing theory will be used in this study on the framing of ASD inclusion. From this point forward, now that reframing has been defined and reviewed in this section, the study will be called more accurately by its more detailed name as a study on the reframing of ASD inclusion. In the next section, CRT will be discussed as it informs the theoretical framework in addition to framing theory.

Critical Race Theory (CRT) as Informing Theory

CRT emphasizes intersectionality and power (Sólorzano et al., 2005; Theoharis, 2007; Valencia, 1997; Valencia, 2010). CRT is an examination of the barriers that oppress people (Sólorzano et al., 2005). CRT acknowledges power and provides tools for oppressed people to reshape systems (Sólorzano et al., 2005). CRT is an informing theory for this dissertation is because there is an opportunity for greater study of CRT in education as it relates to individuals with ASD.

Critical race theory in education consists of five tenets “...that form the basic assumptions, perspectives, research methods and pedagogies...”

(Sólorzano et al., 2005). These five tenets within the theory address actionable steps to identify power and address damages of the past. The five tenets of CRT inform a critical worldview pertaining to framing of ASD inclusion: Centralizing race and racism, challenging dominant ideology, a commitment to social justice praxis, valuing experiential knowledge, and a historical and interdisciplinary focus (Sólorzano et al., 2005). Three of these will be detailed in the discussion following as they relate to this study.

Aligning with CRT, there is a known need in the literature to examine barriers for people with disabilities (Gertz, 2003; Solorzano, 2020; Theoharis, 2007). Barriers can be a form of oppression and CRT is a useful tool for acknowledging, naming, and examining those barriers. Components of oppression facing individuals with disabilities include acknowledgment of a segregated past (Wilder, 2013). For individuals with disabilities, there are remnants of past segregation and separation that remain to this day (IDEA, 2004; Theoharis, 2007; Rossa, 2017; U.S. Department of Education, 2012). For instance, there were no mandates that individuals with disabilities join public schools until the 1970s (IDEA, 2004), despite schools desegregating by race decades earlier (Brown, 1954). This idea of remaining relics of segregation for individuals with ASD is further identified in the CRT research as stated in the provided quote.

...this article makes the necessary connection between social justice and inclusion of students with disabilities [adding to the]

discussion of special education and inclusive practices in the body of literature on social justice leadership. This connection [of CRT and inclusion] is grounded in the belief that social justice cannot be a reality in schools where students with disabilities are segregated or pulled out from the regular classroom, or receive separate curriculum and instruction. (Theoharis, 2007, p.222)

To bring the CRT conversation into the space of students with disabilities is empowering unto itself. This quote states that separation contradicts equity. Eliminating options is not equity. Segregation separates people from their potential in ways that have lasting consequences (Theoharis, 2007, p.222).

As another example of CRT in spaces impacting individuals with disabilities, Critical Deaf Theory evolved from CRT (Solorzano, 2020). Critical Deaf Theory draws upon the idea of CRT in education and lays the foundation for what would become Critical Deaf Studies (Gertz, 2003). Later, the CRT researcher who made this jump in scholarship became the Dean of Deaf Studies at Gallaudet University, the landmark deaf university in the United States (Gallaudet, n.d.). This is important because it makes the connection between CRT and education for individuals with disabilities.

In sum, CRT in education is based on five tenets. In the discussion next, three of the five tenets in particular will help to inform a critical worldview pertaining to framing of ASD inclusion: challenging the dominant ideology,

valuing experiential knowledge, and a historical and interdisciplinary focus (Sólorzano et al., 2005). In the following paragraphs, the discussion of CRT in education will draw some connections regarding its use as a lens for studying the framing of ASD inclusion in teacher preparation. This will be done by closely examining specifically at the most relevant tenets of CRT to this inclusion research.

The first informing tenet of CRT is to challenge a dominant ideology (Sólorzano et al., 2005). Challenging a dominant ideology means knowing that the dominant thinking is so that it can be addressed when it is wrong. In many ways, dominant ideology started with the eugenics movement, which played a dominant and devastating role in history (Selden, 1999; Wilder, 2013). Eugenics considered people “less than” or less worthy of institutional investment (Selden, 1999; Wilder, 2013). This was, of course, later debunked (Selden, 1999; Wilder, 2013). Those affected the most included people of color, people with disabilities, and many arbitrary groups of individuals (Selden, 1999; Wilder, 2013). The “value” of a person in eugenics was determined by White men, and this process of attributing “worthiness” was championed by White men predominantly in academia. The eugenics movement affected groups already marginalized in the United States to the greatest degree (Selden, 1999; Wilder, 2013). It is because of this eugenics history that “less than” is part of the dominant narrative (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Selden, 1999; Taylor, 2006). It is through this lens that separation or limiting of options can be

viewed as lower institutional investment, calling back to a debunked previous time and needing to be challenged. As evidence of the daily reminders families with a loved one with ASD receive is that a common motto in the ASD community is “different not less.” The institutional racist and eugenic underpinnings of the creation of the nation (Selden, 1999) create an opportunity for identification and revision towards equity by challenging the dominant ideology.

Second, Solorzano and colleagues (2005) named centralizing experiential knowledge as an important tenet of CRT. Each person’s story is important. Stories inform experiences. When the dominant ideology centralizes one kind of story over others, CRT holds space for experiences to be considered when they may not have before. Solorzano (2020) stated that individual experience informs knowledge. As an example of centralizing experience, the Department of Education’s numbers state that in 2017, no students received an alternative certificate to a diploma in the state of California (DOE, 2017). This might raise questions among families who have school-age children with ASD and who may, given their experiential knowledge, know people personally who have recently gotten an alternative certificate. Perhaps the count is attributable to a data collection issue given that an alternative certificate is counted among individuals with other disabilities in the data (DOE, 2017). Similarly, in the present data set, numbers on race and ethnicity related to identification of ASD are not collected for disaggregation, though they are for other identified disabilities (California Dept. of Education, 2017). Using this tenet, based upon grounding and trusting

experiential knowledge, this important lived experience can be considered not just a side note, but essential information towards the research being conducted. The study will use this important tenet to dive into the work. The hope is by valuing lived experience in a different model, and by taking qualitative data in a case study approach, perhaps insight could be gained for future opportunities to support the framing of inclusion.

Lastly, CRT includes the tenet of an interdisciplinary perspective (Sólorzano et al., 2005). A good study informed by CRT is deeply interdisciplinary, modeling institutional change, and attempting to address institutional barriers (Sólorzano et al., 2005). This research is committed to social justice advocacy and to putting theory into action. There is no social justice with segregation. However, in almost every public school in the state of California, there is at least one special education class that is segregated to varying degrees both formally and informally. This is a contradiction or a *nepantla* (Anzaldúa et al., 2012; Emerson, 2018; Lizárraga & Gutiérrez, 2018; Scott & Tuana, 2017), and like many contradictions, it is one that is worthy of further examination. It is important to state that at no point does this research imply that general education is right for everyone, or, for that matter, for anyone. Moreover, this research does not suggest a one-size-fits-all approach, rather the availability of the same range of options available for others. If options would be on the table for a person without ASD, CRT states all options need to be on the table for individuals with ASD as well.

Connections in Praxis

The conceptual and theoretical framework identified in the previous section has important roots in praxis, thus contributing beyond abstract theory. This dissertation sets out to impact actual practices in ways that support professors of preliminary teacher candidates and ASD inclusion. There are studies that examine some parts of the theoretical framework as they pertain to practical topics related to this dissertation (Bolman et al., 2017; Fairhurst, 2005; Schedin, 2017). The studies that make these specific connections in praxis will be highlighted and reviewed in more detail immediately following this introduction. There is great opportunity for more study in the area of framing ASD inclusion and the frames held by professors of preliminary credential candidates. Framing theory provides a roadmap for making sense of otherwise unrelated or chaotic information. CRT in education informs a framing theory study by connecting education to power and a past that affects the country, the region and the field of education. The limited studies in framing and special education, framing and ASD, and leadership framing all call for additional studies in this minimally researched area of the discourse. This section will open a more detailed discussion connecting theory with practice, also known as praxis.

Framing theory provides an opportunity to make sense of complex ideas. Those ideas can be environmental, political, educational, and from leadership, business, and beyond. Each discipline might employ different frames, but the idea of frames and how frames can influence perception remain consistent

throughout. Related to leadership, Fairhurst (2005), a communication scholar, attempted to bring framing into leadership and business discourse with mixed results. They identified some challenges with framing and reframing in leadership practice because it is so abstract, especially for busy leaders. However, Fairhurst (2005) contended that framing is a teachable leadership skill. They proposed that framing can be taught as a scaffolded leadership skill set (Fairhurst, 2005). She also proposed and encouraged further research into this area (Fairhurst, 2005).

Additional leadership literature on reframing echoes the importance of frames within effective leadership (Bolman et al., 2017). Framing and reframing in leadership connects with identity, value, and diversity in a way that normative or instructive information cannot (Bolman et al., 2017). Frames guide leaders towards positive leadership outcomes by bridging diverse groups and connecting people to knowledge beyond instruction (Bolman et al., 2017). Interestingly, one study showed that university presidents who could operate within multiple frames are found to be more effective leaders than ones who operate with single frames (Bensimon, 1989, as cited in Bolman et al., 2017). Another study found the same for chief executives (Coughlin, 1993, as cited Bolman et al., 2017), while a third mirrored this finding for K-12 principals (Wimpelberg, 1987, as cited in Bolman et al., 2017). The ability to frame and reframe is shown in the literature as an effective leadership practice (Bolman et al., 2017; De Bruycker, 2017; Fairhurst, 2005; Kaufman et al, 2017). In educational leadership, this means that while

professional development has some known benefits, reframing can reach people in a different, important, and long-lasting way.

There are very few studies on framing theory that examine specifically at frames with and about people with disabilities (Schedin, 2017). The lack of research in this area alone highlights the need for an interdisciplinary study related to framing and inclusion. In one of the few studies available, a disability rights framing effort in India and Nepal, it was found that framing disability rights in certain ways mobilized people to respond and become or stay engaged to a greater degree (Schedin, 2017). Frames used included collective action and grievances in the effort to organize and communicate goals (Schedin, 2017). Overall, it was found that a frame of collective action, human rights, and nonnormative approaches produced the feeling that positive outcomes were achieved (Schedin, 2017).

Framing theory also exists in a few special education studies that examine or explore negative frames of special education (Deno, 1970, as cited in Forlin, 2010). Forlin (2010) found there is a frame on “fixing” a “broken” person instead of including each person for the unique contributions they make. Forlin (2010) specifically made a direct connection in the literature between teacher perception of inclusion, framing theory, and the later outcomes of their inclusive classrooms. The connection is also made between creating frames related to understanding individuals with disabilities and future perceptions (Forlin, 2010). This research sums up the frame by stating:

To reframe teacher education and to ensure a better match between courses at universities and colleges and the reality of teaching in multicultural and multi-diverse schools...requires extensive dialogue around inclusion...Teacher education needs to be more forward thinking and focus on preparing teachers for potential challenges, rather than providing rhetorical and homogeneous curricula that perpetuate the status quo of teacher training within narrowly focused specific disciplines (Forlin, 2010).

The reframing of teacher education and preparation can affect a behavior change and a change in outcomes (Forlin, 2010). To add on to the idea of framing teacher perception, there is very little specifically on framing theory as it pertains to ASD (Fortunato et al., 2007; Muhamad & Yang, 2017). However, Semetko and Valkenburg (2000), directly used the framing scale that this study also proposes to use as well as discussed in Chapter Three. In the study, researchers set out to understand the story frames used related to ASD. They found that these frames potentially influenced public perception (Muhamad & Yang, 2017).

Recommendations for future studies included more detail on diversity, equity, and inclusion related to the disparities among populations portrayed in frames (Muhamad & Yang, 2017).

In conclusion, there is great opportunity for more study in the area of framing ASD inclusion. Framing theory provides a roadmap for making sense of

otherwise unrelated or chaotic information. CRT in education informs a framing theory study by connecting education to power and a past that affects the country, the region, and the field of education. The limited studies in framing and special education, framing and ASD, and leadership framing all call for additional studies in this minimally researched area of the discourse (Bolman et al., 2017; Fairhurst, 2005; Forlin, 2010; Fortunato et al., 2007; Muhamad & Yang, 2017). To prepare for the study, a better understanding of the topics, including PR, special education, teacher education, UDL, Clinical Models, and teacher perception will all be reviewed in the next section.

Review of Topics

In this review of topics section, there will be a closer examination of both broad and narrow topics pertaining to the study. First, the literature review will begin with a review of relevant research within disciplines that shape this particular study including PR, special education, inclusion, diversity, and equity. Next, the literature review will narrow into the specific areas that will inform the present study, including the process of teacher credentialing, UDL, clinical models, and teacher perceptions. Ultimately, this will lead to a proposed new model for framing ASD inclusion and will lead into the methodology section in the next chapter.

Public Relations

A close examination of PR is relevant to this study. Connections between the framing of ASD inclusion and PR will be detailed in this section. To begin, PR

is both an academic field of study and a practical profession. As a practical profession, PR builds relationships between an entity and their key publics. As an academic field of study, PR considers the PR processes, effects, and outcomes on various sectors and social groups. To start with, a practical definition of PR is provided directly from the largest PR professional organization, as quoted. This popularized definition was chosen specifically to start off this review of PR in order to show common perception of PR processes. As a practical definition of PR, the leading professional and student PR association defines PR in the following way:

...a strategic communication process that builds mutually beneficial relationships between organizations and their publics. At its core, public relations is about influencing, engaging and building a relationship with key stakeholders to contribute to the way an organization is *perceived* [emphasis added]" (Public Relations Student Society of America. n.d.)

The word *perception* is directly in the practical definition of PR. This common definition intentionally begins the review of PR because it describes a change in perception. PR practitioners define themselves as managers who build mutually beneficial relationships for a group by changing perceptions (Public Relations Student Society of America. n.d.).

Building upon the practical definition of PR, there is similar discourse academically as to PR and its function as a field of study. First of all, frames are

a mechanism for affecting perception, which were outlined in the theoretical framework section. Frames are used in PR and studied in academic inquiries related to PR. However, interestingly, PR calls for a more clear academic definition of PR itself (Russell & Lamme, 2016). Academic researchers and PR historians acknowledge the subjectivity of the definition of PR (Ciszek, 2020; Russell & Lamme, 2016).

However, while a debate continues as to the academic definition of PR, academics' identification of motivations for PR efforts have remained relatively consistent (Russell & Lamme, 2016). Russell and Lamme (2013) identified PR efforts as typically falling under six main categories of motivation: profit, legitimacy, recruitment, agitation, advocacy, and fear. Advocacy can be a PR effort that is defined as a PR effort that works towards an outcome (Russell & Lamme, 2013). Lazarsfeld and colleagues (2000) supported this type of advocacy PR by stating there can be efforts to shift public opinion on behalf of social objectives. In addition, Russell and Lamme (2013) found that because of fear present in PR surrounding periods of high civil rights activity, sometimes advocacy in PR is not readily apparent (Russell & Lamme, 2013). Rather, they state advocacy PR was often taking place behind the scenes even if it was not outwardly evident (Russell & Lamme, 2013). In order to reduce these negative effects in the future, some research into PR has called for more clarity in the academic definition of PR in a way that more closely identifies with elements of advocacy in both strategy and human agency (Russell & Lamme, 2016).

This alignment of advocacy as a motivation of PR, establishes that there is often advocacy seen within PR efforts. To get into more depth regarding the importance of PR in this framing study, there will be more information on the history of PR in the next section. The following review of PR will include: a critique of PR, additional information on advocacy as a motivation for PR, and more information on key publics and their role in PR. The framing of ASD inclusion has roots in PR. Connections in the research of PR as a tool to influence perception will be explored in the next section.

History of Public Relations. To understand the role of PR in framing ASD inclusion, it is important to look back to the inception of PR and understand its history. PR has a couple big markers within history, both good and bad, which will be detailed in this section. To begin with, it is important to know the name Edward Bernays. Bernays is often dubbed the *father of modern PR* (Bernays, 1928; Keogh, 2013; Murphree, 2015; Russell & Lamme, 2016; Tye, 2002). He was a very charismatic white businessman with powerful connections and a propaganda past. Before starting his agency, he worked for the Committee on Public Information, which was a propaganda office tied to Woodrow Wilson, World War I, and the sale of War Bonds that also downplayed the 1918 flu pandemic (Bernays, 1928; Keogh, 2013; Murphree, 2015; Russell & Lamme, 2016; Tye, 2002). With a moniker tied to paternalism (the *father* of modern-day PR), it could be inferred through a CRT lens that Bernays is connected to power through the dominant ideology. It could also be inferred that the tools he used to

enact his colorful (and sometimes harmful) PR efforts were strengthened by the dominant ideology connected to that power. He was not known for weighing the public good in his work, though he was known for his ability to affect public perception through PR (Bernays, 1928; Keogh, 2013; Murphree, 2015; Russell & Lamme, 2016; Tye, 2002).

However, the history of PR began long before Bernays (Murphree, 2015). In fact, part of Bernays's PR efforts were to establish and brand himself as the creator of PR despite facts to the contrary about where and how PR began (Murphree, 2015). It is important to acknowledge that PR began long before Bernays and to explicate the history before Bernays. For instance, press agency, publicity, public perception campaigns (Foster, 2017), and propaganda (Tye, 2002) were around long before Bernays. In 1890, P.T. Barnum is attributed as stating, "there is no such thing as bad publicity" (Foster, 2017), which is used in practitioner circles to this day. While not written about in journals, it seems that many of the notions of a PR *circus* could be attributable back to this connection between press agency, publicity, and the circus where P.T. Barnum was conducting some of the first PR, trying to make sure their show sold out at each stop. In a twist of macabre irony, Barnum also was the creator of the attraction known as the freak show, which was then, of course, heavily publicized, amplifying the concept of disability othering as a frame (Berger, 2013; Grimberg, 2018). What this means is that it is possible that elements of PR came into existence at exactly the same time and place as elements of social construction

and framing related to disability. Disability as a frame or social construction will be detailed later in the disability studies section. For now, we will continue to explore the history of PR, later returning to Bernays and his influence.

As a child, Bernays grew up seeing individuals who were beneficiaries of branding and power. He was cousins with another famous disputed figure from history, Sigmund Freud, the “Father of Psychoanalysis” (Tye, 2002). Because of this, Bernays saw benefits to connecting with power early in life. Later, as a young adult applying to join the army, he was denied due to concerns about his own ability given his low vision and other discriminatory doubts about his roots (Tye, 2002). So “the father of modern PR” was separated from opportunity and not included for factors out of his control, relating his own personal experience to inclusion. However, he still harbored a deep interest in being involved in public service, so he became part of the Committee for Public Information (Tye, 2002). The Committee for Public Information was one of the most influential state propaganda machines ever run in the history of the United States (Tye, 2002).

From his experiences with the Committee for Public Information, Bernays opened his own PR firm. His PR firm used similar military propaganda methods to that which he learned from his work in wartime (Bernays, 1924) and behavior modification methods he learned from his famous cousin Freud (Tye, 2002). Relevant to a study on framing ASD inclusion, Bernays acknowledged a shift where public opinion or perception become a modern and powerful tool for organizations, stating any recipient of PR “...is...dependent on public opinion”

(Bernays, 1924, p. 85). Major themes of his publications relevant to this study include that organizations need the public, that public support matters, and that influence can be abused in all sectors (including explicitly in education) (Bernays, 1924). He explicitly identifies education as a sector dependent on public opinion and perception (Bernays, 1924). Additionally, he acknowledged power, stating that it is up to the individual using influence not to abuse their power (Bernays, 1924).

While Bernays copiously published, he also ran a uniquely idiosyncratic PR agency (Tye, 2002). Using leverage and power, the agency was run on the backs of underpaid junior labor billed out as if Bernays was doing the work himself as a senior executive, and funded frequent redecoration, constant office relocations, and other extravagances (Tye, 2002). Bernays showed a dedication to doing PR for clients but also for the agency and for the practice of PR itself (Tye, 2002). He did this in order to boost the image of PR and justify the exorbitantly high billable rates of his agency (Tye, 2002). Bernays was perceived as an odd and colorful character, something that continues to color the efforts of PR to this day (Tye, 2002). Often this negative or odd perception of PR itself can be seen when efforts are dismissed as 'merely a PR effort' (Russell & Lamme, 2013; UC Davis, 2020), which will be discussed later in the Critique of PR subsection. Despite the peculiarities of Bernays as a person, he had a successful client roster primarily from the Fortune 500, including: Dodge, General Electric, Proctor and Gamble, and the American Tobacco Company (Tye, 2002). His work

for tobacco, where he paraded “attractive” women down Fifth Avenue in New York city smoking to increase sales, is among the most iconic and debated (Keogh, 2013; Murphree, 2015; Tye, 2002). The parade is a perfect embodiment for tying dominant ideology and profit together because it objectifies and others for the benefit of the client and the bottom line. While the contribution of this event to PR is debated (Keogh, 2013; Murphree, 2015), Bernays’ actions became historical moments in PR discourse forever. The mark Bernays left on PR creates a great opportunity to study inclusion and integrity in PR as part of the healing of the past injustices within the discipline.

It is in this context of Bernays’s and P.T. Barnum’s money-driven motivations for PR that we can see more of the context where PR historically gained momentum. In the early days of PR, PR was a setting for predominantly wealthy white males with power to amplify the dominant ideology through spin and manipulation. In this past era of PR, paternalism ruled the day. However, this study will continue to argue that the early actions of PR practitioners are not the entirety of the PR field. This is only where PR came from, not where PR needs to go from here. The literature makes space for PR to be something truly “mutually beneficial” (Public Relations Student Society of America. n.d.). PR does not need to be bound by propaganda, wealth, or profit by necessity. Next, the literature review will continue to consider the critiques of PR in the context of opportunities for future growth.

Critique of Public Relations. There are very legitimate critiques of PR. Sometimes PR has a negative connotation (Foster, 2017, Tye, 2002). Sometimes PR is dismissed out of hand (Russell & Lamme, 2013; UC Davis, 2020). Sometimes the words “mutually beneficial” (Public Relations Student Society of America. n.d.) can be thought of as a manipulative process that is unethical, marginalizing, untoward or coercive in some way (Bourne, 2019; Clement & Kanai, 2015; Moya & Bravo, 2016). Given some of the actions taken by PR in the past, a critique of PR requires additional attention. The critiques of PR will be briefly introduced in this section.

A common set of critiques of PR is that PR is manipulative, unethical, marginalizing, or profit-driven (Bourne, 2019; Clement & Kanai, 2015; Moya & Bravo, 2016). To start, Moya and Bravo (2016) discussed how PR can potentially marginalize groups and the issues facing historically marginalized groups. Ciszek (2020) echoed this concern of marginalization, stating that there are “voices we aren’t used to hearing in PR” (n.p.). In Moya and Bravo’s (2016) proposal of new research agendas in PR, they identified that PR for groups beyond the dominant ideology did not emerge in the research until 1947, even though PR existed long before that (Moya & Bravo, 2016). Their work calls for much needed additional PR scholarship disconnected from dominant groups when they propose a research agenda and conduct PR research (Moya & Bravo, 2016). Their research will be discussed more in the advocacy section. However, for the purpose of the critique section, their proposal of a new research agenda clearly

outlines a need for expanding the discussion on PR that is not as closely linked to traditional power sources and dominant ideology. The critique of PR as a mechanism for amplifying a dominant ideology (Ciszek, 2020; Moya & Bravo, 2016) through PR practices will continue to be considered in this study.

Additionally, an important critique of PR connects PR and neoliberalism (Bourne, 2019). Neoliberalism in education is linked to “striving behaviors” that place profit over excellence (O’Meara, 2007). Similarly, in PR, neoliberalism prioritizes profit, pragmatism, and disruption (Bourne, 2019). That means that transactional, potentially harmful but profitable, PR efforts are valued over the public good in neoliberal PR (Roper, 2005, as cited in Bourne, 2019).

Neoliberalism in PR is also very definite, boldly situating neoliberal PR as “the wave of the future” or a “necessity” to all high-level managers (Bourne, 2019).

Bourne rightfully called out this positioning as being effective to the PR agency’s bottom line, whether or not it is true. Connecting back to the previous history of PR, Bernays espoused elements of neoliberalism, making PR an essential business function by producing work that was disruptive for the sake of disruption (Tye, 2002). However, fast-moving, disruptive PR work is not always in the public’s best interest unless conscious efforts are to consider the public good beyond just the assumption that neoliberalism itself already is the public good (Bourne, 2019). Bourne equates the assumption that neoliberal PR is already good by definition with hegemony and circular reasoning, in other words, that PR is ‘good’ because it says so. Bourne’s critique of neoliberal PR is strengthened

by Clement and Kanai (2016) who stated neoliberal PR efforts are hegemonic and center power at the top. Bourne's research went even farther, stating neoliberal PR creates a false image that organizations connect with individuals and people going about their day-to-day lives (Bourne, 2019). Bourne stated neoliberal PR falsely makes individuals feel heard when, in fact, they are not. Meanwhile, Bourne argued, what PR is really doing is protecting the neoliberal silos. Ciszek (2020) echoed Bourne, asking exactly, "who gets to speak under the umbrella of PR," meaning that perhaps PR amplifies people already holding power. A critique of PR is that PR aligns the voices and visions of elite individuals and powerful organizations (Bourne, 2019; Clement & Kanai 2019). The critique of PR regarding its relationship to profit, neoliberalism, and shaky ethical footing is a valid critique that needs to be considered in this study.

Finally, a third critique of PR is to simply dismiss PR efforts as unworthy or frivolous out of hand. Often this can be seen when efforts are dismissed as 'merely a PR effort' (Russell & Lamme, 2013; UC Davis, 2020). For instance, in a recent news story about COVID-19 public perception efforts, an interviewee was quoted to state that some well-intended, low-priority COVID-19 measures have "...no real purpose. It's for PR" (Blumberg, D. as cited by UC Davis, 2020). This is an example of a popular culture dismissal of PR tossed out casually and comfortably by a professor at a school that offers PR classes as a legitimate field of study. This type of dismissal implies that if it is being put "out there" by a coordinated effort, it must be frivolous or pointless. That PR itself is equated with

having “no real purpose” (UC Davis, 2020). This is consistently and continuously echoed, including in the scholarly literature critiques of PR, where PR is used to conceal or distract rather than to connect people with substance (Bourne, 2019; Clement & Kanai 2019). The dismissal of PR is addressed by scholars who call for an expansion of PR into more meaningful areas. Ciszek’s (2020) groundbreaking scholarship calls for an expansion of PR specifically into areas of greater societal importance. While they do not go so far as to bring critical theory into PR, they invite scholars to find ways to bridge the gaps between critical theory tenets of centering experiential knowledge, challenging dominant ideology which they call *spacemaking*, and a multidisciplinary approach to PR and the recognition of identity (Ciszek, 2020). Her work is in response to the critiques of PR listed previously, that it is for economic gain only, that it marginalizes people, and that it is frivolous and not worthy of study. Ciszek (2020) stated that, by making PR a “space for the contribution of marginalized voices,” new avenues of PR as a form of “disciplinary resistance” and “bearing witness” can emerge. This study on the framing of ASD inclusion will work to address many of her points. While Ciszek (2020) did not make the bridge between critical theory and PR, this study will attempt to do so and to bring critical theory to PR through the study of the framing of ASD inclusion. There is an important bridge in the relationship between PR and advocacy, which will be elaborated on in the following section.

Advocacy and Public Relations. Many times, PR critiques do not discuss PR related to advocacy purposes, rather, essentializing PR as an endeavor for profit and gain (Bourne, 2019; Clement & Kanai 2019; Tye, 2002). However, it is important to emphasize here that there is nothing in the definition of PR that inherently makes PR marginalizing, frivolous, transactional, or neoliberal. There are many examples of PR as an agent for positive social change. There are also many examples of PR implemented and ethically observed in the professional environment, but they are studied less frequently academically. In recent research, Ciszek (2020) called this out specifically in her research, stating that it is time to rethink PR, making PR praxis a more “emancipatory space.” What they mean is that PR is currently limited by all of the critiques listed including neoliberalism, marginalization, and disregard. In order to better understand advocacy, a definition of advocacy in PR will be produced.

First, it is important to define advocacy as it relates to PR. Advocacy is one of the six motivations for PR efforts (Russell & Lamme, 2013). Russell and Lamme identified PR efforts as typically falling under six main categories of motivation: profit, legitimacy, recruitment, agitation, advocacy, and fear. In the research, advocacy and fear are particularly present in PR efforts during heightened periods of civil rights efforts (Russell & Lamme, 2013). Ultimately, inclusion is a civil right (IDEA, 2004), and this connection will be made in subsequent sections on inclusion, diversity, and equity. Lazarsfeld and colleagues (2000) echoed the idea that advocacy is part of PR, stating PR

includes efforts to shift public opinion on behalf of social objectives. Russell and Lamme (2013) stated advocacy is PR that is for something, such as an effort, cause, or movement. In leadership, advocacy is defined differently, as advancing the interests of the organization (Colley, 2007). For the purposes of this study, the focus will remain on the PR definition of advocacy.

The Moya and Bravo (2016) study specifically examined what they refer to as “ethnic public relations” as it pertains to the Latino population. Their journal article proposed a research agenda linking advocacy and PR as having the potential to make “significant contributions...to a democratic, multicultural society (p. 245). Toledano (2016) repeated this sentiment that connects advocacy, PR, and improvements in society, stating that advocacy in PR affects societal change. Toledano also acknowledges that advocacy itself is marginalized in PR praxis, stating that advocacy is treated as an obstacle rather than a source of insight. In response to this, Berger (2005) performs an in-depth critical examination of 21 PR practitioners to study their relation to advocacy, power, resistance, and dominant ideology. He found there were three kinds of power relationships in PR: power over, power with, and power to (Berger, 2005). “Power over” is a typical dominant ideology model, while “power with” is a collaborative empowerment model, and “power to” is a resistance effort to counter dominant ideology (Berger, 2005, p. 6). Berger suggested through his study that PR can go beyond service solely to monetary motivations to “better serve society” (Berger, 2005, p. 5).

In addition, Berger also found five elements of advocacy or resistance already present and accepted in traditional PR (Berger, 2005). He found that there are five kinds of sanctioned advocacy taking place even among powerful traditional PR power brokers (Berger, 2005). The five elements of sanctioned PR advocacy he found are: development, results-based communication, coalition building, argumentation with evidence, and use of political knowledge (Berger, 2005). These advocacy efforts were found by Berger to assist in evenly distributing power in PR efforts and to more closely align with advocacy. Through an understanding of PR executives' relationship with power and advocacy, Berger called for a perspective within PR that more closely aligns with advocacy efforts. He called for PR that acknowledges power and influence over power structures (Berger, 2005). Berger did not align advocacy merely with ethical PR and ethical decision making. Rather, they stated that advocacy in PR may include resistance to power, support of external advocacy, and a focus on larger social and institutional systems that PR influences (Berger, 2005).

Advocacy is a place where critical theory and PR begin to share some similar concepts and inhabit similar spaces. There is a great opportunity for the same tools to be used under the lens of CRT and framing theory for a bigger purpose of PR. PR has the opportunity to influence and engage in ways that are mutually beneficial beyond just the bottom line. Ciszek (2020) called for researching and discussing PR from the margins rather than from the center.

Similar calls were made by Dozier and Lauzen (2000) for critical theory to resolve or improve ethical issues within PR.

Related to advocacy is the emerging scholarship of critical PR, which oftentimes uses cases studies to illuminate the work within public relations. Ciszek (2020) called for new forms of PR as a way of empowering and amplifying new voices. Ciszek's (2017) critical PR case study evaluated transnational LBGTQIA+ relations, finding the use of critical PR scholarship as a roadmap to unite instead of divide. Similarly, Curtin's (2016) case study took critical PR scholarship into the real world through PR advocacy. In their study, girl scouts took up advocating against the Girl Scouts as an organization to promote healthier ingredients in the cookies being sold. Curtin (2016) stated that their study took critical PR scholarship out of the theoretical and moved it into the practical, reducing polarization in considering PR advocacy issues. An element shared in common among these instances of critical PR case studies is the reduction of conflict (polarization) and the reduction of siloing through the use of embracing the multidisciplinary. The emerging scholarsip of critical PR is closely aligned with a greater emphasis on what some would call *advocacy PR*. Advocacy is a space where there is an overlap with aspects of the broader elements of PR, which has been detailed by this section discussing PR.

Since advocacy in PR shapes a broader perception of who PR is for and whom PR may impact, it would then be relevant to clearly identify the idea of key publics in PR. An identification of key publics identifies whom advocacy in PR

stands to impact. The next section details the key publics related to the discussion of framing ASD inclusion and to the discussion of PR.

Identifying Key Publics. PR affects key publics. Key publics are the people impacted by PR efforts, whether or not they are involved, give input, or have other mechanisms for feedback with the entity conducting those PR efforts. They are the groups of people, or people "...who interact with the organization on the issue at hand" (Smith, 2014, p. 197). In educational leadership, there are similarities with the idea of stakeholders in assessment and evaluation (Mertens, 2015). For the purpose of a study on the framing of ASD inclusion, key publics are identified in the provided list. This list is not of the groups studied; rather, this is a list of individuals who may potentially be impacted by reframing ASD inclusion for professors of preliminary credential programs:

- Professors of preliminary credential programs as individuals
- Professors of preliminary credential programs as a group, department, or program
- University administrators of preliminary credential programs
- Preliminary teacher candidates as students of professors of preliminary credential programs
- Students with ASD in inclusive classrooms
- Students without ASD in inclusive classrooms
- Parents of students in inclusive classrooms
- Teachers of inclusive classrooms

- PK12 administrators of schools with inclusive classrooms
- The general public
- Adults and individuals with ASD themselves who are shaping policy and self-determining
- Adults and individuals with ASD themselves who were denied the opportunity to shape policy or self-determine

The provided list of stakeholders is made up of individuals and groups who would potentially be impacted by a study on the framing of ASD inclusion, either directly or indirectly, positively or negatively. This is not to imply that the study will study all of these groups; rather, the concept of key publics is utilized to further define the research and the study.

In conclusion, elements of PR scholarship and practice will inform a study on the framing of ASD inclusion. Those elements include PR' past, the critiques of where PR is today, and a glimpse at the future of PR as it pertains to advocacy specifically.

In the coming sections, a broad practical literature review will follow, following a similar style, on the fields of special education and inclusion. While the two fields might seem inexplicably different, there is research to support this jump. Luker (2008) talked in great detail about big ideas and worthy research coming from multiple disciplines. Solorzano (2005) detailed a tenet of effective CRT to embrace the multidisciplinary. Ciszek (2020) called for making space for new ideas using a multidisciplinary approach and a “bigger umbrella” for PR.

Dozier and Lauzen (2000) called for critical theory to inform PR scholarship and advocacy. It is with the support of the literature (Ciszek, 2020; Dozier & Lauzen, 2000; Luker, 2008; Solorzano, 2005) that this section will lead into a similar review of special education and inclusion.

Brief History of Special Education and Inclusion

Special education and inclusion are important topics to understand in a multidisciplinary study on the framing of ASD inclusion. Inclusion is the placement of students with identified disabilities to the fullest degree possible in a general education setting based on individual needs (Hassanein, 2015; IDEA, 2004). Special education includes children with disabilities in public education according to their individual needs and at no cost to the family (IDEA, 2004). Special education does this by, first, assessing the student suspected to have what is called a qualifying condition to determine his or her individual needs (IDEA, 2004). Second, special education provides the supports, accommodations, modifications, and related services such as therapies according to that individual student's needs (IDEA, 2004). Included is a background on special education and inclusion, followed by separate discussions on special education and inclusion today as they relate to the framing of ASD inclusion.

Background. Special education and inclusion have historical roots in federal law and connections to well-known decisions by the Supreme Court. First, 21 years before disability inclusion, *Brown v. Board of Education* (1954)

desegregated schools by race. The ruling was based upon the idea that separate but equal was not possible, and so separate really meant inequitable (Brown v. Board of Education, 1954). This was an enormous shift in education from previous rulings and prompted litigation and high profile desegregation efforts across the United States. Twenty-one years later, Congress passed the Education for All Handicapped Children Act (P.L. 94-142, as cited by Walters, 2012). The Education for All Handicapped Children Act ensured the rights and access of students with disabilities in education (P.L. 94-142, as cited by Walters, 2012; US. Dept. of Education, n.d). There were a full 21 years after racial desegregation for individuals with disabilities to have the same access to public school as people without disabilities. The 1975 law later became the Individuals with Disabilities Education Act (IDEA, 2004). A push for the legislation arose from individuals with disabilities themselves, advocating for individuals with disabilities to have the legally mandated ability to access public education (Hassanein, 2015). With the new law came a new need for teachers to teach unique students with individual needs (Rotatori et al., 2011). While the first general education teacher preparation programs began at the inception of our nation (Wilder, 2013), a need for large numbers of teachers to serve students with disabilities specifically did not arise until the passage of the 1975 law (Hassanein, 2015).

As additional background specifically related to ASD and special education, ASD is a qualifying educational diagnosis for special education services (IDEA, 2004). ASD as a qualifying educational diagnosis is identified by

school professionals, not a diagnosis by doctors or the medical field (IDEA, 2004). Overall, there are 10 qualifying educational conditions that a school can identify to qualify a student for special education: Schools identify ASD, intellectual disabilities, specific learning disabilities, orthopedic needs, hearing impairments, other health impairments, visual impairments, emotional disturbances, brain injury, and speech and language impairments (IDEA, 2004). The school professionals who identify a qualifying condition come from a special education team that may consist of a combination of school psychologists, occupational therapists, speech therapists, classroom teachers, and special education administrators (IDEA, 2004). To differentiate the school process from the medical process, the educational process is determined by schools and identifies students with unique learning needs who demonstrate something specific to the educational and learning environment. The IDEA (2004) specifically requires that a potentially qualifying condition also be accompanied by a demonstration of educational need (IDEA, 2004). What this means is that an educational diagnosis includes assessment by school professionals that, without special education services, a student would be impacted in their learning and educational performance. In contrast, a medical diagnosis of ASD is similar to the educational diagnosis in some ways and different in others. Medical diagnoses of ASD identify a developmental disability with three components (American Psychiatric Association DSM-5 Task Force, 2013). Medical diagnoses evaluate three areas related to development: social, behavioral, and communication

(American Psychiatric Association DSM-5 Task Force, 2013). The medical diagnosis does not require educational impairment; however, it does require a demonstration of delays and specific challenges causing clinically significant challenges (American Psychiatric Association DSM-5 Task Force, 2013). The medical diagnosis requirement of clinical significance means that it must be determined by a doctor to affect functioning (American Psychiatric Association DSM-5 Task Force, 2013).

The medical and educational diagnosis of ASD operate independently of each other. A person can have both, or only a medical or educational diagnosis without the other. There is nothing in the medical or educational diagnoses that require the other to be present first, or at all (Idea, 2004; American Psychiatric Association DSM-5 Task Force, 2013). Clarity as to the two different ways ASD are referred to in community and educational settings is relevant to this study on the framing of ASD inclusion. For the purpose of this study, ASD is referred to as the educational diagnosis of ASD because the study examines perceptions and framing in education settings. In order to best understand special education and inclusion, a brief discussion of special education and inclusion follows.

Inclusion. Inclusion is very broad. Inclusion is the placement of students with identified disabilities to the fullest degree possible in a general education setting based on individual needs (Hassanein, 2015; IDEA, 2004). Inclusion requires effective practices and strategies by teachers (Crosland et al., 2012; Hassanein, 2015; Sansosti, & Sansosti, 2012). However, literature shows that agreed-upon, specific strategies for inclusion are missing from the discourse and the research (Crosland et al, 2012; Hassanein, 2015; Sansosti, & Sansosti, 2012). Not only is the path to inclusion disputed, but even the definition of inclusion is disputed by researchers (Sansosti, & Sansosti, 2012). Definitions of inclusion can include elements of disability studies (Gallagher, 2004), legal definitions (IDEA, 2004) and educational definitions (Hassanein, 2015). The common thread across each discipline's take on inclusion is that inclusion connects individuals with disabilities to meaningful access to public education.

Inclusion comes in varying levels, with more recent references discussing the idea of full inclusion (Hassanein, 2015). Full inclusion is inclusion without pullouts, which is a model of education delivery that removes the student from his or her classroom (Hassanein, 2015). Avoiding pullouts, it is argued, avoids the perpetuation of disability frames as stigmatized or different (Hassanein, 2015). Inclusion arose out of the need for an alternative to segregation and special classrooms grouping people who were perceived as different together and away from general education (Hassanein, 2015). It is important to acknowledge that the literature clearly states that inclusion is not the solution for all individuals with

ASD (Crosland et al., 2012). However, drawing upon the Supreme Court's decision (Brown, 1954), many times separate is not equal, and it is possible that a higher quality educational experience can be gained through a full range of educational options tailored to meet the needs of the individual. Inclusion is not ruling general education out before getting started with knowledge of each individual's unique need.

Inclusion, in the disability studies research and literature, means the placement of students with identified disabilities, including ASD, into the general education classroom (Hassanein, 2015). Connecting to legal requirements for the least restrictive environments to education (Hassanein, 2015), *inclusion* meant a shared classroom by individuals with and without disabilities (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006). Inclusion means a classroom not divided by social constructs of ability (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006). No matter the source, themes defining educational inclusion of individuals with ASD include the following elements: physical shared space, an accompanied inclusive philosophy, celebrating difference, and a welcoming of the individual by the school and society (Hassanein, 2015). It is an important element of note that all reviewed definitions of inclusion, no matter their differences, acknowledged equal rights and access, and without regard for deficit, ability, assets, or otherwise (Hassanein, 2015).

Similar to the disability studies research on inclusion, inclusion may be used differently by different researchers in education, in different contexts, either as an abstract or a physical or actionable concept. Overall, inclusion decreases exclusion and increases meaningful participation from regular settings like school or community (Hassanein, 2015). Some studies effectively acknowledge the shifting nature of the definition of inclusion (Hassanein, 2015; Sansosti, & Sansosti, 2012). In one phenomenological study, participants defined inclusion in practical terms to mean a practice that is on a case-by-case basis, without an aide, that accelerates development, using strategies that can benefit all students (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017; Rose, 2001; Sansosti, & Sansosti, 2012). In critical literature on education, inclusion is seen as a struggle against exclusive attitudes (Hassanein, 2015). The more critical research on inclusion also connects inclusion to tenets of CRT through the resistance of a dominant ideology (Sólorzano et al., 2005; Solorzano, 2020; Valencia, 1997; Valencia, 2010). Rotatori and colleagues' (2011) research connects a lack of inclusion to the dominant ideology. They state that early movements in special education and inclusion were discouraged because the eugenics movement devalued people with physical and intellectual disabilities (Rotatori et al., 2011).

Inclusion for individuals with disabilities has been broadly discussed; however, there is also research about inclusion for individuals, specifically with ASD. One study, for instance, discussed negative frames around inclusion

(Sansosti, & Sansosti, 2012). The study referenced frames on negative behaviors by students with ASD serving as disruptions and detractors for nondisabled students (Sansosti, & Sansosti, 2012). What this means is that the practitioners in Sansosti and Sansosti's (2012) study focused on mitigating learning loss or distractions to instruction rather than the benefits of unique and diverse classroom participants. In another study, inclusion for individuals with high functioning ASD is described as challenging, requiring ability and independence, and involving social or behavioral deficits (Crosland et al., 2012). Even with varying frames surrounding inclusion, all studies emphasize the importance of clearly defined inclusion strategies and illustrate that strong preparation programs are important for strong practice (Crosland et al., 2012; Hassanein, 2015; Sansosti, & Sansosti, 2012). Hassanein (2015) encouraged inclusive preservice teacher programs that explicitly practice inclusion and study inclusion as part of teacher preparation. Overall, research describes inclusion strategies for individuals with ASD to have a few key elements: identifying the desired behaviors, steering students towards those desired behaviors, teaching self-management, acknowledging the benefits of peer contact, and having coordinated plans when extra help is needed (Crosland et al., 2012). Inclusion means the accommodation of all students in their learning community, with revision to the environment rather than asking the individual to revise themselves (Hassanein, 2015). Inclusion is a critical part of education, which is supported by the literature.

Inclusion is part of the set of special education laws that originated in the 1970s. Inclusion in a classroom is not only about physical shared space. Inclusion is not about physical classrooms already mandated by IDEA and 504 (Howell, 2010; IDEA, 2004; Morgan, 2015; U.S. Department of Education, 2012; Walters, 2013); this is particularly salient in the post-COVID environment. Instead, inclusion is about relationships and perspective, both between teachers and students and among students themselves. Today, inclusion continues to be present in the ways classes, education, and educational leadership are structured when serving individuals identified with disabilities. Because IDEA, LRE, and FAPE require the least restrictive environment possible, the laws on special education often specifically point towards inclusion (IDEA, 2004). However, inclusion is just one part of the broader special education conversation. In the next section, special education will be discussed in more detail.

Special Education. For the purpose of this study, the complete definition of Special Education directly from the law that created the practice and defines it to this day can be found in Appendix J (IDEA, 2004). Overall, special education means “specially designed education...to meet the unique needs of a child with a disability...” and free to the family (IDEA, 2004). Special education is for PK12 students identified as needing services. Special education is the mechanism that includes children with disabilities in public education according to their individual need and at no cost to the family (IDEA, 2004). Special education does this by first assessing the student suspected to have what is called a qualifying condition, and second by providing supports, accommodations, modifications, and related services such as therapies (IDEA, 2004). This definition clearly details exactly what special education is, instruction designed for individuals identified as having disabilities, to include academic, functional, physical, vocational, and occupational services, and in particular access to the general curriculum (Idea, 2004). For students to receive an educational diagnosis of ASD, they would be evaluated by the school district specialists for educational qualification for services for ASD. As aforementioned, an educational diagnosis and a medical diagnosis are different and independent of each other.

In addition to the legal discussion of ASD in special education, it is necessary to acknowledge that Special Education and eugenics have a dark and linked history (Rossa, 2017; Theoharis, 2007). Born from racism and connected to classical dominant ideology, eugenics espoused the idea that people had

'value' based on characteristics and traits assigned to them at birth (Selden, 1999). Eugenics believed that 'higher value' (nondisabled, white) individuals would produce healthier, smarter people and were worthy of greater societal investment, including greater investments in education (Selden, 1999; Rossa, 2017). Intelligence tests, education, special education, and inclusion were all influenced by the eugenics movement which devalued people with disabilities (Rotatori et al., 2011). People with challenges, differences, or illness assigned to them at birth, according to eugenics, were devalued and excluded 'for the good of the species' (Rossa, 2017; Selden, 1999; Theoharis, 2007). Prior to legal mandates established by IDEA (2004), people with disabilities were often denied education and separated even further from their communities through institutionalization (Rotatori et al., 2011). It was unfortunate that eugenics was happening concurrently with much of the creation of postsecondary education and teacher preparation in the United States (Stein, 2017; Wilder, 2013). Sadly, as a result, eugenics informed education in ways that included separating individuals based on 'perceived value,' and serving students (including students becoming future teachers) on that same scale of perceived value (Geiger, 2011; Stein, 2017; Wilder, 2013). Eugenics can explain a historical trend line as to the slow development of special education in schools. A conscious course correction will be needed to address some of the ways that a eugenics past separated different students both in PK12 and at the higher education preparation of future teachers. In the coming section, additional elements related to discrimination,

separation, and higher education will be examined. Diversity and equity as they relate specifically to higher education and the settings of teacher preparation will be explicated.

Diversity and Equity's Role in Inclusion

In the last section, there was a discussion special education and inclusion in PK12 inclusion. In this section, there will be a discussion of higher education, diversity, equity, and their role in inclusion. This will help to inform that link between what is prioritized in PK12 and how it relates to what happens in higher education. Sometimes the two worlds seem wildly different, but it can be useful to remember that a PK12 student with ASD may go to college one day, especially with effective supports and accommodations. A PK12 student without ASD in an inclusive classroom may become a college student one day also. A current-day teacher would have previously gone through PK12, secondary and postsecondary education, to get where they are today. Each teacher candidate has touched many different areas of education. While each segment of education is very different, and meets different chronological and developmental needs in many different ways, there is a thread that connects each of these areas of education as well. For a student who follows through the process in a somewhat linear way, education is a system or a continuum. An educational leader may use similar tenets of CRT to inform a broad and inclusive perspective extending beyond any one segment of education (Santamaria & Santamaria, 2012). In this introduction to diversity and equity, there is a link between PK12 inclusion and

higher education diversity, equity, and inclusion. Next, the role of diversity and equity in higher education will be discussed further. To acknowledge disparity is to amplify and reinforce equity. It is important to acknowledge that inclusion or lack of inclusion is systemic, and to define the principles surrounding this idea. Following this section, the next section will discuss the current status of diversity and equity in higher education.

Diversity and Equity Current Status. Diversity is variety. Equity is fairness. Diversity is a concept that is so frequently misused that it loses impact or meaning or becomes vague. There are structural separations that institutions of higher education and the people who make up those institutions unknowingly participate in that reinforce a lack of diversity and equity (Santamaria, 2014; Selden, 1999; Theoharis, 2007; Valencia, 1997). It is critical to deeply acknowledge the ways a lack of diversity affected historically marginalized people (Santamaria 2014; Theoharis, 2007). Diversity may be a starting point to a new conversation related to inclusion.

Today, there are groundswells happening throughout communities in the United States related to diversity and equity. There is a light being shed on historical racism and inequity that has gone on for a very long time and is the backbone of so much of our educational system (Selden, 1999; Valencia, 1997). People are aware and are able to give voice to the instances in their own lived experiences where privilege and oppression intersects with their lives. Giving name to something has power, and this power will start opportunities for our

future to be better than our past. Using the three selected tenets of Critical Race Theory-- challenging ideology, centralizing experiential knowledge, and using a multidisciplinary context (Solorzano et al., 2005)-- there is great opportunity to examine problems central to meaningful equity and to enact meaningful change.

As our nation grows, our diverse population of higher education learners grows also (Legislative Analyst's Office, 2017). There is much opportunity for the higher education community to evolve in service to diverse learners. Garcia (2018) discussed a higher education hierarchy so inherently built into the system that people do not see barriers to diversity yet are simultaneously rewarded for creating barriers to diversity. From this section, it is apparent that there are elements of higher education with an opportunity to change for the better in the future. In the next section, an examination of the recommendations for learning related to diversity, equity, and inclusion will continue with recommendations for learning.

Recommendations for Learning. Recommendations for learning related to diversity and equity will be discussed briefly. True diversification includes many people, voices, and perspectives from the beginning of an educational process. True diversity values creative ideas and different inputs. Conversations are beginning to occur, marking an important part of future systemic change. There is great opportunity to serve the population of students with ASD throughout the pipeline of education from high school to college and the workforce. Through employing the use of CRT and framing theory, educators can examine the needs

of the population and provide alternatives to an old perception and an old approach to education. The dominant narrative for this population is based in deficits rather than assets, and with a new model there can be better outcomes. Next, there will be an explication of the California Master Plan and the additional ways that the plan plays a historical and present-day role in diversity, equity, and inclusion in higher education.

The California Master Plan: An Inclusive Critique of an Outdated Agenda.

The California Master Plan, and the subsequent Donahoe Act, are the guiding documents and statutes for higher education in California. The Master Plan is a roadmap to higher education admissions, funding, plans of study, and selectivity (California State Department of Education, 1960; California State Legislature, 1960). The plan was established to bring order to the crowded, chaotic, and expanding higher education market (College Futures Foundation, 2009). However, the document was not updated over time, creating less clarity and more of what some perceived as *mission creep* over time (Longnaecker, 2008, p. 2). Mission Creep is herein defined as the inevitable expansion of a higher education institution over time, either seen as a negative encroachment into the boundaries of other organizations, or the adaptive meeting of needs of the ever-changing communities it serves (Longnaecker, 2008, p. 2).

Since the creation of the plan, demand for education and the diversity of students have increased significantly, while funding, affordability, capacity, and coordination have decreased (College Futures Foundation, 2009; Legislative

Analyst's Office, 2017). The Master Plan echoed the historic exclusion of people by race, class, and ability established historically in the U.S. higher education system (Wilder, 2013), these original California higher education structures continue to grow and amplify as the structures of the Master Plan become more uncertain as it has aged. (Select Committee on the California Master Plan for Higher Education: Overview and Status, 2018). It is time to evaluate thoroughly the system to address unmet needs through a critique of the issues of access, affordability, funding, accountability, efficiency, and economic impact (Greeff, 2015; Nerren, 2019; O'Meara, 201;) to explore and navigate some potential solutions that may have broader reaching benefits throughout the institution.

Within the Master Plan, and within more recent study of the plan, an important term to define is that of the various *segments* of higher education, meaning the parts of California's higher education system. There are four segments including California Community Colleges, which are open access; the California State Universities, which accept the top 25% of students; and the University of California system, which accepts the top eighth (California State Department of Education, 1960). A fourth segment includes private nonprofit colleges, which help to meet demand that exceeds the capacity of the public universities (California State Department of Education, 1960). These four segments make up a complex system of universities and colleges that together meet the needs of college-eligible students and ensure students have a place to

develop the knowledge and skills to join today's workforce (College Futures Foundation, 2009).

There are three areas of higher education and issues related to diversity and equity that will be discussed immediately following. Each one has its root in the California Master Plan and has evolved over time to present issues related to inclusion. The first is the idea of *college-ready* or college eligibility. The second is *striving*, which is always trying to be bigger or better. Finally, the third is *mission creep*, which is when an institution of higher education ambitious grows beyond its original purpose. Each of these three issues and their relation to the Master Plan will be discussed.

First, this section discusses the idea of college eligibility. There is a history of eugenics that is closely linked to higher education which impacts ideas of eligibility to this day (Wilder, 2013). Given the eugenics history of higher education and college eligibility, the concept of a college-ready student is treated with skepticism by many scholars, especially critical scholars (Garcia, 2018; McNair et al., 2016; Mobley, 2017; Tachine et al., 2017). As the universities get more selective, the college eligibility gets slimmer. However, this does not take in all relevant socioeconomic factors related to PK12 performance that students are later judged by. McNair and colleagues (2016) discusses the importance of changing the narrative in this area from a college-ready-student to instead a student-ready-college. He stated that the responsibility belongs with the institution of higher education to fully prepare students (McNair et al., 2016).

McNair and colleagues (2016) states eligibility and readiness should be considered through a more critical and different lens. There are opportunities to reevaluate what selectivity means.

A second issue facing the aging California Master Plan is called *striving* (O'Meara, 2007). Striving is the act of prioritizing opportunities to be exclusive rather than inclusive for the sake of rankings and prestige (O'Meara, 2007). Striving is a word laden with problematic meanings in the world of higher education (O'Meara, 2007). Part of what can be problematic about striving is exclusivity and selectivity, while leaving behind those it used to serve (O'Meara, 2007). To combat striving, higher education must recognize and acknowledge striving tendencies (O'Meara, 2007). Many striving tendencies are related to neoliberalism, profit, rankings, power, prestige, and exclusivity (O'Meara, 2007). O'Meara stated that acknowledging striving helps protect institutions from accidentally accelerating striving functions that could come at the expense of diversity, equity, or inclusion. Much of the research and historical data points to the need for reevaluation because striving disproportionately affects some segments of the population more than others (College Futures Foundation, 2009; Legislative Analyst's Office, 2017). That means that the more "exclusive" universities disproportionately limit access to the most underserved thereby repeating the social stratification of society at large and amplifying it.

An additional area of concern in the California Master Plan related to diversity, equity and inclusion is called *mission creep* (Longnaecker, 2008).

Mission creep is the act of expanding beyond the parameters of the original California Master Plan (Longnaecker, 2008). Examples of this could include bachelor's degrees at community colleges or doctorates offered at California State Universities, both of which were not accounted for in the California Master Plan (California State Department of Education, 1960). Overall, college readiness, striving and mission creep are three areas within the dated California Master Plan system that stand the chance of affecting diversity, equity, and inclusion efforts within higher education (California State Department of Education, 1960). With the examination of meaningful, coordinated information across segments of the Master Plan, insight to new ideas of diversity, equity and inclusion may emerge. Power and privilege are intrinsically intertwined with selectivity in college enrollment (Garcia, 2018; McNair et al., 2016; Mobley, 2017; O'Meara, 2013; Tachine et al., 2017; Wilder, 2013).

Overall, the Master Plan established a framework that is effective in many ways to this day; however, just like any policy that is more than fifty years old, it needs to be reexamined for relevancy, inclusion, and timeliness. There may have been implicit or explicit biases guiding some of the original Master Plan principles that omitted ideas of inclusion. Had the document been made today, something different may have been created. Since there are so many changes in society since 1960, it is important that the Master Plan be updated to reflect the potential for more diversity, equity, and inclusion than there was in the past. This section has served to examine the current status of diversity, equity, and inclusion in

higher education, the history of the California Master Plan and its implications for inclusion today. This section has discussed the institutional context where future teachers are prepared for inclusion and where professors of preliminary teacher candidates practice. The next section will examine a teaching philosophy that can affect perceptions of inclusion called deficit thinking.

Disability And Deficit Thinking. Coming from the California Master Plan, it was important to first review the broad institutional structure under which higher education operates in the state of California. In this section, a more detailed examination of some of the ways students who struggle are perceived and the institutional structures in place at a more granular level will be examined and discussed. The impact of deficit thinking on higher education will also be discussed as it relates to the framing of ASD inclusion.

To begin, deficit thinking is the act of assigning blame to the individual for poor academic performance (Valencia, 2010). Sometimes poor academic performance is a failing of the current institution or past educational environments (Valencia, 2010). Consider this: the quality of a young minor child's educational setting is virtually completely out of their control. A minor child is not in control of where they go to school or what results that school produces. Deficit thinking states, if a child performed poorly, it was from lack of motivation, uninvolved family, or other shortcomings (Valencia, 2010). Even if the outcome could be attributed elsewhere, such as to institutional shortcomings, deficit thinking states the deficits in the student or family make the poor student. They

assign blame to the person already historically marginalized by education (Valencia, 2010).

Similarly, deficits were presumed and assigned regarding individuals with disabilities or other unique challenges (Taylor, 2006). Deficit thinking shares in common with disability studies a different frame for human variation (Taylor, 2006). Difference is not a presumed deficit (Taylor, 2006). With ASD specifically, as a developmental disability that is many times hidden or produces behavioral manifestations, studies have shown that communities and schools can react with blame, rejection, and confusion (Dillenburger et al., 2014). These reactions to ASD inclusion point to potential deficit thinking specific to ASD inclusion. This is a connection between deficit thinking and the framing of ASD inclusion that will continue to be revisited in the study.

Deficit thinking assigns deficits to historically marginalized groups or individuals, and then assigns blame to the individual for deficits assigned (Gertz, 2003). Using the CRT lens, blaming the marginalized is part of the dominant ideology. (Gertz, 2003; Sólorzano et al., 2005; Valencia 1997; Valencia, 2010). Blaming the marginalized for challenges given to them keeps the dominant ideology dominant (Gertz, 2003; Sólorzano et al., 2005; Valencia 1997; Valencia, 2010). To allege deficit or assign a lower “value” to a person based on an alleged deficit perpetuates a host of challenges (Freire, 2000; Gertz, 2003) dating back to the racist history of the inception of higher education (Wilder, 2013). This deficit thinking can set the stage among people with disabilities to even enact

oppression or assign deficit thinking to other historically marginalized groups thereby amplifying the effects (Gertz, 2003). Valencia (2010) detailed the root of deficit thinking in the preparation of teachers, saying:

A major reality of contemporary teacher education programs in our nation's universities and colleges is the [deficit thinking] of the students in preservice teacher education tracks...The category of preservice teacher education is a logical point to begin this discussion because it is here, at ground zero in educational training, that deficit thinking among White preservice teachers first manifests, and more importantly, can be challenged by informed teacher educators (Valencia, 2010, p. 126).

Preliminary teacher educators and the institutions that produce teachers are called ground zero by Valencia (2010). Valencia asserted that in order to address deficit thinking in future PK12 classrooms, the process starts with teacher preparation and supporting the people who prepare teachers for service in the classroom.

Deficit thinking research in terms of historically marginalized groups by race, ethnicity, nationality, and gender has been studied (Sólorzano et al., 2005; Valencia 1997; Valencia, 2010). However, there is nothing in the literature on deficit thinking to state that deficit thinking could apply only to these groups (Sólorzano et al., 2005; Valencia, 1997; Valencia, 2010).

The unique connection that deficit thinking shares with disability studies will be explored in the next section. Overall, the relationship between disability and deficit thinking is an inquiry worthy of more study.

To begin to unpack deficit thinking, it is important to identify that deficit thinking is a framing device that informs how people see the world. Disability can be framed as a deficit; however, this is a frame and not an objective reality (Taylor, 2006). Rather, it is part of a dominant ideology (Taylor, 2006). A tenet of CRT is about challenging dominant ideology (Sólorzano et al., 2005; Valencia 1997; Valencia, 2010). In the blame and marginalization used against already marginalized groups, deficit thinking is a frame or social construction (Sólorzano et al., 2005; Valencia, 1997; Valencia, 2010). The current conception of deficit thinking is related to disability studies. Disability studies will be discussed in the coming section.

Disability Studies. In the previous section, deficit thinking in research and in practice was identified and discussed. The relation between social construction and deficit thinking was introduced. Here, the discussion on disability studies will open with a parallel discussion on social construction in disability studies. Social construction is relevant to framing and the framing of ASD inclusion, which will also be detailed. This section on disability studies, next, will discuss social construction as an element shared between disability studies and deficit thinking.

Disability studies view disability as a human experience that is socially constructed (Gallagher, 2004). This understanding of ability and disability as social construction uniquely grounds conversations of general educator credentialing into a deeper conversation. This deeper conversation prompts big questions about social construction and the role it plays in the world. The deeper conversation also prompts big questions about how social construction originates and its connection to power. Taylor (2006) acknowledges disability studies does not represent a unified perspective; rather it is as diverse as the population it seeks to describe and serve. Because preparing teachers affects so many key publics downstream, it is important to carefully examine elements of the process, which will be discussed more in Chapter Three. Building on this, social construction in disability studies posits that nondisabled people socially construct an idea of disability as inferior (Rossa, 2017; Taylor, 2006). Researchers in both disability studies and deficit thinking are connected in this idea of social construction through something they call the *social context* (Rossa, 2017; Taylor, 2006). This social context and its role in shaping special education, deficit thinking and disability studies are explained more:

The most innovative element of this new concept of disability is the Social Model of Disability conceived in 1981 by Mike Oliver a British academic and disability rights activist. Oliver (Oliver, 1990; as cited in Rossa, 2017) distinguished the individual model of disability, commonly shared approach by physicians and institutions, between

as the social. The individual model is based on a conception of understanding disability as a “problem” to be dealt with [at an] individual level, thus focusing on the limits and losses. This is what Oliver calls “the individual drama” a disabled person, which suggests that the disability [is] a terrible event that casually is necessary in the individual’s life. (Rossa, 2017, p. 220-1).

Rossa stated that the social model acknowledged the social element of any consensus on disability (Rossa, 2017). A social construction model moved conversations around disability away from a purely medical model of disability as a medical diagnosis (Rossa, 2017; Taylor, 2006). The social construction of disability also put disability into a new light, or frame, of a problem to be fixed (Rossa, 2017; Taylor, 2006). From an interdisciplinary perspective, this could share much in common with the social construction of deficit thinking, because both construct deficits surrounding marginalized groups.

For disability studies, the term *disability* is defined as a societal response to difference (Gallagher, 2004). While not to say that disability does not exist, rather this definition acknowledges that the concept of disability comes from ideas of “what should be” (normative) and then labels people as different or the same (Gallagher, 2004). Power and influence play a role in determining if a person’s unique differences in fact, make that person “different.” Jarman (2017) stated that when bringing in personal narratives of disability from a disability studies and communication perspective, narrative storytelling can be effective.

He shares a story of one individual with the developmental disability of Cerebral Palsy, who wishes more people would ask “Oh, I don’t know that much about Cerebral Palsy, can you tell me about it?” (Jarman, 2017, p. 131). Disability studies opens up opportunities for meaningful dialogue (possibly in clinical models) for people to understand other people, with and without disabilities (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006). Disability studies sees disability as a social construct or perspective created by the nondisabled in response to perceived difference.

Taking this definition of disability and bringing it into the classroom, social response also plays an important role in teacher perception and teacher preparation as will be discussed in the forthcoming Teacher Preparation for Inclusion subsection of Chapter Two. Disability studies state perception can be shaped by social construction (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006). That means that for a study on the framing of ASD inclusion, professor and teacher perceptions of disability can affect their frames of ASD inclusion. Research consistently states that general education teachers’ perceptions of ASD inclusion can affect teaching, student-teacher relationships, and learning outcomes (Bryant, 2018; Morgan, 2015; Robertson et al., 2003; Walters, 2012). Thus, the perspective of inclusion and the perspective of disability from a disability studies lens are linked in the research. In one study, Gallagher (2004) asked why teaching practices continue if they frame limitations rather than expand possibilities. To this effect, Gallagher (2004) challenged

social constructions that confine potential for individuals with disabilities.

Gallagher states that frames of limitation and of possibility are mutually exclusive (2004). It is important in the literature to make these connections between social construction and framing.

An implicit bias against disability may be related to defining disability from this social construction perspective (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006). For instance, Morgan (2015) found that 10% of teachers studied did not think inclusive classrooms were positive or possible. If these results were to be generalized (assuming generalizability and normal distribution), it means for a student who goes through 13 years of K12 education, they will mathematically be likely to have 1-2 years of teaching who do not favor inclusion and do not approach inclusion with a perspective conducive to inclusion. This bias can even separate superficially included students in deeper, more subtle ways because research shows that negative views on inclusion affect academic performance (Pianta, 1992, as cited by Robertson et al., 2003; Robertson et al., 2003).

Gallagher (2004) examined possibilities for teaching practices from a disability studies perspective. They stated that disability is misunderstood and traditional teaching practices may serve to reinforce a social construct that holds individuals back (Gallagher, 2004). From Gallagher's perspective, active input by students with disabilities on their own needs can reshape social construction and

prevent misconceptions that trace all the way back to deficit thinking (Gallagher, 2004; Valencia, 2010).

Going farther into the idea of disability studies and its relationship to social construction in the research, perceptions of educators can affect future social construction. Research supports that a social construction of disability by teachers, or professors teaching future teachers, can then affect social construction of students (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006). Social construction is passed along. The idea that a social construct can in turn become a policy or political construct echoes throughout the disability studies research (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006). Social construction becomes institutionalized, assumed to be fact, and then replicated (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006). Gallagher (2004) stated, "...the reality that we collectively construct incurs such deep consensus that it is mistaken as a reality that exists apart from our cultural values and intentions" (p. 7). The manifestations of the social construct of disability appear in books, materials, instructional arrangements, and investments, and institutional priority making (Gallagher, 2004).

Disability studies relate to ASD and other hidden disabilities through the idea of social construct and stigma, which will be discussed more next. Culturally, disability, especially hidden disabilities, are stigmatized (Jarman, 2017; Taylor, 2006). The stigma produced by social comparison of differences is determined

culturally to be “undesired” (Davis, 2013). The power of stigma is held in the downward mobility of those individuals who are stigmatized (Davis, 2013). Davis (2013) echoed his perception of stigma, stating “people who are stigmatized or acquire a stigma lose their place in the social hierarchy” (p. 149). For this reason, individuals with ASD or other hidden disabilities may be trained to “pass,” may try to “pass,” or may feel guilt about passing when others can not. Under the CRT tradition (Solorzano, 2005), the experience of those with hidden disabilities is considered under the tenet of CRT known as valuing experiential knowledge. Overall, stigma is another type of negative social construction along the lines of “othering,” which is the assigning of difference to people without their participation or representation (Gallagher, 2004; Goodley, 2007; Phillips, 1999). However, there are methods within disability studies research for socially constructing more positive messaging about people. These methods can make a more connected social construction of disability about people with ASD, hidden disabilities or beyond, that is more connected to individuals with disabilities themselves. Methods for taking on social construction of negative frames is examined.

In the previous section, the disability studies discussion identified negative consequences of social construction of disability as a deficit. However, research into disability studies does not stop there. Goodly (2007) offered methods for social construction of disability as something different than just a deficit. Goodly (2007) emphasized the need for thinking *with* people with disabilities about their

own social construction. He proposed this method as an alternative to thinking about people with disabilities, or making a social construction about them, without their input (Goodly, 2007). While this study is not about theory of mind, Disability Studies is about valuing a perspective of an individual with lived experience outside of the dominant ideology (Gallagher, 2004; Zunshine, 2006). Disability studies acknowledge the critical significance of the type of knowledge that comes from experiential knowledge. Zunshine (2006) discussed individuals with ASD specifically, identifying their unique struggle with ways of knowing that are socially constructed. From a narratology lens, Zunshine (2006) states individuals with ASD require intervention in order to understand social construction and make connections, creating a unique connection with theory of mind and epistemology. The ways of knowing are created by the powerful, who then “know” what disability requires without consultation. To counteract this, Disability Studies is grounded in getting information from individuals themselves, and centers individuals as the key stakeholders in institutional decision-making. Likewise, this study on the framing of ASD inclusion will attempt to make space for institutions to think with people with ASD, not think about people with ASD. This would be a shift in social construction, where people with disabilities construct definitions of their own spaces, needs, wants, and educational aspirations. Inclusion, under the disabilities studies definition, includes being a participant in social construction about the individual with disabilities, just like other individuals in non-marginalized groups would. Disability studies state social

construction must happen with the individuals who are the focus of that social construction. Similarly, liberatory pedagogy (Friere, 2000) states effective liberatory education is constructed with students, who may be otherwise historically marginalized. Together, these topics share a similar idea of collaborative construction with members of a group. More detail about this connection with liberatory pedagogy will be discussed.

Liberatory pedagogy (Friere, 2000) is a powerful concept about addressing marginalization through collaboration in disability studies. Friere (2000) stated that collaboratively constructing learning resists repression of marginalized individuals. Lynn (2004, as cited in Goodly, 2007) stated that liberatory pedagogy aligns with studies on disability studies. Goodly (2007) agreed, stating both disability studies and liberatory pedagogy recognize inequity in education, value experiential knowledge, reject “neutrality,” and bring in other interdisciplinary socially constructed ideas. Solorzano’s (2005) tenets of CRT can also be seen in Goodly’s (2007) research on liberatory pedagogy and disability studies. Overall, Friere’s (2000) liberatory pedagogy provided a powerful roadmap for disability studies to empower individuals with disabilities, empowering both teachers and their students alike. Disability Studies defines disability as a social construct (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006). In contrast, if a social construct is made in collaboration using liberatory pedagogy techniques, social construction can be reshaped or reframed by individuals with disabilities themselves.

In addition, liberatory pedagogy (Freire, 2000) shares other important insights related to disability studies. On one hand, Gallagher (2004) stated that the social construct of disability shapes institutional priority-making and is often mistakenly taken as objective fact. Freire (2000) warned about issues regarding these kinds of assumptions about students, post-positivist knowing, and learning. Gallagher (2004) agreed in the disability studies research. For instance, Freire (2000) advised against what he calls a banking of isolated skills or facts. They state that in this type of pedagogy, teaching becomes the “banking” of disconnected pieces, ultimately losing the connection between those pieces. This becomes less meaningful for students and teachers alike. This process of teachers banking disconnected pieces of information is referred to as *teacher deskilling* (Apple, 1982, as cited by Gallagher, 2004). While Gallagher (2004) blamed teachers for their own deskilling, Freire (2000) saw deskilling as a byproduct of an extremely unjust approach to education. The research by Freire (2000) and Gallagher (2004) encouraged inclusive, collaborative practices driven by institutions related to individuals with disabilities. Through this process, a better understanding of studies of framing of ASD inclusion can take place. In this section of the literature review examined disability studies and its overlap with social construction and liberatory pedagogy.

Davis (2013) stated that it is revolutionary to center stories and input from individuals with disabilities, and that this alone is a critical, postcolonial process of self-representation. This increased visibility in research, literature, and daily life

will produce opportunities for a new frame and a new way of knowing related directly to the framing of ASD inclusion. Taking Freire's (2000) ideas for liberatory pedagogy one step farther, Gallagher (2004) examined possibilities for liberatory teaching practices from a disability studies perspective. Gallagher has a suggested process for disability studies in education: Start with a problem, teach with context, treat mistakes as opportunities, seek solutions, and connect to interests. Gallagher stated that his approach is possible for other worldviews as well, and that this framework with modifications may also create space for a critical study with professors of preliminary credential teachers. Goodly (2007) emphasized the need for thinking with people with disabilities, not thinking about people with disabilities. Similarly, Jarman (2017), brought in personal narratives of disability from a disability studies and a communication perspective. In Jarman's research on inclusion, an individual with a developmental disability of cerebral palsy stated the wish that more people would ask, "Oh, I don't know that much about Cerebral Palsy, can you tell me about it?" (p. 131). This comment is important because the individual is stating they wish to participate in social construction and to have the opportunity to do so. Disability studies opens up opportunities for meaningful dialogue for people to understand other people, with and without disabilities, and the social constructions about ability (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006). Goodley (2007) stated, "...the time is ripe for experimenting with socially just pedagogies towards hopes, possibilities and becomings. This is, therefore, not a conclusion

but a call to experiment: to create the conceptions of a socially just pedagogy” (p. 21). Goodly’s (2007) and Gallagher’s (2004) research opened the door for this study on the framing of ASD inclusion.

DisCrit. DisCrit is an emerging field of scholarship that theoretically seeks to combine aspects of CRT and disability studies (Annamma et al., 2013). DisCrit acknowledges the intersectionality of power and how racist and ableist institutions conduct institutional oppression by race and ability (Annamma et al., 2013; Annamma & Handy, 2021; Annamma & Morrison, 2018; Annamma et al., 2018; Connor et al., 2016). In order to accomplish this theoretical union of two areas of critical scholarship, DisCrit employs the use of seven tenets. Four tenets are worthy of mention here as they deeply align with the theoretical framework of this study. Those four tenets are valuing multidimensional identities, acknowledgment of social construction’s negative impact, the consideration of legal efforts that denied rights, and the requirement of activism and resistance (Annamma et al., 2013). In many ways, the tenets of DisCrit echo the informing theoretical framework of CRT by bringing in elements of PR through reference of advocacy, and broadly connecting the scholarship of disability studies and CRT (Annamma et al., 2013). DisCrit has established an important theoretical bridge in supporting the need for a more complex multidisciplinary framework of justice for marginalized or multiply marginalized people. However, to date, there are no studies which have taken this new framework out of the theoretical space into

one of praxis (Annamma et al., 2013; Annamma & Handy, 2021; Annamma & Morrison, 2018; Annamma et al., 2018; Connor et al., 2016).

The existence of emerging fields of study awaiting practical testing is similar to Ciszek's (2020) call for critical PR. In both emerging fields space has been made through establishing a theoretical foundation. In both critical PR and DisCrit, scholars have created a new gap in the research, that of applying theory to practice. In review of the scholarship on DisCrit, there is not a DisCrit study on teacher preparation or the professors who produce teachers to date.

The discussion of disability studies and DisCrit include an examination of connections with deficit thinking, social construction, liberatory pedagogy, and self-representation. These four areas related to Disabilities Studies research and praxis are importantly related to the study of the framing of ASD inclusion. In the broad examination of research literature related to the framing of ASD inclusion, the literature review discussed public relations, special education, and various elements of diversity, equity, and inclusion. Now, the literature review will narrow into specifics within the praxis research pertaining to the future study methodologies for the framing of ASD inclusion. This review of praxis literature will include: Teacher Education, Clinical Models, and Teacher Perception. Following a review, the literature review section will conclude with a qualitative disclosure and a proposed model for the framing of inclusion. A narrow review of literature specifically related to the praxis of framing ASD inclusion and studying professors of preliminary teacher candidates is important to fully understanding

the forthcoming study. Next, this review of research praxis will begin with an examination and discussion of teacher education for preliminary teacher candidates.

Teacher Education - Preliminary Credential

The teacher education process is complex for all the right reasons. Teacher education and credentialing ensures that teachers who teach PK12 students are qualified and prepared. The teacher education process is also known as the preliminary teaching credential. The preliminary teaching credential is a post baccalaureate credential of 1-2 years that includes coursework and fieldwork that adheres to strict criteria set by the state licensure agency responsible. In the state of California, this agency is the California Commission on Teacher Credentialing (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). While not every university offers teacher credentialing, universities that do offer teacher education programs partner with the credentialing agency (Commission on Teacher Credentialing, 2017). The collaboration between teacher education at the university and uniform standards by the credentialing agency ensure programs are "...research-based and aligned with national teaching standards" (Commission on Teacher Credentialing, 2017, p. 1). In order to best understand this process of teacher credentialing, the research examines more closely the history of teacher education, the importance of teacher education, the difference between the

credentials available and the role of UDL in the standards for credentialing. A discussion will follow with a critique and evaluation of credentialing.

History of Teacher Education. To understand teacher education is to understand its role in the history of higher education. Teaching colleges began to boom in the early 1900s and were designed specifically for preparing teachers to teach in the PK12 classrooms (Geiger, 2011). Teaching colleges originated from what were called normal schools (Geiger, 2011). Normal schools were known for providing access to a broader segment of the population, being more inclusive to women in particular, and sometimes were confined specifically to teaching degrees (Geiger, 2011). Many but not all normal schools were part of the first and second Morrill Act (Stein, 2017; The Second Morrill Act, 1890). The Morrill Acts designated the land grant colleges, made to serve a broader segment of the population in more practical professional skills (Stein, 2017; The Second Morrill Act, 1890). In the state of California, the land grant college is the University of California, Berkeley, which opened in 1868 (Geiger, 2017; UC, 2020). The land grant acts deemed professional university teaching programs for the public good, and funded the programs with acquisition of indigenous lands (Stein, 2017; The Second Morrill Act, 1890). The lands that were taken from indigenous populations were then sold to fund university formation and activity (Stein, 2017; The Second Morrill Act, 1890). Ultimately, what this history means is that teacher education sprang forth from a demand for teachers and professionals. While empowering many new professionals to join the workforce, including women who

were historically restricted at the time from many professional jobs, the history of teaching colleges also originated on the oppression and confiscation of Indigenous lands through the land grant colleges and the two Morrill Acts. The intersection of the history of teaching colleges and teacher education with oppression of marginalized groups comes from the beginning of teacher preparation in the country. Teacher education excluded some in the name of public good to the detriment and exclusion of others, primarily from oppressed groups. There was a framing of public good happening at the inception of teacher education. The ideas of framing, exclusion, oppression, and the history of teacher education will be important as the literature review of the framing of ASD inclusion and teacher education continues.

Importance of Teacher Education. Teacher education is general education preparation and credentialing. The importance of teacher credentialing as it relates to the framing of ASD inclusion is great. Teachers learn how to be inclusive in teacher education programs. Professors of preliminary credential programs are the individuals who frame inclusion for teacher candidates. To understand how this happens in the teacher education process, it is necessary to examine the exact standards for teacher credentialing to best understand what is involved. Teacher credentialing in the state of California is overseen by the California Commission on Teacher Credentialing. (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). Credentialing abides by a set of uniform standards set by the credentialing

agency to ensure programs are “...research-based and aligned with national teaching standards.” (Commission on Teacher Credentialing, 2017, p. 1). Next, there will be a brief explication of the teacher credential criteria in California.

To become a teacher in the state of California is complex and explaining the criteria to become a teacher in California is equally complex. Universities play a crucial role in guiding students through this complex process. Professors of teacher candidates teach the standards students must acquire in order to be credentialed. Essentially, to offer a teacher credentialing program, teacher education must meet six standards (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). Many of those standards are led by administration, the department or the program, but are conducted and carried out in the classroom by professors of preliminary teacher candidates. The Commission on Teacher Credentialing (2017) described program standards as “aspects of program quality that cross all...preparation programs” (p. ii). The six standards for credentialing programs are paraphrased as: program design, preparation of students toward a set of proscribed teaching expectations, quality fieldwork, advising, a scored summative observation, and a plan for continuing education (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). These six standards comprise the requirements for the programs where professors of preliminary teacher candidates teach. Of these six assessments, standard two is particularly relevant to the study of framing of ASD inclusion by professors of preliminary

teacher candidates. The second standard requires preparation of candidates towards specific demonstrated expectations. More about this standard will follow next.

The second program standard states that students must be prepared by the program towards a set of expectations (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). This set of expectations refers to a separate, second set of standards for future teachers that they must meet in order to become credentialed. The Commission on Teacher Credentialing (2017) articulates that a different set of standards that is for the preliminary teacher candidates, the students in the teacher education program learning from the professors. This set of teacher candidate expectations is called the Teaching Performance Expectations (TPEs) (Commission on Teacher Credentialing, 2017). The Commission on Teacher Credentialing states TPEs “comprise the body of knowledge, skills, and abilities that beginning general education teachers...learn in approved teacher preparation programs” (p. 2). Teacher candidates are expected to demonstrate TPEs in six areas (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). The six areas are listed, again paraphrased in non-educator-speak: effective teaching, equity, organization, planning, assessing, and professional development (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017).

The TPEs have a few very useful items of note for the framing of ASD inclusion. Within the TPEs there are detailed descriptions of the expectations with what are called “elements” (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). The elements are the equivalent of a list of subsections offering more details about each expectation. These elements will be discussed more in the section on UDL and credentialing, but there are elements specifically pertaining to inclusion embedded within the expectations. In addition, there is specific language in the TPEs discussing how general education must demonstrate the ability to teach all students, not just nondisabled students (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). The expectations go so far as to define the word “all” to include unique learners and learners with disabilities (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). If teacher education is general education, then the acknowledgment in the credentialing standards with reference to inclusion is notable. Briefly, the discussion on specifics within TPEs will continue with a discussion on the types of credential programs. Before getting to even more specifics on the TPEs, it is relevant to talk about single subject and multiple subject credentials, what they are, and who they serve. This discussion on the types of credentials will follow.

Multiple and Single Subject Teaching Credentials. The multiple and single subject credentials are the two types of credentials a preliminary teacher

candidate learns. Teacher candidates apply for either a single subject or multiple subject credential upon applying to the teacher education program. Each program is very different. A single subject credential is for grades 7-12, and for specialized subjects including art or physical education at any grade level (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). A multiple subject credential is for individuals teaching contained elementary school classrooms in multiple subjects (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). The California Commission on Teacher Credentialing (2016) outlined the exact same set of TPEs for both credentials. The fact that the TPEs are identical for both types of credential is relevant to a study on the framing of ASD inclusion and to a study of professors of preliminary teacher candidates. While many aspects may be different, the standards of the teacher preparation program and the basic expectations of the future teacher are the same. Now, of course, the single subject teachers have additional expectations in their area of mastery they must demonstrate, but irrespective of the type of the credential, the program standards and TPEs are the same. Because the TPEs and standards are the same, the study on the framing of ASD inclusion by professors of preliminary teacher candidates will be applicable to professors preparing both single subject and multiple subject preliminary teacher candidates. An explication of the types of credential will be followed by a discussion of deeper connections between the teacher credentialing process and

UDL. UDL is housed within the detailed “elements” or descriptions of requirements for both single and multiple subject preliminary teacher candidates. A more detailed review of the credentialing process and UDL is provided in the subsequent section.

Teacher Credentialing and UDL. Universal Design for Learning is the process of building accessibility into course design and delivery from the start (Rose, 2001). UDL is the most relevant element within the TPEs related to the framing of ASD inclusion. For a preliminary teacher candidate to become a credentialed new teacher, that teacher candidate must demonstrate knowledge and proficiency in UDL (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). The presence of a TPE element for UDL means that UDL must be taught by the preliminary credential teacher education programs that prepare new teachers for the classroom (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). Universal Design for Learning is an important factor to consider in this study related to the framing of ASD inclusion.

The UDL criteria is an essential part of the preliminary credential program (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). However, based on a preliminary document review, it may or may not be minimally taught in the credential programs. In a review of the published degree roadmap of regional credential programs at ten universities, 100% of the single or multiple subject credential programs did not

offer any designated course offerings specifically on inclusion of special populations or UDL in the general education setting (CSU San Bernardino, 2019; California Baptist University, 2020; CSU Fullerton, 2020; CSU Los Angeles, 2020; CSU Los Angeles, 2020; CSU Polytechnic Pomona, 2020; Fresno State, 2020; UC Los Angeles, 2020; UC Irvine, 2020; UC Riverside, 2020).

Table 2

UDL or inclusion in Course Bulletin Title or Description (CSU San Bernardino, 2019; California Baptist University, 2020; CSU Fullerton, 2020; CSU Los Angeles, 2020; CSU Los Angeles, 2020; CSU Polytechnic Pomona, 2020; Fresno State, 2020; UC Los Angeles, 2020; UC Irvine, 2020; UC Riverside, 2020).

University	UDL class	Inclusion Class	Mention of UDL or Inclusion in Course bulletin description of class
CBU	no	no	no
UCR	no	no	no
CSUSB	no	no	no
Cal Poly	no	no	no
CSULA	no	no	no
CSUF	no	no	no
Fresno State	no	no	no
CGU	no	no	no
UCI	no	no	no
UCLA	no	no	no

As shown in Table 2, there is no evidence of inclusion or UDL in the title or the bulletin description for any course in general education credentialing programs at ten area universities. This is not to say that the content is not covered in the courses themselves, but just that at the publicly available level, UDL and inclusion are not mentioned as part of the course work, meaning that it is an element worthy of more examination.

Rose (2001) stated that sometimes hidden disabilities like ASD can be among the hardest to accommodate because each individual in the population is so unique. However, he argued that UDL can help with accessible course delivery up front, instead of attempting to accommodate after the fact (Rose, 2001). Rose encouraged teachers to use UDL to serve populations with hidden disabilities particularly. Rose also stated that UDL enhances learning for all students. For students with disabilities, UDL as part of accessibility is written directly into the laws that mandate access to public education (IDEA, 2004; U.S. Department of Education, 2012). For students with identified needs, Rose (2001) likened UDL to closed captioning, stating perhaps only a few need it as an accommodation but perhaps it is useful and enhances the experience to many beyond the initial need. Rose paints an overly optimistic picture of UDL. However, other scholars are not as enthusiastic, and some scholars critique UDL. For instance, sometimes UDL has a negative frame as a watered-down set of options, or a distraction rather than an opportunity (Tobin & Behling, 2018).

Tobin and Behling stated that professors at universities negatively perceive accommodation and UDL as time-consuming or confusing. Their research makes it appear as if UDL has a PR problem in higher education, a fact relevant to a study of framing of ASD inclusion.

Perhaps UDL has an image issue. Maybe there is a negative frame to accommodating disability. Perhaps if disability is framed as a deficit, then accommodation is socially constructed as a negative by the dominant ideology as well. Only a study on the framing of ASD inclusion can give us more information. However, first, a deeper understanding of UDL is needed. UDL is not just about technology (Rose, 2001; Tobin & Behling, 2018). UDL is also about pedagogy and course content delivery for the unique needs of each learner (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017; Rose, 2001; Tobin & Behling, 2018). Moreover, it is important to understand about UDL that there is a very good reason that it is a requirement for general education and not only found in special education. UDL is in general education because UDL is not an accommodation (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017; Rose, 2001; Tobin & Behling, 2018). Rather, UDL is a design practice implemented at course inception and carried out through course content, lesson plans, learning objectives, classroom activities, and more (Tobin & Behling, 2018). The general education nature of UDL situates UDL in a literature review for this study of professors of preliminary teacher candidates

serving general education because UDL is an inclusive practice, making learning better for all students together, instead of students with disabilities separately.

The reasons for UDL are great. The aforementioned research shows UDL to be an effective and inclusive practice. In order for this effective inclusive practice to serve students in general education, the credentialing requirements for future teachers require UDL. UDL is an element of the TPEs that future teachers are expected to demonstrate in order to credential (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). Since UDL is inclusive, then teacher candidates are evaluated on an inclusive practice in order to become a teacher (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017; Rose, 2001; Tobin & Behling, 2018). Professors of preliminary candidates deliver information on UDL to their students and then later evaluate their students on the use of UDL (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017; Rose, 2001; Tobin & Behling, 2018). Preliminary teacher candidates are expected to demonstrate UDL in two different areas: planning and teaching. This evaluation of the presence of UDL will be detailed next.

In order to become teachers, teacher candidates are evaluated on the TPEs. Two of the TPEs contain requirements related to UDL: teaching and planning. First, UDL is expected to be demonstrated by future teachers in the area of teaching. What this means is that when learning is happening in the

classroom, there should be UDL evident in that delivery of course content (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing). The TPE for teaching is known as TPE #1: “engaging and supporting all students in learning” (p. 4). Second, UDL is expected to be demonstrated by future teachers in the area of planning. Planning in the TPEs means excellence in “planning and designing learning experiences for all students” (p. 8). Preliminary teacher candidates who show excellence must use and apply principles of UDL in the teaching and planning of their course (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). Each of the two relevant TPEs will be detailed next.

UDL is required in TPE #1, which is the expectation for teaching. In one of the elements demonstrating the planning standard, UDL is mentioned specifically in the criteria. The criteria states, teachers will use practices including UDL to “assure the active and equitable participation of all students...within general education environments...” (Commission on Teacher Credentialing, 2017, p. 5). Similarly, in TPE #4, a specific element of the expectation requires the demonstration of planning using UDL (Commission on Teacher Credentialing, 2017). The planning TPE emphasizes the importance of instruction that maximizes learning opportunities and removes barriers, including through the specific use of UDL (Commission on Teacher Credentialing, 2017). Teacher candidates can expect to be evaluated in their use of UDL in the areas of

teaching and planning (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). However, there are some telling footnotes in the credentialing standards related to UDL that are worthy of future discussion, detailed in the following paragraph.

Interestingly, there is discussion about UDL and who exactly is included in the terminology “all students” (Commission on Teacher Credentialing, 2017). The Commission on Teacher Credentialing made it a point to add a footnote discussion about who is included in general education. They state that all students are included in general education, and UDL serves all students (Commission on Teacher Credentialing, 2017). Then, they go on to explain what “all students” means in the context of credentialing. In order to frame or define the term, the Commission on Teacher Credentialing lays out more detail about who is included in their definition of “all students,” stating:

Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement... This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs (p. 11).

Based on their own interpretation, “all students” is an inclusive term (Commission on Teacher Credentialing, 2017). Students with disabilities, with unidentified disabilities, and with characteristics of challenges yet unknown are defined directly in the credentialing process for preliminary teacher candidates (Commission on Teacher Credentialing, 2017). As such, this working knowledge of including all students is a critical part of the successful completion of preliminary teacher programs and credentialing.

Overall, UDL is an important part of the study of framing of ASD inclusion by professors of preliminary teacher candidates in higher education. UDL links evaluation, performance, inclusion, and more. The institutional prioritization of inclusion for preliminary teacher candidates can be examined through collaborative study with the professors who serve teacher candidates in order to study the framing of ASD inclusion. While UDL seems very constructive to a study of ASD inclusion framing in teacher education, there are critiques of teacher education itself that are relevant to the discussion. Sometimes this critique touches an area known as teacher education reform. Provided next is a critique and evaluation of the teacher education process.

Critique and Teacher Education Reform. A critique of teacher education often lives in a research area called *teacher education reform*. Teacher education reform is a comprehensive set of ideas about the challenges of teacher education and proposed resolutions to those challenges (Blanton, Pugach & Boveda, 2018; Darling-Hammond, 2010). There are four parts of the critique of

teacher education in the literature (Blanton et al., 2018; Darling-Hammond, 2010). The critique of teacher education consists of these four parts: a need for capacity building between special education and general education, the need for a preservice shared agenda, the constraints of the policies guiding current programs, and the need for excellent practical learning by preservice teachers (Blanton et al., 2018; Darling-Hammond, 2010). Next, each of the four critiques will be elaborated upon.

The first critique of teacher education is that greater capacity needs to be built between general education and special education (Blanton et al., 2018). Blanton and colleagues stated that there are many things in common between special education and general education. However, they also state that there are missed opportunities to explore intersections between the two areas of practice dating historically back to the inception of the two systems of education in the 1970s (Blanton et al., 2018). Blanton and colleagues state that special education and general education tend to keep within their respective disciplines.

Second, Blanton and colleagues (2018) encouraged enhanced opportunities for a preservice agenda that is shared between teacher education for general education and special education teachers. Their research stated that a shared agenda among preservice teacher candidate programs is missing from the current teacher preparation program (Blanton et al., 2018). By shared agenda, Blanton and colleagues imply that future teachers will serve many different kinds of students as either general education or special education

teachers. Students with unique needs or unique learning styles are not solely in special education. The opportunity for a preservice shared agenda fosters student and teacher success, and it begins with a shared teacher preparation process (Blanton et al., 2018).

A third critique of teacher education is the norms of separation (Blanton et al., 2018). Norms of separation mean that teacher education suffers from mimetic or normative practices. Normative is the idea of doing things the way they have always been done. Mimetic is the idea of doing things the way everyone else has always done them. The history of education, teacher education and special education is not always something to uphold as the gold standard (Blanton et al., 2018; Darling-Hammond, 2010; Geiger, 2011, Wilder, 2013; Stein, 2017). There is opportunity to be critical about what it means to build practice out of the exclusionary practices of the past.

The fourth and final critique of teacher education reform centers around the need for excellence in practical learning. Practical learning is equivalent to fieldwork and supervision hours but is also so much more (Darling-Hammond, 2010). Darling-Hammond equated good practical learning with doctors learning in teaching hospitals. They stated that practical learning standardizes the practice of teaching, giving teachers a uniform set of good tools to work with that they may use in their future classrooms (Darling-Hammond, 2010). However, Darling-Hammond also argued that it is very difficult to establish strong practical learning

for teachers, which requires institutional support and deliberate building of programs.

There are four main critiques of what is needed for strong teacher education reform. The four areas that need more attention cover how teachers learn and how different areas of teaching practice and teacher preparation unite rather than divide. This section discussed teacher education critiques. In the subsequent section will come a section on clinical models in teacher education. Clinical models deliver hands-on practical learning to future teachers (Hoppey & Yendol-Hoppey, 2018). It is of interesting note that one of the scholars who offers scholarship on teacher education reform is also a scholar on clinical models in teacher education (Darling-Hammond 2010; Darling-Hammond 2014). There is research that effective delivery of teacher education can be delivered through clinical models (Darling-Hammond 2014; Hoppey & Yendol-Hoppey, 2018). The next section will discuss more closely the process of clinical models, what they are, and how they inform a study of the framing of ASD inclusion by professors of preliminary teacher candidates.

Clinical Models

Clinical models build high-quality practices and highlight needs for programmatic changes driven by critical scholarship (Hoppey & Yendol-Hoppey, 2018). Clinical models are a type of fieldwork and supervision during teacher preparation programs. Many clinical practice types are identified in the literature, with some being stronger than others, but the importance of clinical practice and

clinical models for effective teacher preparation are emphasized throughout (Hoppey & Yendol-Hoppey, 2018). Next, the research on clinical models will be explicated with a discussion of the literature to follow.

Clinical models are teacher preparation, fieldwork, and supervision. Clinical models are one of many styles of delivering information about classroom practices to a future teacher. There is an important reason why clinical models are relevant to a study on the framing of ASD inclusion. While ASD inclusion may or may not be taught explicitly in a general education credential program, almost any general education classroom where fieldwork is conducted will have at least one student with ASD in it (Center for Disease Control, 2020; California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). So, fieldwork is a place where contact with students with ASD will happen. Clinical models are an opportunity to productively reflect and learn from that fieldwork contact. Because of the real world experience that clinical models offer, they can be an invaluable resource for teacher preparation and for the study of the framing of ASD inclusion. A model of effective clinical practice in teacher preparation is offered in the figure.

Figure 10

Coaching as Supervision Clinical Model (Hoppey & Yendol-Hoppey, 2018, p. 109)

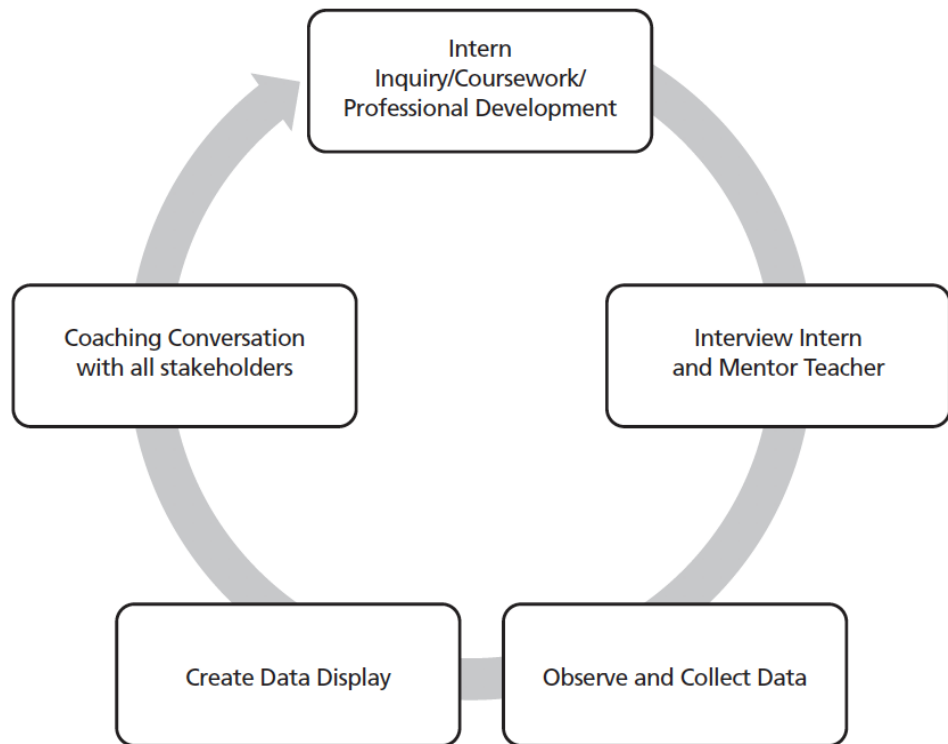


Figure 4.1 Coaching as supervision model.

In the model in Figure 10, an effective and ongoing cycle of fieldwork, supervision, context, reflection, and discussion take place (Hoppey & Yendol-Hoppey, 2018). Hoppey and Yendol-Hoppey stated that clinical models give teacher preparation real world context (Hoppey & Yendol-Hoppey, 2018). Clinical

models are context. That context is delivered through a cycle of fieldwork, reflection and supervision (Hoppey & Yendol-Hoppey, 2018). During the supervision process, theories, and concepts are framed for teacher candidates to experience (Hoppey & Yendol-Hoppey, 2018). One scholar on clinical models stated, “rethinking from the inside out” builds strong teaching practices (Hoppey & Yendol-Hoppey, 2018, p. 3). A strong clinical model for teacher preparation is multifaceted, crosses institutional borders and involves questioning what is normative in education (Hoppey & Yendol-Hoppey, 2018).

By definition, clinical models are multidisciplinary. They may bring in ideas from other disciplines, practice, praxis, and primary sources. An openness to new ideas from new places and multiple disciplines is essential for good clinical models to engage with (Hoppey & Yendol-Hoppey, 2018). A six-step practical evaluation process is encouraged in the literature for creation and assessment of clinical models that are effective in teacher candidate education, including: clinical coaching, partnership, clinical evaluation, methods, leadership, and research (Hoppey & Yendol-Hoppey, 2018).

Synthesis. Clinical models provide opportunity for real-world working knowledge of individuals with ASD and UDL (du Plessis, 2015; Hoppey & Yendol-Hoppey, 2018; Williams et al., 2016). Researchers in one study aimed to better understand instructional coaching in clinical models by examining both preliminary teacher candidates and university supervisors (Hoppey & Yendol-Hoppey, 2018). This particular study was for an Elementary Teacher Education

program with a dual focus on both elementary general education and also work with students with mild-to-moderate disabilities (Hoppey & Yendol-Hoppey, 2018). In the phenomenological study, teams of researchers investigated preservice teacher learning through coaching cycles in the clinical models (Knight, 2007 as cited by Hoppey & Yendol-Hoppey, 2018; Ross, 2011). Using a constructivist paradigm and a purposive sample, researchers investigated the impact of instructional coaching and also investigated differences between traditional preliminary teacher programs and clinical practices (Hoppey & Yendol-Hoppey, 2018).

Data were collected by focus groups, observation field notes, semi-structured interviews with both teacher candidates and professors of teacher candidates, with data recorded and transcribed, coded for themes, triangulated with other findings, and conducted peer-debriefing (Hoppey & Yendol-Hoppey, 2018). From this investigation, three themes emerged: coaching focused on everyday practices, enhancing collaborative practices, and encouraging continuous learning (Hoppey & Yendol-Hoppey, 2018). Teacher candidates said they felt more supported, that they had space to learn and grow and that their work in clinical models felt truly rooted in the real teaching they would do in the future (Hoppey & Yendol-Hoppey, 2018). However, clinical models tend to remain formally focused more on general education students. Within Hoppey and Yendol-Hoppey's (2018) entire book dedicated to the subject of clinical models, there is not a single mention of UDL, ASD, or inclusion. The lack of mention of

ASD reflects the findings of preliminary teacher candidate programs' de-emphasis on UDL and inclusion. While not directly addressed by the author, the oversight creates an opportunity for future study of clinical models and general education teacher preparation. In studying clinical models, there is an emphasis on future study to include a professional development model that includes learners with ASD (Hoppey & Yendol-Hoppey, 2018). In addition, because a study was a constructivist qualitative phenomenological study, there are opportunities for study within a critical paradigm.

Clinical models also exist within other professional preparation programs and in the research about those programs. Clinical models are commonly used and sometimes more frequently studied, including in many health, legal and professional services disciplines (Williams et al., 2016; du Plessis, 2015). For instance, in a quantitative study with parallels in public health nursing, a different result was found altogether, linking quality, clinical models, and higher numbers of students in clinical model programs leaving the field altogether, necessitating a focus on the quality of placements (Williams et al., 2016). In another review of the forward momentum of teacher education and teacher educators, Darling-Hammond (2010) similarly emphasized the importance of "quality" clinical curriculum coupled with traditional curriculum. A study of the assessment of clinical models in legal education also stressed the importance of intentionally connecting study, theory, and practice, followed up with ongoing reflection (du

Plessis, 2015). Research across many different preparation programs show effective preparation in programs using clinical models.

This section has explicated and synthesized studies on clinical models. Clinical models have been shown to enhance preparation programs. A typical clinical model includes fieldwork, reflection, and supervision, which the research has shown to enhance future teaching practices. Clinical models have also been shown to help teachers feel more prepared when they enter the classroom following their credential programs. There are many studies on how PK12 educators feel about inclusion in their classrooms. Following, a detailed synthesis of teacher preparation and perception of ASD inclusion will provide additional insight into a study on the framing of ASD inclusion.

Teacher Preparation and Perceptions of Inclusion

There is extensive literature and research on teacher preparation and perceptions of inclusion in the PK12 setting. The research here illustrates some important insights that can be used to inform preservice teacher preparation. Sometimes the research is specific to various ages, geographic locations, or disabilities, making each study unique (Bryant, 2018; Morgan, 2015; Robertson et al., 2003; Walters, 2012). However, the research illuminates important wishes directly articulated by teachers about how they see inclusion and about how they wish they had been better prepared for inclusion before going into the classroom. Next, the literature review will explore a few important studies on teacher

perception and preparation. Then this section will discuss gaps in the research that could be informed by a study on the framing of ASD inclusion.

Teacher Perception of Inclusion. To begin, it is certain that teachers will have students with ASD in their general education classes. Since this is a population they will serve, it is important to know many things about their perception of their experience teaching this population in the effort to better inform future teacher preparation programs. In order to best understand inclusion in a school site, the effectiveness of inclusion, and the practice of inclusion, it is important to understand the research surrounding educator perceptions of primarily general education teachers who include identified students with ASD and disabilities.

In the first study, Morgan (2015) investigated the perspectives of educators in the included or general education classroom of students with disabilities. In this phenomenological study, Morgan specifically inquired about how high school teachers perceived their special education students as either included or not included. As part of an investigation into inclusion implementation, Morgan (2015) examined how teachers perceive that a school does or does not establish an environment where a feeling of full membership can be present at the school site level and what factors may be involved in this perspective (Morgan, 2015). Morgan identified the problem as “some of the neediest students with the greatest potential for growth are being left behind” (Morgan, 2015, p. 3). Morgan stated that teacher perspectives may inform

inclusion at the individual level where it affects students the most. Findings included that 18 out of 20 teachers interviewed held perspectives that inclusion and full membership were important and attainable for a general education classroom, with two thinking it was not possible or beneficial for students with a high level of need to be included (Morgan, 2015).

In a second study, Bryant (2018) explored the full perception of inclusion by preschool teachers. Bryant researched perceptions of inclusion both as an idea, and as a practice being implemented daily in the classroom. This study began as situated in the laws and existing literature on the mandate and importance of inclusion (IDEA, 2004), and the known effect that positive teacher perceptions of inclusion have on implementation (Kwon et al., 2017). He found that not all inclusion is perceived as favorable by PK12 teachers (Bryant, 2018). Not every teacher in his study had a favorable enough perception of inclusion to be interested in supporting inclusion in their own classroom (Bryant, 2018). However Bryant thought that perhaps this negative perception came from misunderstandings by teachers about what inclusion is and is not. His study's findings reinforced that a better understanding of this process of inclusion can resolve some of the problems of perception surrounding it and can improve inclusive practices (Bryant, 2018).

Six themes emerged from Bryant's (2018) interviews, which were categorized and elaborated on in relation to the feelings of preschool teachers on inclusion: Outsider understanding of what preschool teachers do in general,

reports of past training received on special education, ongoing development, the development informing perceptions on inclusion, the perceptions on inclusion informing day-to-day teaching, and proposed future improvements (Bryant, 2018). Importantly, his study also acknowledged the limited information teachers received during credentialing programs about inclusion (Bryant, 2018). In the Bryant study there was an implied connection between limited preservice preparation and negative perception.

A third study examined teacher perception of students specifically with ASD (Robertson et al., 2003). This study acknowledged prior research that behavioral challenges associated with ASD can impact teacher perception and relationships (Baron-Cohen, & Tager-Flusberg, 1994; Birch & Ladd, 1998). There can be behavioral manifestations of ASD that can make a student stand out or be an interruption to classroom instruction, affecting teacher perception of the student in the classroom (Baron-Cohen, & Tager-Flusberg, 1994; Birch & Ladd, 1998; Robertson et al., 2003). Findings showed that teacher perceptions of included students with ASD were overall positive but impacted by behavior or peer status, both of which can be from ASD (Robertson et al., 2003). Findings replicate previous findings for children without ASD in the classroom (Pianta, 1992, as cited in Robertson et al., 2003) that a positive relationship similarly positively affected inclusion outcomes for students with and without ASD.

A fourth study researched teacher perceptions of their own effectiveness in working with students with ASD. This study provided additional useful

information about teacher perception of inclusion, In the phenomenological study of general educators with students with ASD in their included general education setting, three elements of teacher perception were investigated: how teachers felt ASD inclusion affected themselves, how it affected other students without ASD, and if teachers perceived they had the needed resources to sufficiently practice ASD inclusion (Walters, 2012). Themes from the findings reflected upon general educators genuinely wanting more preparation (Walters, 2012). Teachers felt they had a thoughtful understanding of their students with ASD, perceived benefits to inclusion at a meaningful level, and perceived growth as a teacher through including students with ASD (Walters, 2012). Sometimes teachers had students with ASD who were undiagnosed or underdiagnosed and sometimes students were thoroughly identified, but, in both instances, they held generally positive views of their students with ASD in a general education setting (Walters, 2012).

Teacher perception of an included classroom for individuals who have a disability have broad implications for opportunities for additional information, professional development, and preservice training. There are broad commonalities and some striking differences in the literature related to the impact and understanding of general education inclusion and how teachers may be best supported, thereby increasing positive perceptions of inclusion and benefitting the student-teacher relationship and ultimately student outcomes. Each of the four studies highlighted and emphasized the critical importance of teacher

perceptions and that their perceptions can ultimately impact the student outcomes in their classrooms for students with and without disabilities alike (Bryant, 2018; Morgan, 2015; Robertson et al., 2003; Walters, 2012).

The results of teacher perception studies illustrated useful information surrounding frames and perceptions of inclusion by general education teachers (Bryant, 2018; Morgan, 2015; Robertson et al., 2003; Walters, 2012). Across many different contexts, teachers overwhelmingly held a desire to improve their experience, contact, understanding, and efficacy with students with ASD and could trace this need back to teacher preparation programs (Bryant, 2018; Morgan, 2015; Robertson et al., 2003; Walters, 2012). In the following section, studies of teacher preparation for inclusion will illustrate in more detail some of the research findings about teacher preparation for inclusion.

Teacher Preparation for Inclusion. Teachers report a greater need for preparation for inclusion. In the prior section, studies showed teachers regularly perceiving an interest or need for more preparation for inclusive classrooms (Bryant, 2018; Morgan, 2015; Robertson et al., 2003; Walters, 2012). Taking perception studies to the next logical step, it seems important to review the research on teacher preparation for inclusion. Next, the literature review will examine relevant studies on teacher preparation for inclusion.

The first study researched incoming teachers are prepared to practice inclusion (Busby et al., 2012). Set in a rural environment with limited resources, the study examined teacher preparation using Effectance Motivation Theory, and

analyzing qualitative data holistically for major themes (Busby et al., 2012). Findings showed challenges in the existing preparation program and perceived needs for improvement (Busby et al., 2012). Challenges in preparation included: the individualized nature of serving students with ASD, the specialized skill set needed, the collaboration needed in a highly time constricted environment, any preconceived negative connotations of children with ASD in a school setting, negative feelings about an Individualized Education Plan (IEP), and an assumption that general education teachers do not know how to implement an IEP (Busby et al., 2012). Themes of perceived needs also arose from the study, falling into three categories: more information, field experiences, and increased access to updated research (Busby et al., 2012). Participants expressed a genuine interest in knowing more about the population, having more contact with the population, and learning more about engaging with families as part of the collaborative process (Busby et al., 2012). Educators acknowledge that both the school setting and the teacher preparation setting were segregated between general education and special education, limiting access and opportunity to understand inclusion in their classrooms (Busby et al., 2012).

The second study researched preparation of general education teachers using best practices including Applied Behavior Analysis with their students with ASD in inclusive classroom settings (Loiacono & Valenti, 2010). The study detailed that many study participants did not know best practices to address ASD specific teaching skills and behavior reduction methods (Loiacono & Valenti,

2010). Findings in the study included gaps in preparation, including that general education teachers were provided very little training in evidence-based practices for students with ASD (Loiacono & Valenti, 2010). The study found that of the 130 teacher participants who were co-teaching in inclusive classrooms, only 3.8% of them had been pedagogically trained in the best practices of Applied Behavior Analysis in their teacher preparation programs (Loiacono & Valenti, 2010).

The third study examined teacher preparation for self-efficacy in inclusive classrooms (Finch et al., 2013). The extent of preparation a general education teacher receives can be related to the self-efficacy they feel regarding educating children with ASD in the general education setting (Finch et al., 2013). The general education teachers may not receive adequate training on inclusion, and furthermore, may not receive adequate training on collaboration with special education teachers (Finch et al., 2013). The background of the study acknowledges that “students in diverse inclusive populations need trained and prepared educators, yet research shows many teachers feel inadequately trained to work with this varied group of students” (Singh, 2007, as cited by Finch et al., 2013, p. 3). Finch (2013) further stated that a student with ASD may only truly get an equitable education to that of his or her nondisabled peers if teachers are prepared in how to provide it (Finch et al., 2013). The phenomena investigated was the setting of an inclusion classroom run by a teacher with “little to no inclusion training provided in the form of preservice or professional development

opportunities” (Finch et al., 2013, p. 2). Finch et al.’s (2013) findings indicate that educators report being underprepared to serve a population with ASD and a lack of practical information on students with ASD in their teacher preparation programs. Teachers reported low feelings of self-efficacy, confidence, collaboration, and quality due to lack of preparation (Finch et al., 2013).

In each study, educators report being underprepared to practice inclusion. Teachers report needing more preparation to effectively serve a population with ASD (Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010). In addition, teachers self-report a lack of preparation for serving students with ASD resulting in some combination of decreased feelings of self-efficacy, confidence, collaboration, and quality (Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010). Overall, each preparation study examined unmet needs of general education teachers regarding their preparation to teach individuals with ASD in an inclusive setting (Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010). While the methodologies may have been different, the results consistently showed a meaningful need for an increase in preparation to include students with ASD in general education classrooms (Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010).

The many studies on teacher preparation and perception report consistent findings that teachers perceive greater need for preservice preparation, and that lack of preparation affects teachers greatly in their classrooms (Bryant, 2018; Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015;

Robertson et al., 2003; Walters, 2012). Next, a discussion will follow regarding gaps in the research regarding inclusion in the classroom.

Gaps in the Research. The research provides rich data and great opportunities for future inclusion research. However, in many studies of teachers' perception and preparation for ASD inclusion, the sample was not from a diverse region like Southern California (Bryant, 2018; Busby et al., 2012; Finch et al., 2013, Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012). A more diverse study population would be beneficial for collecting case study data. Gaps in the research are in demographic representation (Bryant, 2018). In addition, most studies relied on teacher reporting. A gap in the research was the limited methods for data collection beyond teacher reporting. Given that the same research acknowledges teacher reporting can be favorably biased (Walters, 2012), it would be good for future studies to include additional formats for data collection.

Also, more research is needed from a critical perspective. Much of the research reviewed used a constructivist lens creating a limitation in the research. While not overtly discussed by the researchers, the studies showed fixation on the idea of what is "right" for all students. The word "all" is used in italics multiple times in some studies (Loiacono & Valenti, 2010) as shorthand for implying inclusion. However, the idea of something being right for all people is grounded in a dominant narrative (Garcia, 2018). This gap in the research lends itself well to a new study of the framing of ASD inclusion using a critical lens.

Recommendations included updates to curriculum in the introductory coursework, case-based tutorials, observations, and parent interaction (Busby et al., 2012) with training addressing collaborative and inclusive practices (Morgan, 2015). In addition, the literature provides recommendations for higher education to reexamine their teacher preparation to include dramatically more multidisciplinary best practices (Loiacono & Valenti, 2010; Hoppey & Yendol-Hoppey, 2018; Valencia 1997; Valencia, 2010; Sólorzano et al., 2005) in their general education teacher training (Loiacono & Valenti, 2010).

Study design could be improved through a collaborative intervention with professors of preliminary credential programs to do case studies and clinical models increasing contact. Only one study interviewed individuals with ASD themselves (Robertson et al., 2003), indicating that greater self representation is needed in the research. There is a great opportunity, especially when thinking about inclusion, to include individuals themselves into the research in a more meaningful way for most effective implementation of inclusive strategies in the classroom. Many times, ASD and disability were not part of the frames of a dominant culture of general education (Bryant, 2018; Busby et al., 2012; Finch et al., 2013, Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012) leading to the possibility of new ways to examine this through framing theory and CRT by using clinical models that involve collaboration with the population being served.

Overall, the literature supports that teachers want to include students with ASD and have a positive perception of an inclusive classroom, but also do not feel adequately prepared to do so in their general education preservice preparation to be able to fully practice inclusion (Bryant, 2018; Busby et al., 2012; Finch et al., 2013, Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012). There is a great opportunity through further research of the framing of ASD inclusion to better understand these processes.

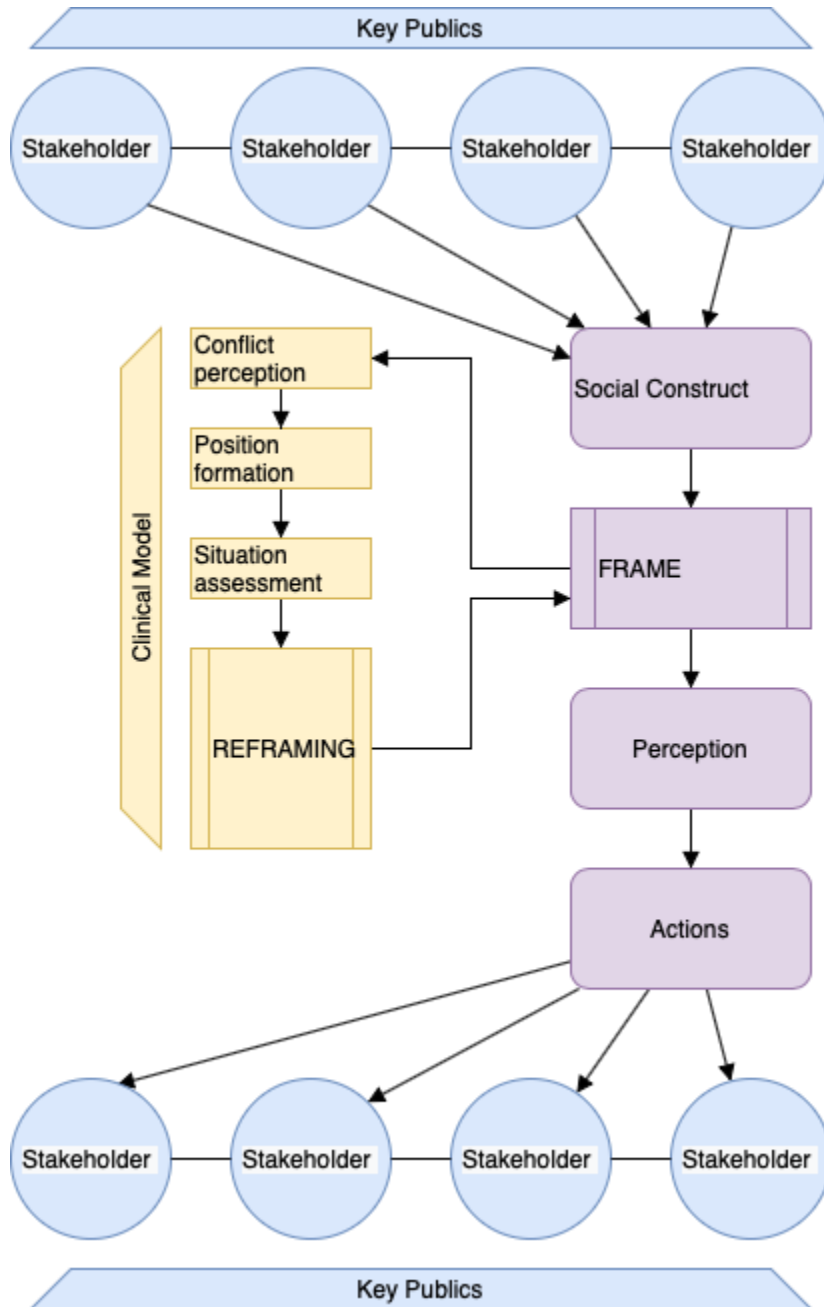
Model for Reframing Inclusion

In response to the literature, a model for reframing inclusion is proposed to guide the study moving forward. This model draws upon the research in the literature review to propose a new model of reframing inclusion specifically. The framing of ASD inclusion is a linear process, with a few offshoots that are cyclical for revision and assessment along the way. This process of reframing inclusion would begin in clinical models providing direct experiential knowledge to participants. From there, experiences with the included population would be reflected upon, in particular, identifying the concept of disability as a social construct. Next, frames would be identified through open-ended inductive analysis. From there, a side process would occur from the reframing process (Kaufman et al., 2017), which will be detailed more. In the reframing circular part of the graphic, frames would be assessed and then have the option of maintaining the existing frame or reframing as needed (Kaufman et al., 2017). Following the reframing process, perception would be formed, and then key

publics would be affected accordingly. This model allows for the regular reframing of the perception of autism inclusion based upon need, assessment and evaluation, and is supported in the literature.

Figure 11

Model for Reframing Inclusion



As shown in Figure 11, the model of reframing inclusion draws upon the scholarship of PR, teacher education, and clinical models, relying heavily on framing theory. This model will be referred to in the forthcoming study methods of framing ASD inclusion among professors of preliminary teacher candidates.

Qualitative Disclosure

Peshkin (1988) referred to the “subjective I’s” and the inherent value individual knowledge and experience lend to qualitative research. I bring my story into this paper to lend trustworthiness to my qualitative research. According to Peshkin, my subjectivity can empower me to draw insight to my research. It is an asset rather than a deficit, but only with full disclosure can my subjectivity fully be acknowledged as part of the lens under which I do my research. Glesne (1999) discussed the importance of monitoring subjectivities in research, and how, through that monitoring, the ultimate outcome of the work can be the most trustworthy. Essentially, qualitative researchers are unique tools for interpreting valuable qualitative data. We all have biases, and those biases need to be acknowledged so that biases do not control us. In this way, the “mapping of self” is an effort that is both productive and worthy (Glesne, 1999, p. 109). It is my intent to approach my subjectivities with the spirit of academic inquiry with similar rigor to any research endeavor.

Solorzano (2020) stated that “our family lives on our shoulders when we research, especially within the context of Critical Race Theory.” My lived experiences as a parent of a child with ASD, and as a non-Jew-passing ethnic

non-religious Jew have made me a person who asks big questions because those questions help me unwind the generations of trauma-informed behavior. My experiential knowledge of ways that individuals with (and without) ASD need more support and are denied that support, and when people acting with power or success deny individuals their victories, will inform my life and my studies forever. My questioning is essential for my success and for the success of my study.

Subjectivity and subjectivism are not the same (Glesne, 1999).

Acknowledging subjectivity frees the researcher from being biased in their research by their unacknowledged biases in life (Peshkin, 1988). Rather, it is that “...unique configuration from their personal qualities joined to the data they have collected” that results in a study “...making a distinctive contribution...” (Peshkin, 1985, as cited by Peshkin, 1988). Perspective is an asset to be utilized for perspective rather than a deficit.

Subjective “I”s in this Research

My story is riddled with contradictions. I am both oppressor and oppressed (Bigsby, 2005; Block & Block, 2005, Block, 2012; Cecileski, 2017; Miller et al. 1941; Rogoff et al., 2010). I am both a success and a failure. I both build up and tear down. I want to use this understanding of a lived contradiction to help populations that I care about who may also need to navigate complex issues. As a parent of a school-age child with ASD, I regularly see him experience

messaging that conflicts and it impacts his identity, which is also a phenomenon known as nepantla in the literature.

Nepantla

Nepantla is the concept of “inbetween-ness” or the space between opposing ideas, identities, or expectations (Anzaldúa et al., 2012; Scott & Tuana, 2017). Similar to my own story, nepantla identifies a space for changing and transformation inspired or influenced by all the things that construct identity (Anzaldúa et al., 2012; Scott & Tuana, 2017) even if they oppose or contradict each other. Nepantla centers history and lived experience, even when it is on the border or the edge (Anzaldúa et al., 2012; Lizárraga & Gutiérrez, 2018). Nepantla does not overvalue the dominant narrative at the expense of those who may have a different or unique experience, which is many times used to discuss race and ethnicity, but also specifically for any nondominant culture (Lizárraga & Gutiérrez, 2018). Rather, nepantla values resilience at the margins (Lizárraga & Gutiérrez, 2018). Specific to inclusion, classrooms and nepantla, the ideas behind that in-between space bring voices from the margins into the center (Anzaldúa et al., 2012; Emerson, 2018).

In order to best understand my qualitative research, I must acknowledge the factors that motivate and inform this research and that this understanding is a benefit rather than a detriment (Peshkin, 1988). It is in this effort that I have worked to thoroughly detail the “subjective I’s” that shape the work I am doing. As an overview, I see a theme throughout my disclosures of navigating conflict and

adversity with positivity. Whether overcoming historical adversity or personal adversity, there has been an effort to acknowledge, make amends, forgive myself and others, and improve. Similarly, with disability and ASD, there may be inherent conflicts that come out in my research, or those who agree or disagree with the work because each person with ASD and each family with loved ones with ASD is different. Led by my own “subjective I’s,” I am able to use this perspective to inform my own research, hopefully to the benefit of the populations I study.

Research Questions

The research questions are informed by the literature review and designed to shape a qualitative case study on the frames related to ASD inclusion for professors of preliminary credential candidates.

RQ1: How do professors frame ASD inclusion in single and multiple subject general education preparation?

RQ2: How does a public relations “reframing” of ASD inclusion affect perceptions of the professors teaching preliminary credential teacher candidates?

This literature review has examined the need for additional studies on the framing of ASD inclusion by professors of preliminary teacher candidates. It has

reviewed the conceptual and theoretical framework that will guide this study of framing theory informed by CRT. It has reviewed broad multidisciplinary topics of PR, special education, diversity, equity and inclusion, including deficit thinking and disability studies. Then the literature review narrowed into practical specifics relevant to the study in the areas of teacher education, credentialing, clinical models, teacher preparation and teacher perception of inclusion. The section closed with a qualitative disclosure and a proposed model for framing inclusion leading up to the research questions. To follow this section is Chapter Three, the research methods.

CHAPTER THREE:

METHODS

This study examined the framing processes of professors of preliminary teacher candidates. An ASD inclusion reframing study is justified as laid out in Chapters One and Two. This reframing study sets out to expand knowledge regarding professors of preliminary teacher candidates and their relationship to teaching inclusion of individuals with ASD to future general education teachers.

There are different frames associated with special education, general education, and areas where the two meet, such as the inclusion of students with ASD within general education settings (Howell, 2010; IDEA, 2004; Morgan, 2015; Rossa, 2017; U.S. Department of Education, 2012; Walters, 2013; Wilder, 2013). This study is informed by the research showing that teachers call out for more preparation for ASD inclusion in their preservice programs (Bryant, 2018; Busby et al., 2012; Finch et al., 2013, Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012).

Teacher preparation for inclusion involves frames of inclusion held by professors of general education teacher candidates as identified in Chapter Two. A reframing qualitative case study can examine, and then, inform this process of teacher candidate preparation for inclusion. By doing so, this study expands understanding of the frames of ASD inclusion regarding professors who teach the next generation of general education teachers. To begin this section, the methodology will be discussed and justified in connection to the literature. After

the methodology, the research methods and protocol will be explained and similarly justified by the scholarship.

Research Design

To answer the research questions, a detailed multiphase multidisciplinary qualitative study was conducted. Within the two research questions, the research followed a five-phase process. The study was conducted in multiple phases, with each phase informing one or more research questions.

Table 3

Research Questions as Answered by Phase

Phase of Study	RQ1	RQ2
<i>Phase One - Start with a problem.</i> Conduct a first focus group to establish a baseline.	x	
<i>Phase Two/Three - Teach with Context and Mistakes are Opportunities.</i> Externally score submitted documents. Review scores with study participants	x	x
<i>Phase Four - Seek Solutions.</i> Socially construct ability with individuals with ASD. Reflection.		x
<i>Phase Five - Connect to Interests.</i> Invite interested participants to continue to future opportunities.		x

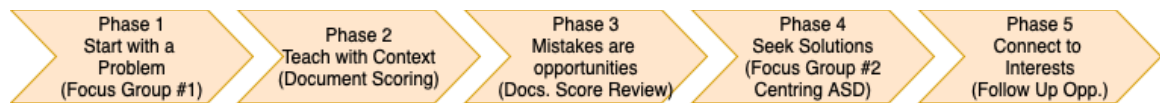
As shown in Table 3, the research questions are aligned by phases, with RQ1 answered by Phase 1-3 findings and RQ2 answered by Phase 2-5 findings.

The research design for the study was based on Gallagher's (2004) recommendations for inquiry with a disability studies perspective and provided in

Appendix B. The study utilized Gallagher’s suggested process for bringing disability studies into education: Start with a problem, teach with context, mistakes are opportunities, seek solutions, and connect to interests. Each phase informs the study on reframing ASD inclusion in teacher preparation. In summary, this study is a sequential five-phase critical study that studies frames of inclusion within the teacher preparation classroom and with the professors of teacher candidates.

Figure 12

Process Model of Research Phases



A process model shown in Figure 12 clarifies the phases. The research design is purposefully built around the idea that individuals with ASD have a right to contribute, and, *should* contribute their own voices to a study on the reframing of ASD inclusion. More detail about each step will continue in the methods and protocol sections of Chapter Three following the methodology.

Methodology

Using qualitative case study methodology, inclusion frames among professors of preliminary teacher candidates were examined through the use of an academic critical case study. The studied population came from a teacher

credential program at a single public institution. The frames of ASD inclusion were articulated through discussions of the experiences, needs, pressures, and challenges of professors of preliminary credential programs using focus groups and document review. Using framing theory informed by CRT, and drawing upon the recommendations of past studies, the methodology is detailed more specifically in the following section.

Description of Methodology - Qualitative

This study used a deep and granular dive into detailed information, with perspective, transparency, and coherence to establish qualitative inquiry (Glesne, 1999; Salkind, 2010; Tracy, 2010). The alternative of a quantitative or mixed methods study is too broad, or, alternatively, may overgeneralize in ways that may be harmful to this unique population or to this unique topic surrounding ASD. Based upon the research, the best approach for this study is qualitative inquiry.

This research sets ten criteria establishing a narrow inquiry to reject objectivity and establish worthwhileness: the study of socially constructed knowledge, the rejection of objectivity and reduction, meaningful inquiry (Glesne, 1999; Tracy, 2010), rigor, sincerity, credibility, resonance, significance, ethics, and meaningful coherence (Tracy, 2010). Through these ten elements, qualitative inquiry was shown to be the right study approach for the inquiry of the reframing of ASD inclusion.

This study should not only be a qualitative study, but research also supports this study being a qualitative *critical* study. The reasoning for a qualitative critical study being the appropriate methodology draws upon the seminal work of Freire (2000). There is a need for the study of Freire's ideas in the context of the reframing of inclusion for individuals with ASD. A critical inquiry examined any social justice, social reform, and social action that can be taken (Salkind, 2010). The inquiry of this study addressed social action or institutional supports that may be prioritized to deliver relevant course content more effectively, efficiently, or meaningfully. A qualitative, critical study was the right method of inquiry for a study on the reframing of ASD inclusion.

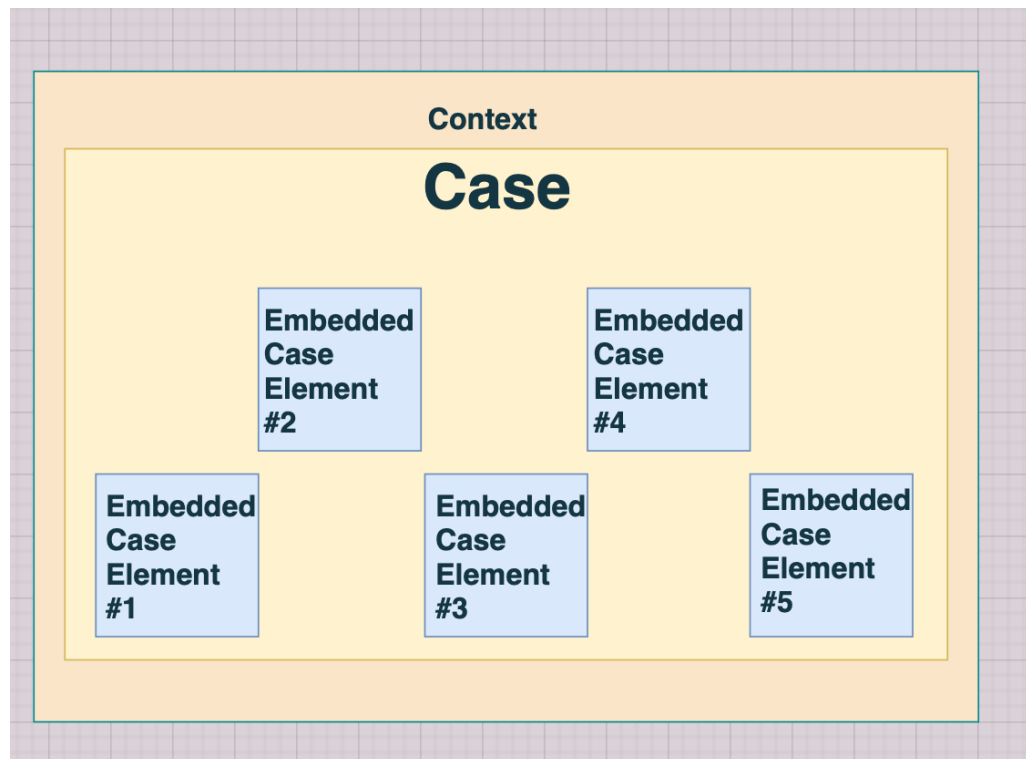
Case Study

The study utilized a single, artificially bounded, intrinsic, embedded case study to examine the frames of inclusion for professors who teach preliminary teacher candidates. To define this type of case study further, first, a single case study examined a single item or a single group (Salkind, 2010). Second, while every case study is bounded, meaning that the context being studied is contained in some way, an artificially bounded case study is constrained by the researcher in a way that may not otherwise naturally occur (Salkind, 2010; Stake, 1995; Yin, 2014), such as a focus group or other gatherings of people. Third, an intrinsic case study examines particulars without implying generalization (Martinez, 2014; Stake, 2003), so the data collected is applicable to only that one instance without generalization. Fourth and lastly, an embedded case study

considers subunits of the whole case, so there are pieces within the case which can become their own individual cases as well (Salkind, 2010). An illustration of a single, artificially bounded, intrinsic, embedded case study is illustrated in the model.

Figure 13

A Conceptual Map of a Single, Intrinsic, Embedded, Artificially Bounded Case Study (Salkind, 2010; Stake, 1995; Stake, 2003; Yin, 2014)



As shown in Figure 13, one single case is comprised of case elements that make up the whole single case. This model served as the guide for the research design, and the reasoning for this design follows in the methodology section.

There is an important reason for the research to be conducted in a specific manner of an academic multidisciplinary critical case study which are detailed in this section. Because this inquiry is multifaceted in its approach, as such, the research design reflects the study's multidisciplinary nature (Goodly, 2007; Loiacono & Valenti, 2010; Hoppey & Yendol-Hoppey, 2018; Sólorzano et al., 2005; Valencia, 1997; Valencia, 2010). The research design continues with more detail about the type of methods selected, and how each aspect of the research design was made with specific, thoughtful decision-making towards answering the research questions.

There are some very important justifications for a case study, which are detailed in this section. To begin, Yin (2014) detailed the reasoning for case studies unique ability to produce a certain kind of qualitative information that no other type of research is able of examining as effectively. Yin (2014) recommended a case study when asking big multidisciplinary questions. They stated there are three conditions to consider that will lead to the correct research method for a study and determining if a case study is the right fit for the inquiry: the type of research question, control of behavioral events, and contemporary focus (Yin, 2014). The study was assessed against Yin's criteria in this section to

demonstrate that it qualifies as a case study by his standards. Given that all three case study criteria were met, a case study is the right methodology for this study.

In addition to meeting the criteria, it is relevant to a critical case study to acknowledge that an intrinsic case study examined what Stake (2003) calls *the particular*. However, Stake states that epistemological ways of knowing can be connected between the cases being studied. Essentially, some generalizations can still be made between an intrinsic case study and other instances. Literature stipulates that an intrinsic case study must provide more general knowledge, especially when the case contrasts with existing ways of knowing or the dominant ideology (Stake, 2003).

Generally, it is important to acknowledge that case studies are not about sampling (Stake, 1995). However, when contrasting information may arise, generalizations may be informative to a broader population. Related to CRT, if intrinsic studies assist in providing data counter to an assumption, perhaps social constructs of inclusion (Crosland et al., 2012; Hassanein, 2015; Sansosti & Sansosti, 2012) or ability (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006), then this information may be useful.

It is for this reason of providing singular datum, which possibly runs counter to an assumption, that an intrinsic case study was chosen. It is not to dismiss or imply generalization, but, rather, to learn from contrasting information available following data collection.

Additionally, Stake (2003) emphasized the importance of case studies to contextualize a case within the context of other cases. According to his method, cases should be researched, detailed, and contextualized as part of the generation of the case studies (Stake, 2003). For this reason, Chapter Five will contextualize results with similar case studies to meet Stake's (2003) recommendation.

In this section, there has been an explication of the details of the case study. Particularly of note are the methods highlighted in relation to the informing theoretical framework of CRT and the idea in the literature about case studies that extend beyond the dominant ideology may expand knowledge. In the next section, an examination of the study's relationship with PR will follow.

Crossover to Public Relations

Case studies are a tool that can be equally as effective and viable within a PR context as it is known to be in an educational leadership context (Ciszek, 2017; Curtin, 2016; Grenier et al., 2017; McCann, 2015; Morris et al., 2019) as detailed in Chapter Three. Through this process, a PR tradition of the use of case studies lived strongly in the research inquiry and research method.

Challenges To Using Case Studies

Yin (2014) outlined some of the criticisms of case study research design in stating that case studies can be seen as only exploratory or descriptive research and not research unto itself. In a link to the very conceptual framework of this study in CRT, Yin (2014) contested the dismissiveness of case studies as

research is grounded in hierarchy and dominant ideology, stating “The hierarchical view may be questioned...case study research is far from being only an exploratory strategy” (p. 7). Similarly, Stake (2003) stated “case study research has been too little honored as the intrinsic study of a valued particular” (p. 140). By this line of thinking, case study research was the right research method for examining a valued particular, and, in this case of individuals with ASD, the teachers who teach them and the professors who prepare the teachers.

Key Publics and Methods

PR affects key publics. Key publics are the people impacted by PR efforts, irrespective of active involvement, input, or other mechanisms for feedback with the entity conducting those PR efforts. The literature surrounding key publics and identification of the key publics are identified in Chapter Two. However, for the purpose of this study on the framing of ASD inclusion, key publics were considered and were relevant to the research methodology and research design in this chapter. The concept of key publics is utilized to further define the research and the study.

Rationale for Methodology

This section discusses important areas in the multidisciplinary research that informed the rationale for the reframing study of ASD inclusion related to the methodology specifically. There is a true blending of theory and practice that informs the rationale. Support for the methodology on ASD inclusion reframing was summarized in the literature review in Chapter Two. Findings and calls for

more research related to the reframing of inclusion, critical case studies, and teacher preparation for ASD inclusion were presented from disciplines and fields of study including teacher education, PR, framing, and disability studies (Berger, 2005; Bryant, 2018; Busby et al., 2012; Cacciatore, 2013; Cacciatore et al., 2016; California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017; Ciszek, 2020; Ciszek, 2017; Curtin, 2016; Gaines & Barnes, 2017; Hoppey & Yendol-Hoppey, 2018; Kaufman et al., 2017; Lathe, 1990, as cited in Petterway, 2010; Loiacono & Valenti, 2010; Morgan, 2015; Nerren, 2019; O'Meara, 2007; Robertson et al., 2003; Russell & Lamme, 2013; Select Committee on the Ca Master Plan for Higher Education: Overview and Status, 2018; Sólorzano et al., 2005; Tobin & Behling, 2018; Tye, 2004; Valencia, 1997; Valencia, 2010; Walters, 2012). To continue, a detailed description of the research methods for data collection and analysis are provided.

Methods by Phase

Data collection and analysis were conducted in a multiphase approach that relied on a modified focus group protocol, and external document review. Analysis took place through external document analysis, inductive coding, and thematic analysis.

Protocol

This five-phase, qualitative case study explored the framing of ASD inclusion from professors of multiple- and single-subject preliminary teacher candidates. The study employed multiple qualitative methods, including focus

groups, document review, and external scoring of both documents and transcripts. It is a single, intrinsic case study meaning that this single case does not imply generalization to any other cases. In addition, any quantification is only to emphasize qualitative themes.

Yin (2009) emphasized that a case study must start with a singular focus on a singular datum point. In this study, the focal point is the reframing of ASD inclusion for professors of preliminary credential programs. The full protocol is detailed in Appendix B. In sum, the research protocol was in keeping with Gallagher's (2004) five-phase research process informed by disability studies. To review, the phases are provided with additional detail.

Population, Sample and Sampling Procedures

To conduct the study, professors of preliminary credential programs were recruited and invited to participate. Sample was taken from one four-year public university to reflect the nature of the case study (Salkind, 2010; Stake, 1995). If the sample size was unable to be met in one institution, the search would have expanded to a second four-year university. Target size of the focus group was 3-7 individuals with a goal of 7 individuals (Salkind, 2010; Stake, 1995; Stake, 2003; Yin, 2014). Measures were established to keep the focus group size manageable while also to ensure stratification (Yin, 2009). A nominal reward of a \$20 Amazon gift card was given to participants to help incentivize their time at the conclusion of the study.

Recruitment took place through a flyer provided in Appendix H, displayed and distributed through publicly available emails sent directly to study candidates. Name, contact, credential program, and status at the university were requested for preliminary outreach, with a link to the informed consent letter in Appendix G. The opportunity to participate was promoted in print, digital, email, and social media using a flier approved by IRB and referencing IRB protocol with a link to signups and informed consent. The participant call was open until a minimum of three participants were reached, and then another week following the threshold being met. The intake form is provided in Appendix I. It was through this effort that the study selected a reasonable, equitable, and manageable focus group from potential participants.

Phase One- First Focus Group

The researcher conducted a first modified focus group protocol with professors of preliminary teacher credential programs. This focus group established baseline perceptions of UDL, ASD and inclusion discussing credentialing standards, practices of inclusion instruction, institutional support needed/given by the program, and reflections of experiences related to the inquiry.

In order to thoroughly examine input from focus group participants' responses, the following types of analysis were used: Inductive coding, thematic analysis, and a frame scale that was externally scored. Each element is discussed in greater detail to follow. Inductive coding is the process of refining

data from transcriptions to codes to categories to themes, and then possibly connecting to theory (Saldaña, 2016). From the transcripts, codes were established using thematic analysis. Inductive coding is an inference of meaning beyond the granular detail present in the data at the surface level. Thematic analysis is a process that helps guide data into the conceptual and finding ways for it to systematically relate through themes, primarily based on language (Saldaña, 2016).

The first mechanism used to examine the baseline frames held by professors of teacher candidates was theming of the interviews using inductive coding. Phase One established a baseline of the frames of ASD inclusion held by professors of future teachers. The focus group was conducted over multiple sessions in order to honor the complex scheduling needs of professors during an academic year. From there, the researcher transcribed and inductively coded the focus groups for any themes that emerged using Nvivo as a qualitative data analysis tool.

The second mechanism used to understand the frames held by professors was the use of a frame scale. The frame scale provided additional insight that supported and clarified RQ1. A frame scale provided valuable information regarding frames as established in the literature and detailed in Chapter Three. The frame scale data builds on the inductive thematic coding from the previous phase to provide insight as to the frames held by professors of teacher candidates regarding ASD Inclusion. Relying on external scoring, transcripts from

the first interview or focus group were scored to a frame scale tool. The frame scale used was the modified Semetko and Valkenburg (2000) frame scale, provided in Appendix E. Frame scale findings were evaluated by external scorers from the Center for Autism at California State University, Fullerton, by individuals with significant experience and knowledge in Special Education practices. For the transcript external coding, a modified Semetko and Valkenburg (2000) frame scale was adapted to identify and structure frames and is provided in detail in Appendix E. Using the focus group transcripts and relying on questions from pre-set frames identified in the literature external scorers answered questions regarding frames observed. More detailed information from analysis for frames helped inform, reinforce or counter how exactly instructors of preliminary teacher candidates framed ASD inclusion.

The frame scale modifications were minor, and listed specifically in this section. A few of these modification are highlighted in this section. To begin, instead of asking about a story, the modified scale asks about participants' responses. In another example, the word *government* is replaced with *institution*. The work was done in the effort to tailor this worthwhile pre-tested frame scale to the inquiry on reframing ASD inclusion. Their findings were scored individually and then debriefed together with external scorers and with the researcher. By the conclusion of the debriefing, the scores were unanimously agreed upon by the external scorers.

In addition, due to the Covid-19 pandemic, a focus group needed to be managed in a virtual format for safety. Drawing upon the scholarship from Indigenous Research Methods, the Zoom focus group utilized talking circles where each participant had the opportunity to speak in turn (Brown et al., 2005; Wilson, 2008). This talking circle focus group approach also served as a way to decolonize the research process.

Phase Two- Classroom Document Collection and Scoring

In this phase, the researcher obtained de-identified samples of classroom documents for context. Special Education scholars externally evaluated and scored documents for the demonstration of ASD inclusion and UDL. Scorers ask the guiding question, “is this enough” (Hassanian, 2015). This phase uses a rubric created by the researcher drawing from the TPE qualifications and the inclusion literature.

Phase Two consists of the documents provided, reviewed, and then subsequently discussed. This section will consider the observed changes in the scored documents comparing results specifically for ASD inclusion as opposed to overall inclusion. This finding provides valuable insight that assists with the triangulation of the data related to frames of inclusion held by professors of teacher candidates. In this phase, documents were collected and externally scored on the inclusion scale. The samples obtained illustrated valuable information regarding what frames were held within the instructional settings of professors of future teachers. Given that the study is not about merely the

perception of frames or reporting of frames, but rather the frames themselves, this triangulation with additional data sources beyond the focus group was very important.

A method for document review is grounded in the literature (California Commission on Teacher Credentialing, 2016; Cheminais, 2002; Commission on Teacher Credentialing, 2017; Sydney, 2010). According to the research on inclusive school practices, a premade scoring rubric is recommended. This rubric is provided in Appendix C. The document review included student-created lesson plans, reflections, and case studies, plus professor-created syllabi; provided after the first focus group or interview session. From there, the documents were scored to a newly-created inclusion scale based upon the literature by individuals affiliated with the California State University, Fullerton, Center for Autism. Responses were inputted into Qualtrics or scored on paper and then external scorers met with the researcher to debrief and find a commonly agreed upon score with reasoning and discussion. Through the focus groups, external scoring and scorer debriefing process, a meaningful external review occurred from the document review as it pertains to professors of preliminary teacher candidates.

Phase Three - Second Focus Group and Review of Document Scores

In a second modified focus group protocol, the researcher confidentially delivered individual inclusion scale document scores to study participants and responses are recorded. Phase Three continues to provide insight about the reframing efforts. Participants were invited to reflect on the scores on their

provided scored documents. Scores were provided confidentially to study participants during the second focus group, individually, by participant. After receiving the scores, participants were given time to review, comment, and ask any questions they had, and reflect on their scores.

Phase Four- Second Focus Group (Cont.) - Centering ASD Voices

In the effort to seek solutions, a regularly occurring class of adult individuals with ASD from The Miracle Project (a nationally renowned Autism group) visited the focus group session, something that participants were informed about in advance. For those who attended the make-up interview, they listened to an audio recording of the visit during the previous focus group. Following their visit, participants reflected upon centering the voices and perspectives of individuals with ASD directly into the reframing efforts (Annamma, 2013; Forlin, 2010; Gallagher, 2004; Goodly, 2007; Taylor, 2006; Theoharis, 2007). During their visit to the group, individuals with ASD shared their hopes, dreams, and aspirations for two minutes, in a talking circle format, utilizing the question prompt and social story provided in Appendix M. Any effects from this reframing were observed and recorded in focus group and interview transcriptions. Those transcripts were then inductively coded in Nvivo, setting the stage for this next phase of data analysis.

Using another tool, the frame scale, additional valuable information served to inform the reframing results. The frame scale used was the same modified Semetko and Valkenburg (2000) frame scale detailed in Phase One. The full tool

used to delineate the results is provided in Appendix E. In this section, frame scale findings were produced by external scorers from the Center for Autism at California State University, Fullerton, by individuals with significant experience and knowledge in Special Education practices. Their findings were scored individually and then debriefed together with other scorers and with the researcher. By the conclusion of the debriefing, the scores were unanimously agreed upon by the external scorers.

Phase Five- Possible Continuation of Study for the Future

To connect to the study participants' interests, participants were invited to continue to engage in future opportunities, including opportunities for more contact time with individuals with ASD for themselves and for their students. The fifth and final phase is the opportunity to continue the conversation and bring the experience to key stakeholders served by study participants. Regarding RQ2, this continued conversation would provide insight to openness for future reframing activities with professors and their teacher candidates.

The five phases of study listed guide the data collection process, providing opportunities for multiple sources of data, qualitative triangulation of data and trustworthiness.

This section has explained the research protocol, detailing the multiphase research process. In the next section, the limitations are discussed.

Limitations and Delimitations

Glesne (1999) stated the strongest qualitative work recognizes the limitations of research design and that qualitative researchers must recognize their limitations by design or by circumstance in order to be the most trustworthy. Limitations and delimitations are discussed next. Limitations are elements of the study out of the researcher's control and under circumstances that may limit the reach of the work (Glesne, 1999). The nature of this study site makes it unusual compared to many universities but appropriate for a study in the paradigm of CRT because the university is over 60% Hispanic and 81% first generation. While this means the site is unique, it is unique in important ways that speak to the intersectionality that is essential to CRT studies.

Limitations of the study include the use of tools repurposed from other studies and the types of frames being studied. For instance, while the Semetko and Valkenburg (2000) frame scale is often used as a quantitative tool, this study used it to draw attention to frame construction qualitatively and to prompt reexamination of transcriptions. The use of this tested tool was selected purposefully because it is related to the purpose of the study on the framing of ASD inclusion and frames, despite a difference in methodology.

Also, while there are many different kinds of frames, including internal frames, this study examines only at the external organization of frames that shape perception, not at the internal processes of meaning construction within individuals themselves.

Lastly, while the sample was small, but this is also a unique detailed examination, so this study, while small, may hopefully help pave the way for additional studies with more participants. Because this is a single case study generalization is not implied and so the sample size can be small enough to provide time and space for detailed answers in the modified focus group protocol format of the study.

Regarding delimitations, the qualitative nature of the research means that there are some delimitations, or elements that the researcher chose not to study by design. For instance, there is the inability to show cause and effect through this study. Instead, there is merely an opportunity to examine questions related to relationships between framing, inclusion, and credential programs in a more qualitative way, diving deep to find out more, but not seeking direct causation. In addition, only one institution was studied by choice by the researcher, rather than comparing multiple Hispanic Serving Institutions. Lastly, there are always limits on time. While it would be ideal to hear from participants for hours and find the one additional glimpse into their insight that may inform the study, this would limit the number of participants in the study to request so much of the participants' time. Also, while RQ1 does not include individuals with ASD, RQ2 would solicit greater input of students with ASD themselves, connecting deeply to the ideas of disability studies and social construction of ability (Davis, 2017; Gallagher, 2004; Goodley, 2007; Jarman et al., 2017; Taylor, 2006) by individuals themselves.

CHAPTER FOUR:

RESULTS

This five-phase, qualitative case study explored the framing of ASD inclusion from professors of multiple- and single-subject preliminary teacher candidates. The study employed multiple qualitative methods detailed in Chapter Three, including focus groups, document review, and external scoring of both documents and transcripts. It is a single, intrinsic case study meaning that this single case does not imply generalization to any other cases. In addition, any quantification is only to emphasize qualitative themes.

Overview

Chapter Four is structured in a way that builds on previous qualitative scholarship (Creswell, 2007; Kivalahula-Uddin, 2018; Peshkin, 1988; Saldaña, 2016; Sumbera, 2017) and also establishes trends for further analysis and discussion in Chapter Five. To review, two research questions guide the study:

RQ1: How do professors frame ASD inclusion in single and multiple subject general education preparation?

RQ2: How does a public relations “reframing” of ASD inclusion affect perceptions of the professors teaching preliminary credential teacher candidates?

Within the two research questions, the research followed a five-phase process. The study was conducted in multiple phases, with each phase informing one or more research questions. The first focus group primarily contained responses to

Phase One, and to RQ1. Following that, Phase Two/Three answered portions of RQ1 and RQ2, and Phases Four and Five answered RQ2. The composition of the participants of this study are relevant to the outcomes. All six professors came from one public institution within one teacher credential program in California, United States. There were four adjunct or part-time instructors, one full professor, and one associate professor. Total, there were two tenured or tenure-line professors and four adjunct or part-time instructors. In addition, four participants taught in the single subject program and three taught in the multiple subject program.

Table 4

List of Study Participants by Demographic Findings

Rank/status	Single Subject	Multiple Subject	Other
Adjunct/Part-time	x		x
Adjunct/Part-time	x		
Full Professor		x	
Adjunct/Part-time	x	x	
Adjunct/Part-time		x	
Associate Professor	x		

As shown in Table 4, of the six study participants, four were part-time or adjunct professors and two were tenured or tenure-line, with one holding the rank of full professor and one an associate professor. There was one participant who taught

both single and multiple subject credential courses. One study participant disclosed they felt they also taught *other* because they offered coursework in the educational administration credential program in addition to the single subject credential program. Serendipitously, within the study, a parent of an adult child with ASD was among the participants, as was another parent of a child with unique needs, though not ASD. There was a mix of representation of each credential program and from multiple ranks of professors both tenure-line and non-tenure-line.

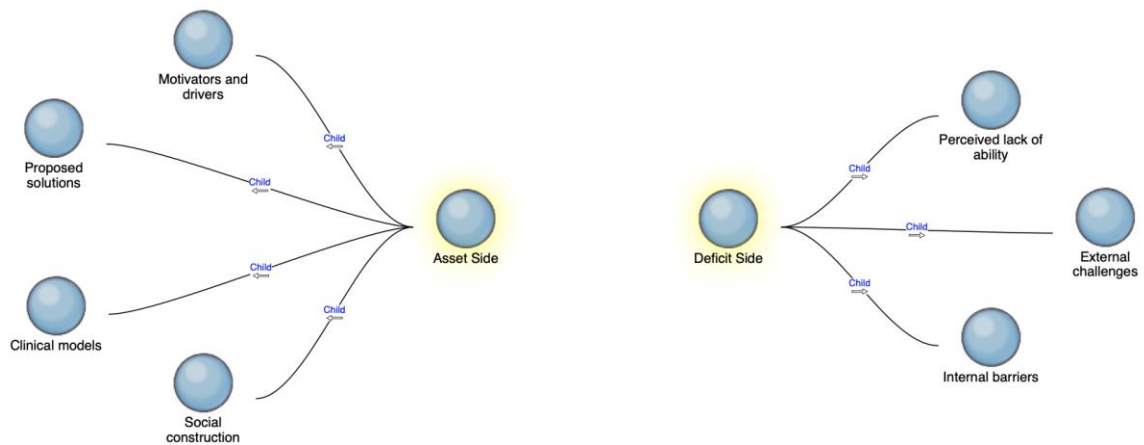
First Focus Group and Baseline Frames

Research question one asks, *how do professors frame ASD inclusion in single and multiple subject general education preparation?* In order to best answer this question, the findings are detailed out by phase, ultimately leading to the findings which summarize the frames of ASD inclusion held by professors of preliminary credential professors.

The first mechanism used to examine the baseline frames held by professors of teacher candidates was theme analysis of the interviews using inductive coding. The researcher identified two themes and seven subthemes. The themes are those of asset-based thinking and deficit thinking. Deficit thinking is detailed in Chapter Two and is about ascribing failings of the institution to the individual. Conversely, asset-based thinking elevates the strengths of an individual and contains elements of positivity not seen in deficit thinking. The full codebook is provided in Appendix D.

Figure 14

Comparison Diagram of the Two Themes with the Seven Subthemes.



As shown in Figure 14, themes were found to be unique at both the theme and subtheme levels with no overlap. Themes were inductively created using Saldaña's (2016) methods for inductive thematic coding, whereby codes produce categories, which then led to subthemes and, ultimately, themes. The full coding table is available for review in Appendix K. Summaries are provided in Table 8 and Table 9 later in this section after all terms are defined and the data are explicated.

The asset and deficit themes were further examined for any patterns or trends. Findings show that the majority of themes held were asset-based, with deficit themes being smaller in number. The findings show that professors of teacher candidates hold a majority of asset-based themes related to inclusion, ASD, and UDL, a portion of the response to RQ1 that can be examined in more detail to follow.

Upon closer examination, four asset subthemes emerged within the asset theme: motivations, solutions, clinical models, and social construction.

Table 5

Asset Subthemes in RQ1

Asset Theme	Motivations and drivers
	Proposed solutions
	Clinical models
	Social construction

As shown in Table 5, asset themes are clustered into four different subthemes. The majority of subthemes were in the motivations and drivers subtheme or the proposed solutions subtheme. The four subthemes begin to inform RQ1 which asks about the baseline frames held by professors regarding ASD inclusion. Each subtheme is defined immediately following this section with examples provided and a discussion of the importance of these findings will continue in Chapter Five.

There were also important moments which occurred in the two other subthemes, of clinical models and social construction. Social construction consisted of items where individuals represented elements such as defining ability, framing the assets of unique individuals in the classroom, or referencing personal insight related to ASD (Crosland et al., 2012; Hassanein, 2015; Sansosti, & Sansosti, 2012). For instance, one study participant elected to reveal that they themselves are a parent of a child with autism. They shared that their child successfully completed their education, and now serves as a resource to the professor in the study when they bump into issues pertaining to UDL and ASD inclusion. The participant's response showed a number of asset themes of social construction in this one passage.

And so, when I work with teachers, whether it's in the classroom or actually working with them as an instructor at [study site university], I talk to my [child], and say 'how would you view this from your perspective, what would you think should be done...' (Participant #2)

As a follow-up, the participant was asked if there was ever "a particular nugget of wisdom that you received from this line of questioning that particularly stuck" with the participant, who responded with even more insight.

...[they have] a very bizarre sense of humor like mine. They said just 'just treat the teachers how you would treat me except nicer.'
(Participant #2)

This response demonstrated the social construction asset theme. It was very powerful to hear from a participant sharing social construction of their understanding of UDL and ASD inclusion alongside an individual with ASD themselves, while doing it with grace, humor and a sense of joy as an instructor. The theme of social construction informs RQ1 and the frames of professors of preliminary credential programs regarding ASD inclusion. In this passage, the participant indicated that they center their family member with ASD in their social construction of ASD. This was a valued resource to the participant that made a difference to them as evident in their statements. Conversely, the passage also shows the participant utilizing the perspective of an individual with ASD to inform their pedagogical strategies for teacher candidates without ASD because their insight is viewed as such a tremendous asset.

Another participant shared a story that demonstrated the motivations and drivers asset theme. The participant recounted a success story of a teacher candidate they observed who served unique learners with increasing strength over time, developing his own inclusive practices under their guidance. Motivations and drivers embody elements that tend to be internally motivated and intrinsic to the individual, such as curiosity, or emotional connection. This professor very thoroughly reflected upon a teaching success story as a way UDL served students with unique needs alongside all students in the observed classroom setting. The impact it had on the professor is visible in the provided

quote. They said they saw a struggling learner go from “sitting in the back with his head down” to their description following use of UDL practices.

It was phenomenal. But I didn't say it, I let him tell me. I'm like, 'so what did you observe in class today?' So each time he did, he added, he added something new that really would engage all the students, especially those that were either struggling learners or had any form of disability, that he was able to get them engaged and involved in the lesson each time. So he really actually felt good about himself because he really finally felt like he was doing what, you know, he was trained to do. (Participant #4)

Success stories brought many important insights to light such as the innate connection to the power of the use of the clinical model in UDL and inclusive practices. The theme of motivations and drivers informs RQ1 and the frames of professors of preliminary credential programs regarding ASD inclusion.

A clinical model subtheme includes elements of feedback, observation and iteration, in line with Hoppey and Yendol-Hoppey (2018). The subtheme of clinical models is present when participants discuss taking note through feedback cycles and observation and real-world experience. Clinical models is a subtheme that illustrates elements of Hoppey and Yendol-Hoppey's clinical model cycles of supervision and feedback (2018) as detailed in Chapter Two. For instance, one participant stated the following.

At the very least, create an awareness, with people going into the field that these are the kinds of situations and students that they can expect at some point to have to work with and be able to work with to do a good job of helping those students learn with all of the various needs that are associated with those students. (Participant #5)

The participant is describing an aspect of a clinical model, observation, practice, and unpacking the experience with experienced instructors or facilitators, then beginning the cycle over again. A theme of clinical models informs RQ1 and the frames of professors of preliminary credential programs regarding ASD inclusion.

Proposed solutions are discussions that represent items external to the participant that positively offer up solution-oriented feedback to improve and grow as it relates to UDL, inclusion or ASD inclusion. One professor identified the importance of programmatic and institutional support very succinctly when they stated, "...you know...these things are not cheap right, so they come with a cost, so you want your administrators to understand that" (Participant #3). They went on to explain that many times inclusion preparation involves institutional support. For instance, in the type of classes this participant taught, many adaptive or inclusive items that help make complex concepts real to many different kinds of learners require additional funds to acquire the items needed. In stating this, the participant is recognizing external support and solutions that help provide for adequate ASD inclusion and UDL practices in teacher preparation. A few

additional participants acknowledged the opportunity for curricular and programmatic solutions that support increased inclusion and UDL in teacher preparation. The professor of teacher candidates said they saw an opportunity to create a more dedicated space within the curriculum for inclusion and UDL. They stated,

“...maybe relook at the curriculum to see what course they have, several, quite a few...in some of those other courses that can be of interest. Better, I think, they are addressed, for example [specified redacted courses related to school law and classroom management] ...yeah I think some of those courses might be a, you know, address this more...” (Participant #6)

This statement proposes a solution of a systematic planning for UDL and inclusion woven throughout the coursework with a systematic focus on greater emphasis on the standard. This is an additional example of a proposed solution. The theme of proposed solutions informs RQ1 and the frames of professors of preliminary credential programs regarding ASD inclusion.

In reference to RQ1, which asks about the baseline frames held by professors, the themes can be an important data point in the process of answering this research question. The themes were subsequently considered, narrowed, and refined through additional data points in this phase and subsequent phases. The data show that the asset themes present are asset themes clustered into four different subthemes: motivations, solutions, clinical

models and social construction. The majority of subthemes were in the motivations and drivers subtheme or the proposed solutions theme. There were also important moments which occurred in the two other subthemes: clinical models and social construction.

In addition, deficit subthemes also showed a few important trends in RQ1 and Phase One. Each will be defined with detail and example quotes to immediately follow.

Table 6

Deficit Subthemes by RQ1

Deficit Theme	Perceived lack of ability
	External Challenges
	Internal Barriers

As presented in Table 6, there are three deficit subthemes. A majority of the deficit subthemes present were that of external challenges, such as identifying issues with the program or institution. However, there are also perceived internal barriers such as negativity, confusion, or self-professed lack of understanding. In addition, there is a small but significant theme of a perceived lack of ability of individuals with disabilities including ASD. These deficit subthemes can inform the inquiry into frames held by professors regarding ASD inclusion in RQ1.

External challenges are herein defined as issues that tend to be identified as deficits at various institutional levels external to the individual. For instance,

sometimes participants identified deficits in funding, time, site supervisors, supply of professors of teacher candidates, changing educational landscapes, siloing, and lack of knowledge of ASD and UDL across all levels. One participant identified their lack of time and the impact it had on their program in a way representative of these codes, saying the following.

I don't think we, no matter what efforts we make, we can't really meet the needs of the future teachers going into the classrooms unless they actually are in a special needs education program, you know, around the university, but we can't expect them to do all that.

(Participant #5)

The quote reveals the lack of time felt by the participant to tackle individual needs, indicating overwhelm and acknowledging a perceived need to generalize topics related to disability in order to meet all the standards required of them in general education. It is an example of teaching to the average because of the limitations placed on an instructor outside of their control, and the deficit themes held as a result. The theme of external challenges informs RQ1 and the frames of professors of preliminary credential programs regarding ASD inclusion.

Conversely, internal barriers often appeared as perceived limitations within the study participants' responses. For instance, one participant stated, "...I do see there's just a lot of misunderstanding, I think, of teachers in secondary schools [about ASD] inclusion" (Participant #1). In this quote, they are illustrating the sentiment that a deficit is the lack of understanding internally about ASD and

UDL. Similarly, another participant echoed an internal barrier of their own, identifying the feeling of lack of time as a barrier, stating, "...I cannot find time to address specific things and strategies related to ASD or other special needs students" (Participant #6). This study participant identified their participation in UDL and meeting the needs of unique students in a general, standard-meeting way, but given time and resource constraints was open about barriers to going more in-depth with their students. This is an important differentiator in the data for RQ1 that appears repeatedly, that information about inclusion or UDL is available generically, but not ASD-specific information. The theme of internal barriers informs RQ1 and the frames of professors of preliminary credential programs regarding ASD inclusion.

Lastly, the perceived lack of ability subtheme appeared as a deficit-based articulation of ASD or disability in general. Many times, the language identifying this included some aspects of *dealing with* individuals with ASD. For instance, a participant referenced "...situations [new teachers] are going to be dealing with in the schools" (Participant #5). Later, the participant also referenced "dealing with the issues and special needs of the students..." (Participant #5). This idea of ASD as a deficit or burden to cover when preparing teacher candidates is echoed as a minor but important theme. This quote illustrates the idea that a deficit thinking of a perceived lack of ability circulates around the teaching environments. The theme of perceived lack of ability informs RQ1 and the frames of professors of preliminary credential programs regarding ASD inclusion.

Overall, Phase One of the study revealed that professors of preliminary credential teacher candidates discussed ASD inclusion in predominantly asset themes. Those asset themes included motivations and proposed solutions. The most prevalent deficit theme identified was external challenges. These themes will assist in answering RQ1 by establishing the frames through triangulation with the data from the subsequent sections. The themes explored so far have been of the study participants collectively. However, there are some unique demographic qualities to this study sample, which will be discussed more in the following sections.

There are a few ways to further examine the data which are relevant to answer both RQ1 and Phase One of the study, related to the makeup of the study participants including: rank, program type, and size of focus group or interview. One way to examine and consider the data would be by the size and duration of the focus group. The ideal scenario would have been one focus group of all participants; however, the methods and the informed consent both permitted accounting for participants' individual needs. As such, three individualized interviews were conducted due to scheduling constraints. While not preferred by the researcher, the needs and requests of the busy professors who gave their time to participate were of the utmost priority.

Table 7

Size and Duration of First Focus Group

Focus group/number in session in RQ1	Number of Participants	Minutes
First Session	1	60
Second Session	3	48
Third Session	1	27
Fourth Session	1	52
Total	6	187
Average	-	46 min./session

As illustrated in Table 7, there were differences in time and size of the various data collection sessions. There were three make-up individual sessions and one focus group session made up of three participants. The average duration per session was 46 minutes. Because of the varying size of the group, in an individual session there was more time allotted for each interview question because of the one-on-one nature of interview data collection. This imbalance could potentially skew the results towards the individual sessions and is worthy of

consideration and elaboration. As a result, this difference in setting needs to be acknowledged and explained in the results. Breaking out the findings into more detail produces a few anomalies that are worthy of note in the subthemes. For instance, proposed solutions and clinical models actually increased, despite the reduced response time and reduced overall interview time. This will continue to be discussed in Chapter Five.

In examining the results by comparing interviews to the focus group, a unique finding was that clinical models and proposed solutions were disproportionately stronger in the group setting. It can be gathered from this that there are more solution-based themes held by professors in group settings when collaboration is involved, something that will be further discussed in Chapter Five. Similarly, the clinical models theme increased dramatically in the focus group setting; this could be due to the unique perspectives of the participants, or it could be due to a similar reason, that collectively clinical models are a group activity so it may be more top of mind when discussions are in a focus group setting.

To bring in a few quotes to elaborate upon these trends in the themes, there are some ideas from the clinical models and also from motivations and drivers. In the asset theme of clinical models, some participants discussed the newer knowledge of future teachers. One study participant in particular shed light on this discussion in a relevant way, stating:

I have to say, the first thing I can think of, is what [redacted participant] would say in terms of, I always mention this to students. They seem to think that their resident teacher knows more than they do, when in actuality, I tell them they're bringing fresh air sometimes to the classroom. (Participant #2)

Within this quote, there is an illustration of elements of ideas from both the clinical models and motivations subthemes. The participant discussed the newer knowledge of teacher candidates while also collaboratively building off ideas of other participants. The participant is telling a story where they find themselves reminding students that their newer understanding of ASD inclusion and UDL is valued as an asset. This quote by Participant #2 is an asset theme that illustrates concepts of inclusion. To explain these two concepts further, first, the focus group format provided an opportunity to build ideas off one another, something that the participants reiterated repeatedly. The building of ideas appeared to go beyond collegiality; it was a tool to grow and bolster the ideas within the focus group. For instance, Participant #6 identified how much building ideas collaboratively motivates them. They stated,

...yeah I think this is a very important topic and sometimes overlooked in area of teacher education...it's great to hear about, you know, different faculty members' perspectives and experiences and then strategies and stories, you know, in different classes that's, this is a good sharing opportunity for us. (Participant #6)

The participants themselves stated their own preference for aspects of clinical models and collaboration and to build ideas for strong discussions and practice on UDL and inclusion together in the space of the study. In reference to RQ1 and the frames of professors of preliminary credential candidates, the quotes support the inductive theming process, the subthemes of clinical models, and proposed solutions in the asset theme.

Similarly, there are a few patterns within the deficit themes. Examining the deficit subthemes by number of participants, there were also a few unique findings. The subtheme of internal barriers dramatically decreased when in a group setting. Perceived lack of ability held steady irrespective of number of participants and minutes per interview or focus group session. An important finding is that there remains a small perceived lack of ability subtheme, whether themes are examined in individual interview or focus group settings.

A second way to examine the data for RQ1 and Phase One was to explore themes across program types. Generally, there is a shared set of themes held by professors in both programs. The finding reinforces that the broad eligibility for the study across two different programs (multiple- and single subject) was appropriate, and that representatives from both programs share the themes of ASD inclusion. This result also illustrates overlap given that some instructors teach in both programs. There tends to be an even distribution of themes across both program types, with one exception: the themes of perceived lack of ability held exclusively within this unique group of professors teaching in

the multiple subject program. While there could be many explanations for this, it seems very possible that it is related to the unique personalities within the study participants' responses, rather than anything implied in a broader sense about programmatic differences.

The third and final type of exploration of the data was by professorial rank. Rank of instructor was split by either tenure-line or non-tenure-line roles. The RQ1 themes by rank show adjuncts show high levels of social construction and perceived lack of ability, while tenure-line professors show high levels of the motivations and drivers theme. First, in the adjunct category, some asset and deficit themes are held strongly, including the perceived lack of ability, internal barriers, and social construction themes. This means that adjuncts within the study socially construct their frames of ASD inclusion and UDL quite strongly both within asset and deficit themes. Conversely, the tenure-line professors within the study showed high results in many of the asset themes including most markedly the motivations theme. The clinical models theme was very high as well, along with external challenges. The result for tenure-line professors perhaps illustrates the high involvement programmatically and that these individuals have important programmatic feedback about limitations of their respective programs.

Overall, four major asset subthemes emerge from the data: (1) clinical models, (2) motivations and drivers, (3) proposed solutions, and (4) clinical models.

Table 8*Asset Subthemes and Representative Quotes*

Theme	Subtheme	Representative Quotes	Participant #	RQ
Asset	Clinical Models	"...create an awareness...with people going into the field..."	5	1
		"...[hands on knowledge provides] extra added value to their preparation for teaching."	4	2
		"...I'm using UDL...the whole course [and we discuss how] the course is UDL aligned"	6	1
	Motivators and Drivers	"For myself, I'd like to know a lot more...I'd like to be able to provide more information for my students..."	5	1
		"...its our response to students with disability that really impacts how students are successful"	1	1
		"So really my my purpose...is to challenge that thinking..."	3	1
		"...he really finally felt like he was doing what, you know, he was trained to do..."	4	1
	Proposed solutions	"...I think there needs to probably be some kind of a resource center..."	3	2
		"Maybe relook at the curriculum to see what courses [can include more ASD information]"	6	2
	Social Construction	"...I mentioned to you that my [child] is autistic. And so, when I work with teachers...I talk to my [child]"	2	1
		"...[people with ASD] offer a lot more to the classroom..."	2	2

As shown in Table 8, multiple quotes support the four subthemes within the asset theme. Similarly, the three deficit subthemes and representative quotes are provided. Three major deficit subthemes included: (1) external challenges, (2) internal barriers, and (3) a perceived “lack of ability.” The full thematic analysis is available in Appendix K.

Table 9

Deficit Subthemes and Representative Quotes

Theme	Subtheme	Representative Quotes	Participant #	RQ
Deficit	External Challenges	"...we get so locked into the courses and not having these conversations we don't always see other perspectives..."	2	1
		"...they're not seeing maybe good representation of students...that they would have in their own classes..."	5	2
		"I wouldn't claim that I know very much about autism..."	5	1
		"You cannot force kids to learn...all you're doing is confounding them and making it something that's made distasteful."	3	1
		"...I cannot find time to address specific things and strategies related to ASD or other special needs students..."	6	1
		Internal Barriers	"...there's so much misunderstanding out there..."	1
"I mean, there's just so many things..."	5		1	
"It could be, I don't know where..."	5		2	
	Perceived “lack of ability”	"...dealing with the issues and special needs of the students..."	5	1

As visible in Table 9, each subtheme is supported by multiple representative quotes illustrating the deficit themes.

In sum, there are the themes of assets and deficits. Within each theme are notable subthemes. On the asset side, there are four subthemes: motivations, solutions, clinical models, and social construction. On the deficit side, subthemes fell under the following: perceived lack of ability, external challenges, and internal barriers. Following this section, the results from the external scoring of the first focus group under the frame scale will provide more detail on the results and how they inform the frames held by professors regarding ASD.

The second mechanism used to understand the frames held by professors was the use of a frame scale. The frame scale provided additional insight that supported and clarified RQ1. A frame scale provided valuable information regarding frames as established in the literature and detailed in Chapter Three. The frame scale data builds on the inductive thematic coding from the previous phase to provide insight as to the frames held by professors of teacher candidates regarding ASD Inclusion.

Within this process of scoring, there were some clear results found in the frame scale scores of participants. Participants predominantly utilized the frames of attribution of responsibility, human interest, and morality. To define these frames in more detail, attribution identifies opportunities for change connected to leadership, human interest centers devices such as anecdotes, emotions, or

personal experiences, while morality suggests or explicitly states normative or moral claims.

Participants' frames expressed dwelled predominantly in the frames of attribution, human interest, and morality. To define the predominant categories in more detail, attribution revolves around the idea of external responsibility linked to leadership or institutions. This was the most commonly occurring frame from the frame scale. In addition, human interest and morality were often scored. To define these, the frame of human interest examines the ways participants connect to ideas through a lens of human connection. These indicators could be through mechanisms such as sharing personal stories or connecting to emotion. Lastly, the morality frame identifies normative or ethical claims or references in the responses. Often normative claims came up for the external scorers as they saw participants talking about inclusion as a good thing that should be done in the classroom and taught or modeled to teacher candidates.

The meaning of the frames is threefold: that participants' frames suggested that inclusion implicated institutions and leadership by systems bigger than just themselves; that participants were motivated by their compassion and connection to personal experiences which they identified; and that participants viewed inclusion as something that people should do.

Examining counter examples, there was one participant who only scored in attribution, meaning there were no other frames observed in their interview transcripts and no other baseline frames determined to be held for this

participant. Other participants individually identified either more binary thinking, resulting in minor results for the conflict frame, or a naming of economic strategies for inclusion, producing economic frame results, but these appeared to be outliers. Overall, the results from the frame scale for RQ1 showed that many participants shared common frames of attribution, human interest, and morality in their discussions of ASD inclusion.

To sum up Phase One in relation to RQ1, the asset themes were predominant among professors of teacher candidates, with some variability based on rank and size of group. In addition, the frame scale provided valuable insight that professors of teacher candidates were very much aligned in their frames of attribution, followed by human interest and morality. In Phases Two and Three, the researcher explored additional clues in the data collected from the document scoring to triangulate the data.

Document Scoring and Triangulation

Phases Two and Three are combined because the two phases consist of related activities. The phases consist of the document collection, document review, and external scoring using the inclusion scale, plus the portion of the second focus group which reviews these scores with participants. It is a holistic approach because these phases are inexorably linked by the documents provided, reviewed, and then subsequently discussed. This section considers the observed changes in the scored documents comparing results specifically for ASD inclusion as opposed to overall inclusion. This finding provides valuable

insight that assists with the triangulation of the data related to frames of inclusion held by professors of teacher candidates.

In this phase, documents were collected and externally scored on the inclusion scale. Professors ultimately submitted between two and four documents each, for a total of 16 documents that were scored. Of the items scored, there were 11 syllabi, 4 lesson plans, and 1 case study. One syllabus was only partially scored due to eligibility issues given that it came from a different program and was not for students within a credential program. In sum, 16 documents were scored made up of both student-created and professor-created documents. The most commonly provided document was a professor-created syllabus.

Findings overall were that the vast majority of scored documents were at the “covered” or “in-depth” standard. The scores indicate that the documents demonstrated teaching and learning practices that are of a very inclusive nature, either meeting or going above the required standards. Inclusion scale scores indicate that documents submitted often meet or exceed standards for inclusion. Naturally there can be a selection bias, given that professors selected their own documents for review and may have been inclined to select documents they felt showed inclusion. However, there were some important findings regarding ASD inclusion which will be explored in-depth in the following section.

In examining the scoring results more closely, there were a few documented trends that will be examined in more detail within this section. To begin with, the inclusion scales appeared to indicate two different trends. One

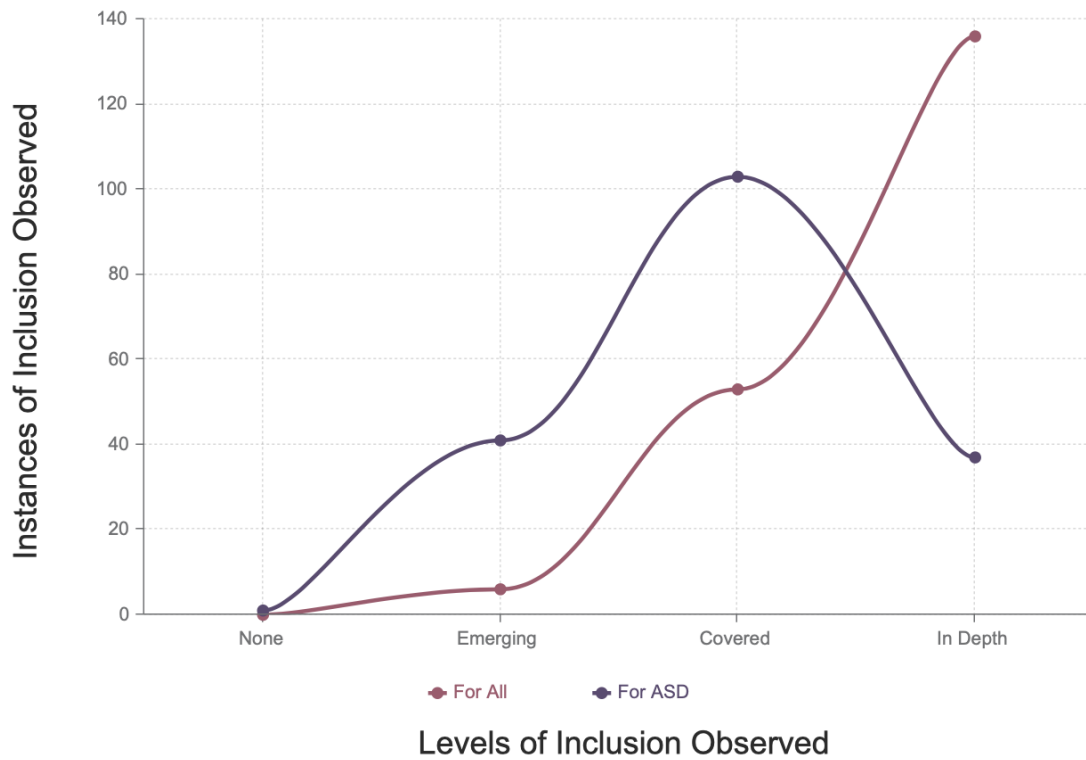
trend was consistency in results across most questions. For instance, for some documents, scores would be in the same range, irrespective of population specified within the question. However, the more interesting observed trend was a downward shift in questions relating to ASD inclusion specifically as opposed to inclusion for all. In this trend, questions related to inclusion for ASD would consistently receive a lower score than questions about inclusion overall.

In some instances, scores shifted downward specifically as they pertained to UDL or inclusion for individuals with ASD. To address this in more detail, one or more specific questions are examined closely to illustrate examples of this finding. To begin, in the teaching category, there was a question, *does this assure equitable participation of all students and does this assure equitable participation of students with ASD*. There was a noticeable shift downward in the results from the external scoring, from in-depth to covered. When the question about equitable participation is specifically addressing students with autism, scores shift downward from in-depth to covered and sometimes lower. This was an observed trend that was consistent across most scored documents.

To build on this idea, in questions where there were two parts, one inquiring about an indicator for all students, and a second part asking about an indicator for students with autism, this trend of a downward shift becomes clear. The inclusion scale indicated a greater degree of inclusion when questions were about *for all* than when the questions asked specifically about inclusion for students with ASD.

Figure 15

Graph of ASD Inclusion Compared to Inclusion For All



As shown in Figure 15, documents scored for ASD scored significantly lower in the highest category of in-depth. Scores are from instances of each level of inclusion observed in the documents according to the external scorers and displayed here for the purposes of illustrating a trend. A discussion of the importance of these findings will continue in Chapter Five.

Continuing through the other categories in the inclusion scale, the planning category shows a matching downward shift. In this category, there were two questions, *does this [document] apply UDL principles for all students*, and *does this [document] apply UDL principles for students with autism?* Within the document scoring for this question, a similar visible shift downward occurs when questions shift from all students to specifically students with ASD. Inclusion scores shifted downward consistently for students with ASD, moving from in-depth and covered to emerging and covered. This score reveals something important to the study that will be further discussed additionally in Chapter Five. With the development of so many valuable tools for UDL, inclusion can be directed to serve the needs of many different populations; however, sometimes individuals with ASD specifically may benefit from different UDL practices than a person with different unique needs.

In addition, in the school culture category, trends also shifted downwards. For instance, there was a question, *Is there a space plan for all students that does not separate his/her/them from the rest of the room?* Scorers were encouraged to think about separation and space, while also acknowledging that sometimes this may not be as relevant at a college level. Similar to other results, scores often shifted downward markedly in the inclusion scale specific to ASD. For individuals with ASD, there were not in-depth space plans preventing separation from the rest of the class, for example. The scores for the question asking specifically about ASD in the in-depth category were the lowest of the

study, while scores for all students were markedly higher. While sometimes this would not be applicable, the complete absence of scores taking space planning into account in-depth is of note.

An additional question from this section may continue to illuminate relevant information related to RQ1 and the frames held by professors. There was a question, *Does [the] teacher acknowledge any behavior plans?* The responses may shed a light on these continual shifts related to ASD. Not every student struggles with behavior and not every student with ASD struggles with behavior, but some students with ASD do have behaviors as a manifestation of their disability. The consideration of behavior can affect overall inclusion. The results show mixed results regarding if behavior plans were considered. The inclusion scale scoring showed that behavior plans were not always considered. This can be relevant for individuals with ASD given that there is a behavioral component to this population's unique needs.

Lastly, in the facilitation section of the inclusion scale, the trend of a downward shift in scores related to serving students with ASD continues. In this example question, the inclusion scale asks, *is this accessible to all students and is this accessible to students with autism?* As the question narrowed in to focus on accessibility for students with autism, the scores shifted in a now-similar pattern. Scores moved from predominantly in-depth to covered or lower. The results differed, shifting downward for students with ASD compared to the whole.

In the next section, the findings from RQ1 will be summarized. RQ1 is made up of Phase One and a portion of Phase Two and Three. Phase One analyzed the themes and Phase Two and Three triangulated these thematic findings with data from the document analysis and scoring. From the data sources, frames were determined and are detailed in the subsequent Research Question One Findings section.

Research Question One Findings

The findings of RQ1 focused on using the concepts of framing theory to examine the frames of ASD inclusion held by professors of future teachers.

Table 10

Frames Held About ASD Inclusion

Frames
<ul style="list-style-type: none"> ● Asset-Based <ul style="list-style-type: none"> ○ Proposed solutions ○ Human Interest ○ Normative claims ● Deficit Thinking <ul style="list-style-type: none"> ○ External challenges ● More generic to individuals with disabilities as a whole rather than ASD-specific

As shown in Table 10, frames indicate a connection to institutional leadership, drives coming from an emotional connection, and the normative power of inclusion. These frames are triangulated from the phases discussed in Phase 1-

3. To answer RQ1, the frames held by professors teaching preliminary teacher candidates regarding ASD inclusion are predominantly asset-based. Those asset frames are attribution and proposed solutions, human interest, and normative claims.

Document Score Reflection and Reframing

Research question two examines how reframing efforts affect professors, asking *How does a public relations “reframing” of ASD inclusion affect perceptions of the professors teaching preliminary credential teacher candidates?* Reframing occurred through feedback, reflection and the recentering of the voices of individuals with ASD. In this section of Phase Two and Three, reframing focuses on feedback and reflection from the document scores. The findings will be detailed in the subsequent sections with definitions provided and supported by the data in each applicable phase.

Phase Two and Three continue to provide insight about the reframing efforts of RQ2. Participants were invited to reflect on the scores on their provided documents. Scores were provided confidentially to study participants during the second focus group. After receiving the scores, participants were given time to review, comment, and ask any questions they had, and reflect on their scores. These responses were transcribed and inductively coded as part of the second focus group or interview session. Changes were observed in the participants. Asset themes and deficit themes both declined, and asset themes fell more sharply than deficit themes. A sharper decline in asset themes can be attributed

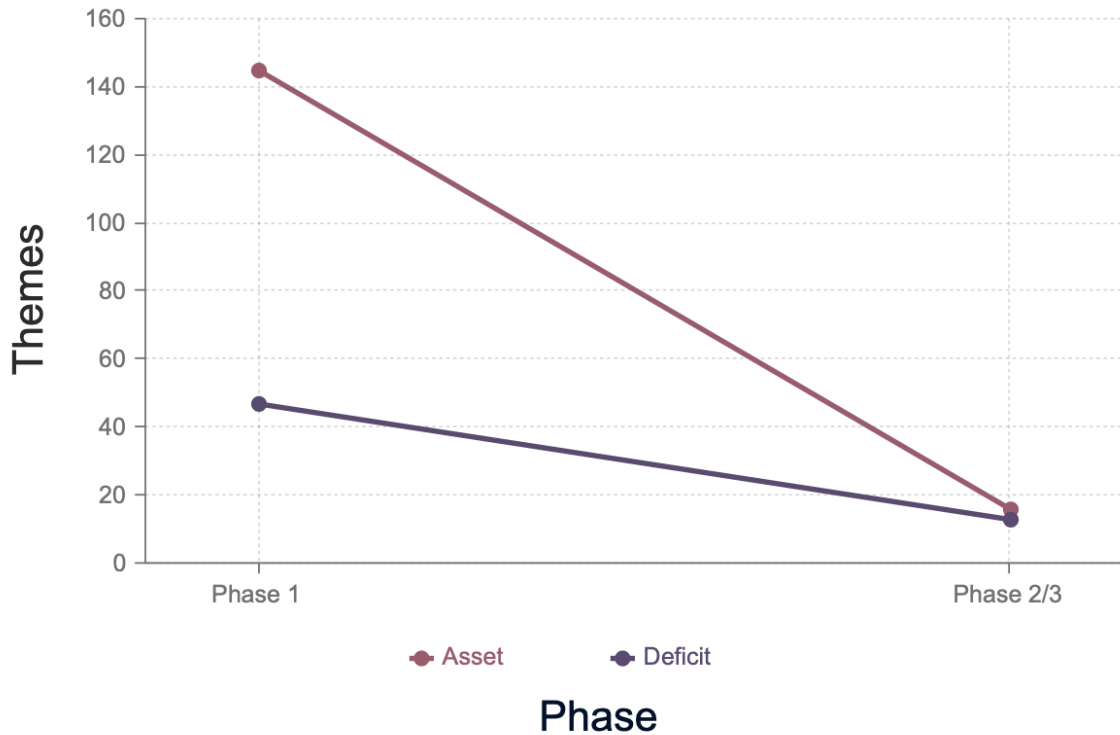
to a couple different things including: a natural response to feedback, cognitive dissonance, or navigating new information which may take some time to absorb, all items that will be further discussed in Chapter Five.

In examining the asset subthemes more closely, the proposed solutions and social construction themes were reduced to the point of being eliminated. In addition, the motivation themes also declined substantially. Of the motivation themes present, curiosity was often present as a strong motivation or driver among the asset themes. This appeared to the researcher as a very asset-based method to get more information productively and positively by the study participants. For instance, one participant asked about their scores. The participant asked “when you say that the plan with behavior or impulse control issues is to sit out, how did you come to that conclusion...?” (Participant #3). In that moment, the qualitative research tool of disclosure was very valuable, and the researcher briefly shared about their own experiences as a parent. The researcher disclosed their own experiences raising a child who might elope or have other behavioral manifestations, which would separate the child from the lesson according to the provided plan. The participant responded, “Thank you for explaining that to me and well, yeah, it was a randomly picked student so that’s good to know” (Participant #3). It was an excellent in-depth question prompted by curiosity in a genuine sense and the opportunity to engage and go farther. The motivations and drivers subtheme is supported by the quote for RQ2 regarding reframing of ASD inclusion for professors of preliminary credential programs.

Similarly, within the deficit themes, there were also some unique trends observed by subtheme. There was a large drop in the external challenges theme during Phase 2/3. This can be considered as a sign of reflection (Hoppey & Yendol-Hoppey, 2017), that reviewing scores prompted participants to internalize rather than blame external factors. This could also be related to a dip in asset themes as participants internalized their scores. Overall, there was a dip in deficit themes but not as pronounced as the asset themes. Deficit subthemes declined, with an especially large decline in the external challenges subtheme.

Figure 16

Graph of Declining Asset and Deficit Themes



As evident in Figure 16, both asset and deficit themes as scores were reviewed, with asset themes remaining only slightly higher.

As an example of this decline in both asset and deficit themes, more detail is provided within the quotes of the second focus group. For instance, during a question about the document scores and the learning environment beyond the instructor, one instructor had a question. However, when information was provided in response to their question, they responded in a dismissive or skeptical way saying “...I don’t really know where the lunch lady would come in”

(Participant #5). The quote illustrates an internal barrier of defensiveness, skepticism, or dismissal. In regards to RQ2, this quote supports internal barriers as a possible subtheme during reframing.

Professors also openly and honestly acknowledged their feeling of a lack of full knowledge of ASD and UDL leading to their scores. These quotes fell under a deficit theme though they were also very constructive and bravely vulnerable in nature. For instance, one professor said, “I wouldn’t claim that I know very much about autism, I just don’t. I mean it’s just not something that I’ve, you know, had the opportunity to study in any depth” (Participant #5). Another participant echoes this, saying, “I didn’t have autism [sic] students, specifically in my classes, although I have the UDL principles there and formative assessment” (Participant #6). This quote demonstrates acknowledgement of an opportunity for providing more information for teacher candidates and professors alike. Professors appear to reframe with greater specificity, which assists in answering RQ2 of the study.

In sum, both asset and deficit themes dropped in Phase Two and Three when participants were presented with their scores. Within this overall decline, asset themes dropped more than deficit themes. This change showed that, despite the overwhelmingly positive nature of the feedback, participants were impacted and may have experienced a negative reaction following being presented with concrete feedback on their inclusive practices in preparing teacher candidates.

Second Focus Group and Reframing

In this second focus group, professors had the opportunity to hear from individuals with ASD themselves, centering the voices and perspectives of individuals directly into the reframing efforts (Annamma, 2013; Forlin, 2010; Gallagher, 2004; Goodly, 2007; Taylor, 2006; Theoharis, 2007). During their visit to the group, 5 individuals with ASD shared their hopes, dreams, and aspirations for two minutes each, in a talking circle format, utilizing the question prompt and social story provided in Appendix M. Visitors shared details of things that made them proud in their lives and ways that educators connected them with those proud moments. One visitor shared how a favorite teacher helped them to connect to their passion of graphic design. Another visitor sang their first original song that they created. Another visitor shared their journey to have a recurring role in an award-winning TV series featuring the story of an individual with ASD. Participants in the study were visibly moved by the positivity, success stories, and connection to education expressed by participants. Any effects from this reframing were observed and recorded in focus group and interview transcriptions. Those transcripts were then inductively coded in Nvivo, setting the stage for this next phase of data analysis.

The second modified focus group protocol was conducted over one main focus group session and one make-up interview session, resulting in more participants having the opportunity to discuss the topics jointly than in the previous phases. The focus group contained five participants and the make-up

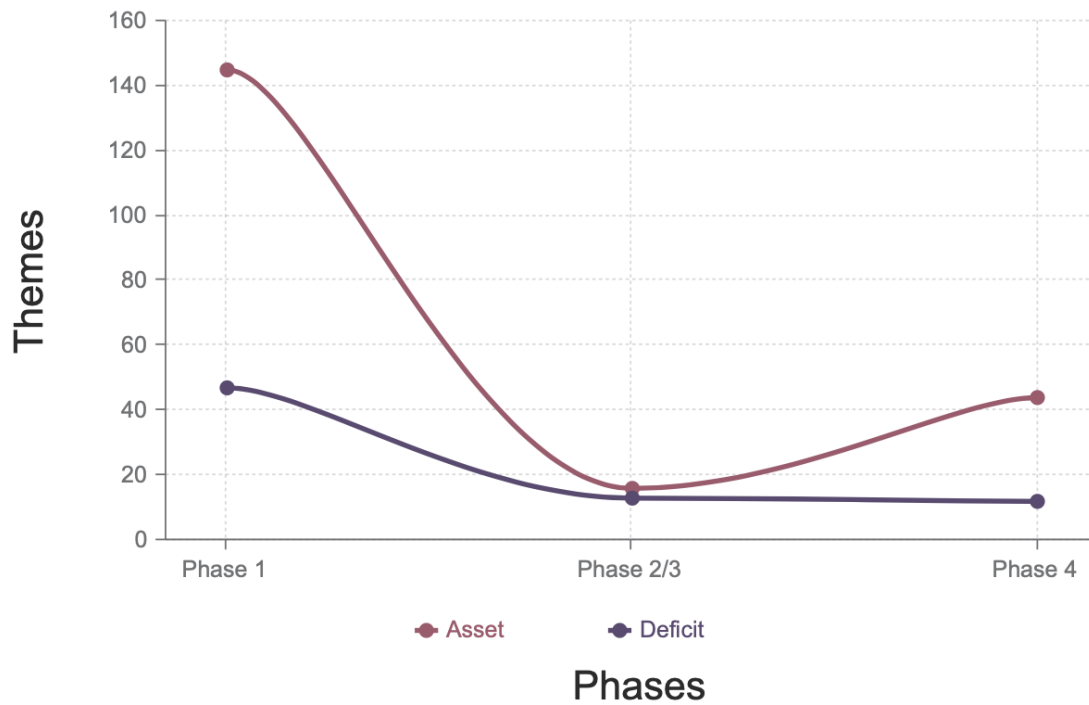
interview contained one study participant. A recording of the visit to the focus group was played during the individual session. Then, questions were asked as detailed in Appendix B. From the focus group and interview, the combined data from the frame scale and the themes reveal important patterns explored in the following section; first, in the inductive coding, and second, in the external scoring of the frame scales.

Reframing occurred in the second focus group. In this section, the reframing results from the inductive coding of the second focus group will be explored in more detail. To begin with, the themes for RQ1 and RQ2 were compared. Initial findings show that the mix of asset and deficit themes were roughly similar between RQ1 and RQ2, with professors of preliminary credential teacher candidates holding predominantly asset-based themes of ASD inclusion. Initially, there did not appear to be any large difference in theme irrespective of reframing activities. However, this seemed worthy of further inquiry in order to address both the research question and the phase.

In order to illuminate the lack of changes observed by RQ, the results were split out further by phase. Asset themes significantly dropped during Phase Two and Three, but returned strongly in Phase Four. In contrast, deficit themes decreased in Phase Two and three and continued to stay low in Phase Four.

Figure 17

Graph of Asset and Deficit Themes by Phase



As seen in Figure 17, the deficit themes remained low after reframing, while the asset themes increased. The change in asset and deficit themes returning in Phase Four is of note. Gallagher's (2004) methods of introducing disability studies is effective in reducing deficit thinking while increasing asset-based thinking, and will be addressed further in Chapter Five.

Many of the trends follow the overall asset theme; however there are some items of note that are worthy of further elaboration. There was a dramatic

reduction in social construction and proposed solutions down to the lowest possible levels. The reduction could potentially be attributed to the acclimation to the data and information provided to participants during external scoring results review. However, there is a strong increase in these two areas of the asset themes during Phase Four. As an example of a few statements that illustrate this resounding rise in the subthemes of social construction and proposed solutions, it was observed that multiple participants immediately called for centering the voices of more individuals in the social construction of ASD inclusion. For instance, Participant #1 stated,

I just think in general, having, you know, speaker available to us, you know, that would come talk with our class...I did have an autistic student in one of my classes and I shared with you, he was fine sharing his story and I think that was great for the rest of the teacher candidates to hear. I think having a bank of speakers that say 'yes they feel comfortable, yes they can come speak with class' would be useful.

As visible in the quote, social construction that centers individuals was embraced wholeheartedly by this participant. Likewise, Participant #3 stated a similar idea:

"It was nice to hear from them telling you what they have to offer, which I think is really important and I think our students would really like it. In fact, I would say that many of our students would be more understanding of their situation..."

Similarly, Participant #3 identified the need for centering individuals, that they had experienced a proposed solution themselves in the reframing activity and embraced the idea of social construction centering individuals for their students as well. Given that social construction features prominently in the literature related to inclusion as detailed in Chapter Three, this is a significant finding for RQ2, that social construction plays a much more heavily weighted role following reframing for professors of preliminary credential candidates when discussing ASD inclusion.

In contrast, the deficit subthemes take on a different trajectory. Deficit themes drop in Phase 2/3 also, but then they stay reduced. The response was different by subtheme. For instance, the perceived lack of ability and external challenges themes increased minimally, but the internal barriers theme dramatically declined. Deficit themes declined and stayed lower, while asset themes temporarily declined and then returned with new strength. This was echoed by a study participant who reflected powerfully, moving from a deficit to an asset theme in phase four. They stated the following.

By looking, by listening, by hearing from this young people [they illustrated that individuals with ASD] ...may be like normal people or they may be a little bit different. That make me say that you know in our teacher preparation programs, we may, wait, I think we do have student with autism, but we didn't recognize that or that about that really. (Participant #6)

This participant's quote speaks to the expansion of specific ideas regarding ASD inclusion and UDL created by the activities in the study. The study participant says so themselves, that they thought one thing but upon reflection, following the reframing efforts, that they now frame it differently. This quote illustrates a continuation and strengthening of the proposed solutions subtheme in RQ2 and the reframing of ASD inclusion for professors.

In an examination of this phase of the study, there are a few elements that affect results unique to each phase of study that need to be considered. It is important to note that the number of hours of interviews varied between RQ1 and RQ2, and size of each session varied, affecting some of the coding frequency. While all participants who began the study completed it, and the total number of participants remained steady, there were fewer focus group sessions overall for RQ2. This indicates a global decline in coding given the number of sessions and minutes for each RQ.

Table 11*Size of Focus Group by RQ*

Focus group sessions	RQ1 # of participants	RQ2 # of participants	RQ1 duration in minutes	RQ2 duration in minutes
First Session	1	5	60	70
Second Session	3	1	48	42
Third Session	1	-	27	-
Fourth Session	1	-	52	-
Total	6	6	187	112
Average	-	-	46	56

As illustrated in Table 11, there was a reduction in total minutes of interview or focus groups sessions. The average number of minutes per session for RQ2 was 56 minutes and there were two sessions total. This relates to my findings later discussed in Chapter Five related to the brevity of the contact and the extent of the impact on perception and framing.

Despite the differences in focus group sessions, the asset and deficit themes shared remarkable similarities irrespective of size of group. The similarity

in theme results shows that the focus group results were similar by theme across varying sized focus groups.

As the asset themes grew, they also appeared to be more concrete and solution-oriented in nature than before. For instance, participants in this phase proposed creative, previously not-thought-of solutions such as speaker's bureaus for individuals with ASD and student centers on campus. The more concrete actionable solutions were not previously observed to the same degree and appeared to bubble up following the stories of individuals.

As an example of more concrete, actionable solutions, one participant said the following regarding what it means for there to be real, physical resources on campus versus that sums up elements of this change quite well.

I mean, I know that, you know, one can always access Google and do some searches and things like that, but I think that there needs to probably be some kind of a resource center where faculty can access resources related to this, this kind of, these kinds of students and their needs. So, for example, you know, the very definition of what is autism has changed over time that the diagnostics have changed. And to keep up with all of this, you know, it's, it's rather challenging and so, if there is some kind of a resource where these things are updated...I think that would really benefit the program. (Participant #3)

The statement acknowledged social construction with individuals with ASD as an asset to the unique population, the program, and the university as a whole. It also represents that shift from preconscious sensemaking of otherwise chaotic sets of information to a more concrete theme of social construction regarding ASD reframing present in the literature of Chapter Three. In RQ2, following reframing, social construction becomes very pronounced, illustrating that social construction is a theme for professors following reframing activities.

An additional example of a more concrete asset theme of social construction came in this phase from a different participant who countered misconceptions about ASD inclusion. This came up for the study participant specifically after hearing from The Miracle Project in this phase of the reframing process. They stated the following.

The impression I get from some is that the teachers out there, try to generalize things and consider students who have autism to be problems and so forth, and they need to see that that isn't necessarily true that they offer a lot more to the classroom and I think that was an important thing to show. (Participant #2)

The statement embodied the joint social construction in connection to the stories of individuals of both success and challenge. It acknowledges the nuances of strength, knowledge, and experience. Regarding RQ2, the specificity of ASD inclusion discussed increased dramatically, indicating that individuals were more centered in the frame following reframing. The quote's connection to nepantla

present in the literature will be discussed more in Chapter Five. Next, the frame scale results will be analyzed and unpacked.

Using another tool, the frame scale, additional valuable information served to inform the reframing results. In RQ2, the frame scale was applied to the second set of focus group and interview transcripts. In this instance, a different and more aligned result emerged. Following reframing efforts, the frames indicated a consolidation of frames, unanimously among the frames of attribution, human interest, and morality, with no other frames held. Frames consolidated following reframing efforts, with each participant showing identical frames. Frames were concentrated into the predominant frames of attribution, human interest and morality. While attribution remained steady throughout, human interest and morality increased following reframing, while conflict and economic frames were no longer present.

In conclusion, subthemes for assets returned to robust levels in Phase Four, having previously dipped when presented with feedback in Phase Two and Three. In addition, the changes in the asset subthemes in Phase Four were more concrete and less abstract. Deficit themes stayed at lower levels in Phase Four, having previously dipped in Phase Two and Three. This reflects a successful reframing effort given that sometimes there is a preconscious framing of deficit regarding ASD. Without intention, ASD can be framed as lacking in ability, which is not always true, as generalizations often are not true. To hear from highly capable individuals with ASD, across all ranges of the spectrum, brought forth a

nuance, and “up-down” and a nepantla or complexity to the overall themes held about teaching, serving, and preparing for this population. A discussion of the importance of these findings will continue in Chapter Five. Overall, Phase Four showed results from the reframing process with an increase in asset themes and a decrease in deficit themes.

Continuing the Conversation

The fifth and final phase is the opportunity to continue the conversation and bring the experience to key stakeholders served by study participants. Regarding RQ2, this continued conversation would provide insight to openness for future reframing activities with professors and their teacher candidates.

Given that time was limited due to participants joining late, technology issues on zoom due to Covid, and an expressed need for extra time to unpack their scoring results, there was limited time to conduct this final phase of study within the second focus group. As such, under consultation, the question was moved to the input form to deliver the gift card compensation for participation. Five of the six participants responded. The sixth participant declined the gift card in support of the study, and as such did not do the form which contained the question. It was the identical question as planned in the focus group, just delivered in a slightly different way. In the initial protocol, participants would be asked verbally, *Would you be interested in an opportunity for future study with students to collaborate and build clinical teaching models for UDL and inclusion for people with ASD?* Given the time constraints, participants were asked in

follow-up, *In the future, if there were opportunities for your students or recent grads to participate in a similar experience, would you be interested in something like this being made available to them? (Provided that it would not require any additional time outlay on your part).* The question was a type of indirect question to see if the participants felt the reframing effort was worthy of dissemination and if they felt it would be of value in their own teaching efforts for teacher candidates. This question was more than just setting the stage for future follow-ups, it was also designed under Gallagher's (2004) phases to connect to interests and to confirm where those interests lie. In terms of reframing efforts, the continued interest potentially indicates a perceived shift by participants of their own framing, which they wish to transmit to others. It helped to confirm that a type of reframing activity did indeed occur.

Of those who responded, all study participants said they wished to continue by bringing similar activities to teacher candidates or recent grads of their respective programs. Participants expressed both in the focus group and in responding to this question that they themselves thought this study and line of inquiry was worthy and valuable, so much so they expressed interest in bringing it into their own classrooms and to their own teacher candidate students. When asked, all responding participants said they were interested in bringing a similar experience to their own students or recent graduates. It was mentioned in the question that bringing the experience to students would not require a time outlay on their part, given that professors are busy people and this can limit

interest or produce a different result due to reluctance to take on board a complex project.

Overall, this was a simple phase of study inquiring indirectly about perceived value and also opening the door for future subsequent studies. There is unanimous interest to continue. That interest could lead to future research agendas and practical efforts to disseminate similar inclusion experiences beyond the scope of this study.

Research Question Two Findings

This research question examines how professors are affected by reframing efforts. In RQ2, first, the results of the second focus group show a mixed result, ultimately with asset themes increasing and deficit themes decreasing under new frames.

Table 12

Frames and Reframing Comparison

Frames	Reframing
<ul style="list-style-type: none"> ● Asset-Based <ul style="list-style-type: none"> ○ Proposed solutions ○ Human Interest ○ Normative claims ● Deficit Thinking <ul style="list-style-type: none"> ○ External challenges ● Generic to individuals with disabilities rather than ASD-specific 	<ul style="list-style-type: none"> ● Asset-Based <ul style="list-style-type: none"> ○ Proposed solutions ○ Human Interest ○ Normative claims ○ Social construction ● Specific to individuals with ASD

As shown in Table 12, frames consolidated and clarified following reframing efforts into the four listed frames, that of attribution, human interest, morality, and social construction. To answer RQ2, professors are affected by reframing efforts by having a more aligned, asset-based, and specific set of frames regarding ASD inclusion including those of normative claims, proposed solutions, social construction, and human interest.

To conclude Chapter Four, there were marked differences in responses in varying phases of study. RQ1 showed that instructors held predominantly asset themes and frames regarding UDL and ASD inclusion. Regarding the question of existing frames held in RQ1, there were some trends in the data which are further discussed in Chapter Five. Predominant asset themes included the subthemes of motivations and proposed solutions. Meanwhile documents reviewed showed high levels of performance at, or above TPE standards, with some notable declines specifically for ASD inclusion despite overall strong results. The frame scale indicated a strong focus on the frames of attribution, human interest and morality. To answer RQ1, the frames held by professors teaching preliminary teacher candidates regarding ASD inclusion are predominantly asset-based. Those asset frames are attribution and proposed solutions, human interest, and normative claims.

In RQ2, the frame scale showed a strengthening of the same three frames: attribution, human interest, and morality. While asset and deficit themes declined while reviewing inclusion scale results, the assets increased significantly

during reframing while deficit frames stayed low. The study concluded with an increase in concrete asset themes and a decrease in deficit themes. This result was triangulated by multiple data points including coded transcriptions of two focus groups, scoring of the transcripts to a frame scale and scoring of the documents reviewed to an inclusion scale. In the end, participants deemed the study valuable enough that they expressed unanimous interest in continuing with these kinds of experiences, bringing them to their teacher candidate students if and when possible. To answer RQ2, professors are affected by reframing efforts by having a more aligned, asset-based, and specific set of frames regarding ASD inclusion including those of normative claims, proposed solutions, and human interest. Next, in Chapter Five, the data analysis will be discussed and synthesized in the context of the literature for implications, taking the format of an academic case study.

CHAPTER FIVE: DISCUSSION

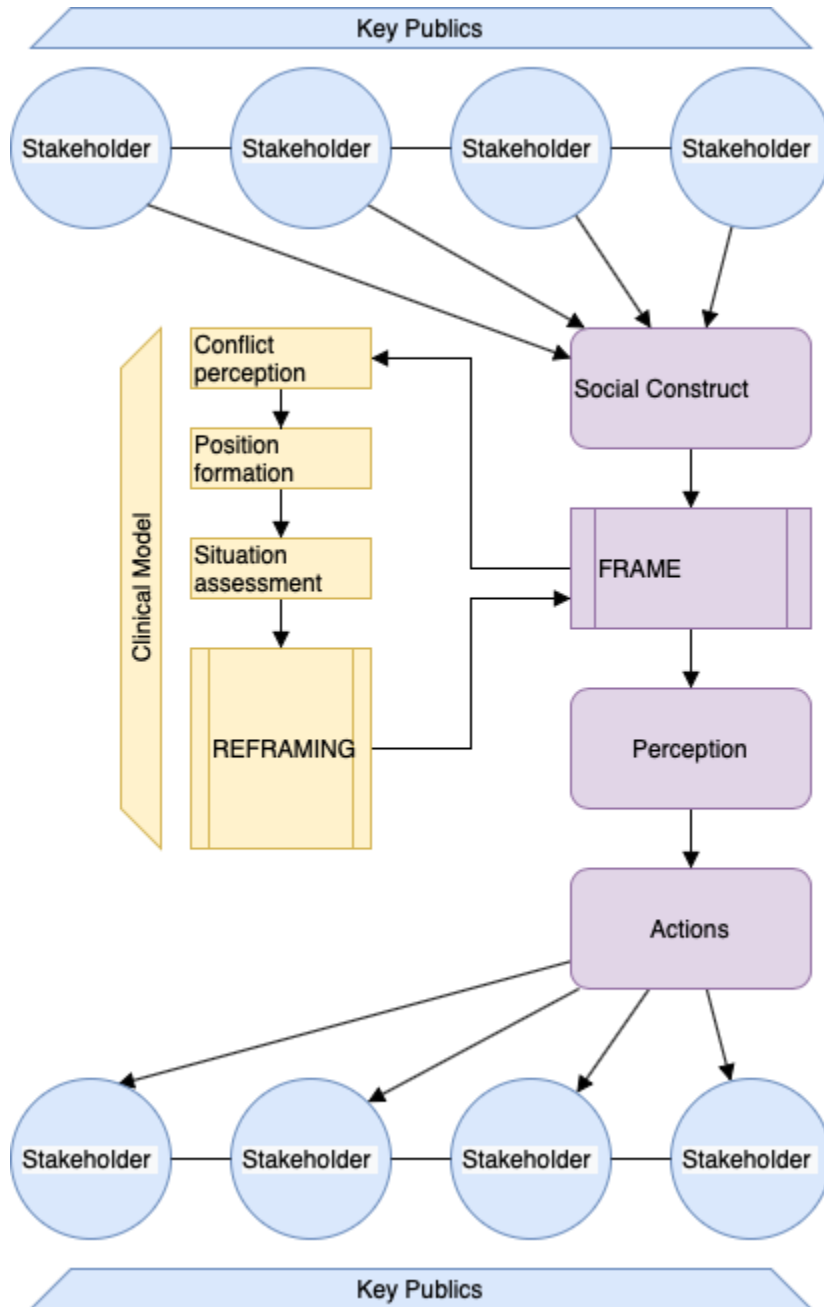
The purpose of this study was to examine the framing of ASD inclusion by professors of preliminary teacher candidates. In keeping with case study tradition (Salkind, 2010; Stake, 1995; Stake, 2003; Yin, 2014), the discussion follows the traditional academic case study format inclusive of the synthesis of the findings, the important meanings derived from the findings, comparison to other case studies, and the implications of the findings.

Introduction and Summary

The study introduced a new model of reframing ASD inclusion for professors of preliminary teacher candidates. The results of the reframing serve to provide a new vision of framing and advocating for ASD inclusion not previously established that this study calls the *public relations of inclusion*. An exploration of ASD inclusion *frames* (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001) confirmed that ASD inclusion knowledge is transmitted to future teachers through frames and can indeed be modified through reframing.

Figure 18

Model for Reframing Inclusion



The model of reframing inclusion shown in Figure 18 draws upon the scholarship of PR, teacher education, and clinical models, relying heavily on framing theory and informed by CRT and disability studies. This reframing model, discussed in detail in Chapter Three, guided the study of ASD inclusion among professors of preliminary teacher candidates. A discussion of the key findings from the reframing process will continue in the next section.

Discussion of Key Findings

The study was driven by a need for better practical understanding of ASD inclusion in teacher preparation (Crosland et al., 2012; Hassanein, 2015; Sansosti & Sansosti, 2012). The problem is that inclusion is broken in our communities and in our schools while preliminary teachers call out for more preparation for ASD inclusion in their credential programs (Bryant, 2018; Busby et al., 2012; Finch et al., 2013; Loiacono & Valenti, 2010; Morgan, 2015; Robertson et al., 2003; Walters, 2012). There is a disconnect in the desire, the perception, and the outcome of ASD inclusion in teacher preparation. The public relations of inclusion offers a solution. Throughout this study, an examination of framing and reframing of ASD inclusion among professors lent insight into addressing and meeting this need.

To discuss the process, first, it is important to understand the baseline frames held and the meaning of frames in the literature. As established in Chapter Three, frames are important because framing affects perception and behavior. Research consistently shows that the behavior of an audience is

shaped by frames (Borah, 2011; Jones & Song, 2014). If there are ideas (of ASD inclusion) held inside a frame, these are more likely to be considered and acted upon (Borah, 2011; Jones & Song, 2014). Framing leads to perception which leads to action. Each frame identified in this study will be discussed in more detail.

In the findings, participants' frames in RQ1 were predominantly those of proposed solutions, human interest, normative claims, and external challenges, though with more scattered results than in RQ2. Following reframing, frames consolidated and became more specific to ASD inclusion with a reduction in deficit thinking.

Table 13

Frames and Reframing of ASD Inclusion

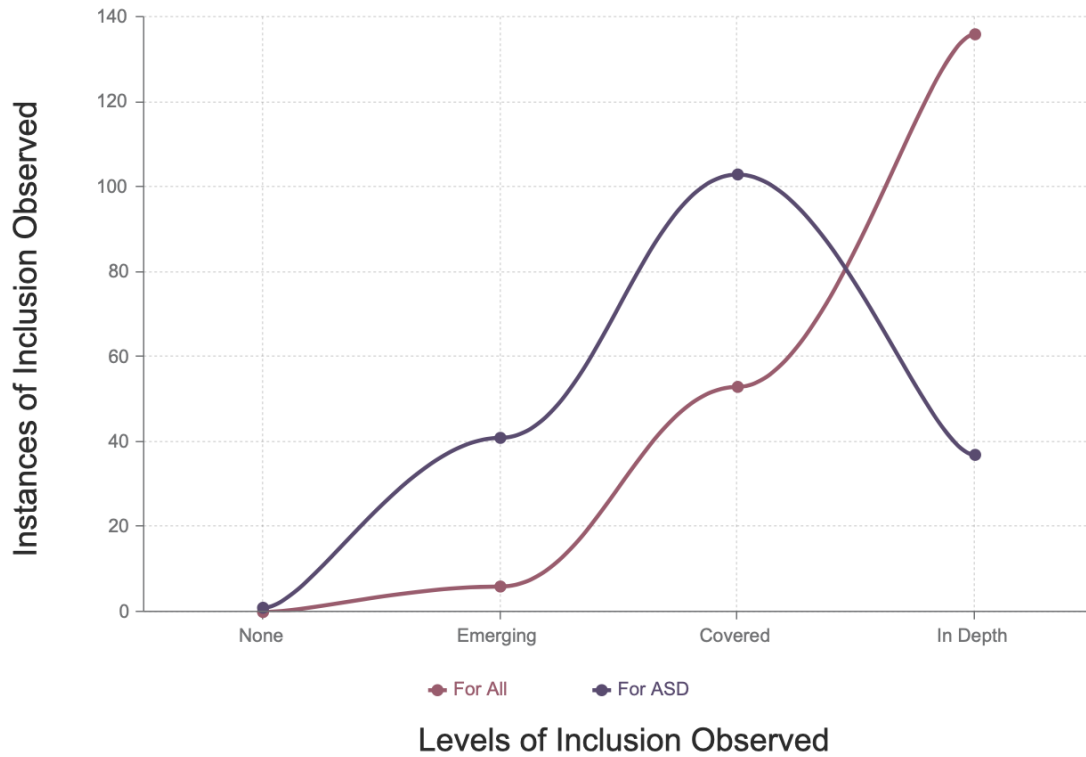
Frames	Reframing
<ul style="list-style-type: none"> ● Asset-Based <ul style="list-style-type: none"> ○ Proposed solutions ○ Human Interest ○ Normative claims ● Deficit Thinking <ul style="list-style-type: none"> ○ External challenges ● Generic to individuals with disabilities rather than ASD-specific 	<ul style="list-style-type: none"> ● Asset-Based <ul style="list-style-type: none"> ○ Proposed solutions ○ Human Interest ○ Normative claims ○ Social construction ● Specific to individuals with ASD

As shown in Table 13, frames indicated a connection to their respective institutional leadership, a drive coming from an emotional connection, and the normative power of inclusion. Reframing consolidated, became more specific to individuals with ASD, and contained less deficit thinking. To answer RQ1, professors frame ASD inclusion within predominantly asset-based frames of: proposed solutions, human interest, and normative claims; a deficit frame of external challenges; and tend to frame disability generically rather than specifically. To answer RQ2, professors of teacher candidates are impacted by reframing in the following ways: their frames of ASD inclusion become more specific and concrete, there is a reduction in deficit frames, and there is an increase in social construction frames.

The document review echoed the interpretation of the frames and continued to expand understanding. While professors view ASD inclusion and UDL in asset frames of proposed solutions, human interest and normative, the documents indicate lower scores for inclusion specifically as it pertains to individuals with ASD than for all groups. The scored documents showed that inclusion was typically covered for all groups. However, scores also consistently indicated that inclusion and UDL were more in-depth *for all* than for students with ASD.

Figure 19

Scores for ASD Inclusion and Inclusion “For All”



As shown in Figure 19, documents scored for ASD scored significantly lower in the “in-depth” category. In the context of the study, this shows that professors hold asset frames in more of a normative, abstract way. Based upon an external scoring of the work product using the inclusion scale, there are consistent results showing the opportunity to build upon professors’ positive views of inclusion and

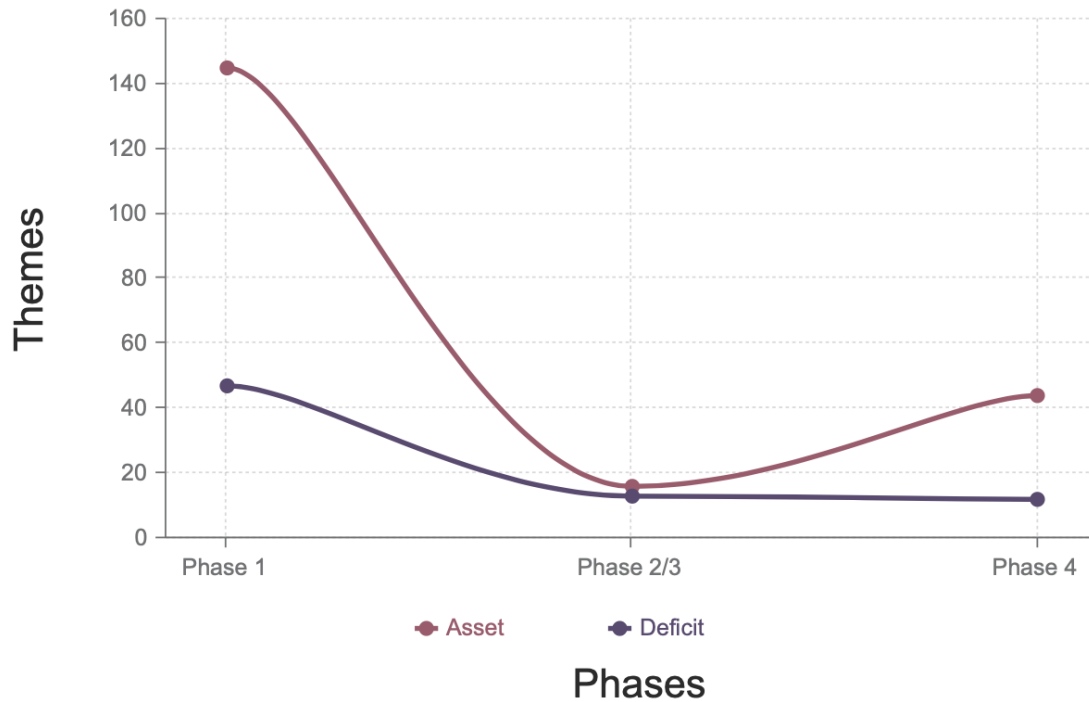
provide concrete support to incorporate UDL and ASD inclusion methods into practices.

The reframing had multiple impacts on study participants. As a review, reframing goes beyond identifying the frames to offer up opportunities for new frames (Kaufman et al., 2017). Reframing created an increase in asset frames and increased specificity related to ASD. The reframing process began with the second focus group, engaging participants in a few different experiences related to clinical models and social construction of ASD inclusion. Clinical models are previously established in the literature as an effective and ongoing cycle of supervision, context, reflection, and discussion (Hoppey & Yendol-Hoppey, 2018). By engaging in this reframing process with educators of general education teacher candidates, a new cycle of social construction can begin and then flourish, one that is more connected to ASD inclusion and less connected with deficit thinking.

The analysis of the second focus group supports the interpretation that successful reframing was indeed taking place. There was a marked change by phase indicating that reframing, and also social construction, were taking place. As participants heard from The Miracle Project's individuals with ASD centering their own experience, clear results emerged. Asset themes returned strongly in Phase Four. In contrast, deficit themes decreased in Phase Two and Three and continued to stay low in Phase Four.

Figure 20

Graph of Asset and Deficit Themes by Phase



As seen in Figure 20, the deficit themes remained low after reframing, while the asset themes increased. During this bounce of the asset themes, in particular, the social construction asset subtheme increased strongly relative to the whole. This indicates that social construction is a powerful reframing device and that hearing directly from individuals is a powerful tool for that social construction. Similarly, the deficit subtheme of internal barriers decreased as part of the reframing process. The changes observed indicate that participants felt more

practically empowered to socially construct their new frames and pass along their experiential knowledge to their teacher candidate students.

Overall, the reframing process connected to professors' emotions which was evident in each phase. It was observed that as professors heard from individuals about their hopes and abilities; professors connected to their stories deeply. This "show, don't tell" mentality presented frequently in qualitative research (Tracy, 2010) in communication studies also makes the connection not only to framing theory but also to PR specifically. Cacciatore and colleagues (2016) encouraged presentation rather than persuasion as an effective technique.

Supporting this idea that presentation is more powerful than persuasion is the limited amount of time spent in focus groups in order to produce a change or impact on the participants. Cacciatore and colleagues (2016) states that presentation appeals to emotion, the persuasion happens naturally. Perhaps a more effective or time effective altering of perception employs the use of frames. For instance, Table 11 discusses that the average time of each focus group was 46 minutes and 56 minutes respectively. That is very short compared to many professional developments, retreats, trainings or other curricula.

In addition, the value participants found in the study was evident in Phase Five, when participants were asked if they wished to bring this to their students. The unanimous response was affirmative. The responses in this multiphase study emphasize the research of Berger (2005), Ciszek (2020), and Russel and

Lamme (2013) that PR can indeed be an agent for positive social change (Berger, 2005; Ciszek, 2020; Russell & Lamme, 2013). New to this study is that this positive social change through PR can bring greater inclusive practices, and increased ASD inclusion. The use of PR within its full advocacy potential in this study brought in the multidisciplinary elements and overall strengthened the effects of the reframing process.

Conclusions

This study establishes the concept of the *public relations of inclusion*, a type of advocacy PR grounded in framing theory and informed by CRT. A few of the high points from the study are discussed to connect to the findings and support the PR of inclusion.

To begin, the framing theory discussed in Chapter Three explains the deep connections professors make with student success in all areas, including ASD inclusion. Professors of teacher candidates in this study are seen as individuals who truly care and are driven by human connection. Framing and reframing occurred in a vivid or memorable way by utilizing story frames (Fairhurst & Sarr, 1996; Muhamad & Yang, 2017). This vivid nature of hearing from individuals supported framing and reframing efforts significantly. In this study, the reframing relied upon story frames created by individuals themselves, who visited the study group and left a powerful impact on participants by defining their frames and sharing their own realities. A story frame, like a narrative, can help with social construction and shape cognition (Fairhurst & Sarr, 1996; Jones

& Song, 2014; Muhamad & Yang, 2017; Zunshine, 2006). Individuals centered the narrative of ASD inclusion, thereby reframing it and participating in their own social construction. In line with Muhamad and Yang's (2017) study, story frames significantly contributed to constructive discourse about ASD inclusion.

In praxis, this study affirmed the importance of the valuable information transferred to future teachers in clinical models. This study was built to replicate aspects of clinical models, as a space for real-world contact and reflection (Hoppey & Yendol-Hoppey, 2018). Clinical models build high-quality practices and highlight needs for programmatic changes driven by critical scholarship (Hoppey & Yendol-Hoppey, 2018). Prior to this study, the extent to which ASD inclusion was explicitly taught in teacher preparation programs was unknown, something especially important given that almost any general education classroom where fieldwork is conducted will have at least one student with ASD in it (Center for Disease Control, 2020; California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017). During the clinical model process, theories and concepts are framed for teacher candidates to experience (Hoppey & Yendol-Hoppey, 2018). Similarly, this study created space to explore and examine teaching practices related to ASD inclusion while also connecting to theory. The "rethinking from the inside out" built a stronger connection to ASD inclusion (Hoppey & Yendol-Hoppey, 2018, p. 3) inspired by clinical models. Similarly, given the normative frame held by instructors, the opportunity in clinical models to question what is normative in education (Hoppey

& Yendol-Hoppey, 2018) was a great benefit to the study process. The change in the value system created by this process was evident throughout and was deeply connected to both framing theory and clinical models.

This study also introduces the use of PR for inclusion in service of populations with ASD. Before this study, there were no studies on clinical models for development among general education teacher candidate programs and ASD inclusion specifically. General education often remains more formally focused on students *without* disabilities as participants stated in Chapter Four and as present in the literature (Blanton et al., 2018). The results of this study introduces and shows the effectiveness of the use of practices inspired by clinical models for unique populations including topics surrounding inclusion, UDL, and ASD inclusion development within a single case. There is a great opportunity to specifically focus on a unique population, such as ASD, rather than lumping a population together with other groups, which can decrease overall inclusion. Results from document scoring showed a much higher proficiency in UDL practices “for all” than for individuals with ASD specifically. This was consistent within the literature as well, for instance, within an entire book dedicated to the subject of clinical models, there is not a single mention of UDL, ASD, or inclusion (Hoppey & Yendol-Hoppey, 2018). The lack of mention of ASD reflects the findings of preliminary teacher candidate programs’ de-emphasis on UDL and inclusion in practice for individuals with ASD, even if favorable to it in abstraction. Professors discuss this in detail in their interviews, saying there is not enough

time, support, or there are too many other things to get through to dedicate the time and space they would like to give to the topic of one individual unique group like individuals with ASD. This research connects clinical models to the communication studies process of reframing as the PR of inclusion. The PR of inclusion is about elevating conversations that are mutually beneficial for inclusion of a unique population with unique needs or attributes.

In addition, UDL holds great potential to serve many needs at once including ASD inclusion. UDL is held in a very asset-based frame in the findings of this study. Hall and Isaacs (2012) referred to these positive frames as being guided by intention and seeing ASD “through a different lens” (p. 3). As speculated in Chapter Two sections on disability studies and deficit thinking, accommodating or including disability has an image issue that is seen through a frame of deficit and added labor. This study confirmed that when disability is framed as a deficit, then accommodation is socially constructed as a negative as well (Dillenburger et al., 2014). UDL is about pedagogy and course content delivery for each learner unique to their needs (California Commission on Teacher Credentialing, 2016; Commission on Teacher Credentialing, 2017; Rose, 2001; Tobin & Behling, 2018). UDL can help bridge the image issue of ASD inclusion, perception issue, or PR issue. UDL can help bridge this deficit thinking frame held in small but significant amounts by professors. UDL is a requirement for credentialing in general education because UDL is not an accommodation (California Commission on Teacher Credentialing, 2016;

Commission on Teacher Credentialing, 2017; Rose, 2001; Tobin & Behling, 2018). Rather, UDL is a design practice implemented at course inception and carried out through course content, lesson plans, learning objectives, classroom activities, and more (Tobin & Behling, 2018). The general education nature of UDL situates UDL as an inclusive practice. As such, UDL must include ASD in order for UDL to be truly universal. Many times in the document scoring, UDL was considered for people with intellectual disabilities and no behavioral or communication manifestations, running counter to the idea of “universal.” In conducting this study, multiple instances were observed where framing effects helped to provide more context and organization about the populations UDL serves.

The research provided expands the context of research on UDL and cases related to inclusion and UDL practices. Stake (2003) emphasized the importance of case study research to be contextualized as part of the generation of the case studies (Stake, 2003). The limited case studies on UDL or inclusion emphasize that more research is needed on how UDL is articulated at the classroom levels (Grenier et al., 2017; McCann, 2015; Morris et al., 2019). To support inclusion from parallel PR literature, case studies emphasize thinking differently about PR as a space for advocacy leveraged through PR scholarship (Ciszek, 2017; Curtin, 2016; Dozier & Lauzen, 2000).

Case study research on UDL and inclusion has discussed that UDL practices are amplified when UDL is explicitly discussed (McCann, 2015). In

addition, inclusion assessment is more successful when techniques present in clinical models are deployed (Morris et al., 2019). Finally, the practical case study literature demonstrates UDL can be utilized effectively even in environments perceived to be challenging (Ciszek, 2017; Curtin, 2016; Grenier et al., 2017; McCann, 2015; Morris et al., 2019). The literature on UDL and inclusive case studies is limited at best. This case study contributes significantly to the present literature, offering more to address the general need for explicitly identifying practices in place for UDL and inclusion, and specifically within the teacher preparation setting.

Connecting praxis back to the theoretical framework, framing, and reframing, each play a role in making sense of chaos or conflicting views (Muhamad & Yang, 2017; Semetko & Valkenburg, 2000; Valentino et al., 2001). While framing opposition can lead to great polarities, judgment, and conflict, framing also identifies in-between-ness or nepantla. Nepantla is the concept of “inbetween-ness” or the space between opposing ideas, identities, or expectations (Anzaldúa et al., 2012; Scott & Tuana, 2017). Nepantla centers history and lived experience, even when it is on the border or the edge (Anzaldúa et al., 2012; Lizárraga & Gutiérrez, 2018), just like UDL and ASD inclusion might be perceived as being on the border or edge of general education preparation. During community member checking, this came up, with a member stating enthusiastically, “it’s like the up-down!” as the study was described to them (Personal Communication, 2021). Both the literature and the experiential

knowledge from within the ASD community clearly connects to nepantla without using the term, stating that the up-down is about nuance, emotional connection, and framing as assets through the challenges rather than giving in to deficit thinking (Hall & Isaacs, 2012).

Similarly, Annamma and colleagues (2013) established a theoretical intersection of disability and CRT in newer research coming from cultural studies and education. The experiential knowledge of nepantla pervades even where the term is not yet used and embraces the realities of inclusion in praxis. This study draws upon the CRT and acknowledges DisCrit scholarship, extending the multidisciplinary scholarship into areas of research connected to communication, PR, education, and educational leadership.

Additionally, within the context of communication studies and PR, reframing was found to play a role in introducing ideas that do not divide and separate, but rather unite and strengthen (Kaufman et al., 2017). Reframing assisted greatly in embracing nuance. As was found in the reframing process, asset frames increased while deficit frames decreased, providing a great opportunity to produce a meaningful result in praxis. This study addresses Lazarsfeld and Merton's (2000) questions about what they call "propaganda as a social objective" (p.27). This study of reframing ASD inclusion demonstrates the ethical use of framing and reframing through a few steps related to the scholarship. First, Dozier and Lauzen (2000) emphasized the ethical value of introducing critical theory to PR scholarship to resolve ethical issues with

traditional PR. They call for critical scholarship in order to bear in mind a broader base of key publics (2000). Lazarsfeld and Merton (2000) agreed, stating that framing can be deeply problematic or deeply beneficial, and that both are possible using the same tools. This is why it is essential to emphasize the normative frame found in the study and the importance of using the power of reframing with great responsibility to address previous historical wrongs.

In addition, advocacy PR efforts for ASD inclusion were shown to effectively address the concerns of ethicality in PR (Russell & Lamme, 2013). Lazarsfeld and Merton's (2000) work supports this type of advocacy PR by identifying that there can be efforts to shift public opinion on behalf of social objectives. PR aids in story framing, emotional connection, and social construction by study participants. Bourne (2019) states conscious efforts to consider the public good are required for ethical PR advocacy to be conducted. This study advocated that just because participants think ASD inclusion and UDL for individuals with ASD are occurring, perhaps it needs a way to be qualitatively evaluated. It is possible for people to self-report higher degrees of inclusion than are found without follow-up reframing efforts to consolidate and make concrete inclusive practices. The modified inclusion scale, established in the study for use specifically with ASD, provided a new measurement tool that was received productively and favorably by participants. The new tool can be a valuable resource to check reporting against other sources of information regarding ASD inclusion in facilitation of meaningful conversations and possible future reframing

efforts. Clement and Kanai (2016) stated neoliberal PR efforts are hegemonic and center power at the top. PR amplifies people already holding power unless efforts are made, informed by CRT, to the contrary (Ciszek, 2020). This process of the public relations of inclusion employing social construction and advocacy PR was shown to be effective in this study. This study centered the voices of individuals with ASD in their own social construction and individuals themselves were participants in the PR of ASD inclusion.

Overall, framing theory and CRT guided advocacy PR for ASD inclusion and UDL in this study with meaningful results produced. This was done by both a more thorough examination of baseline frames held and reframing efforts of ASD inclusion. Following a reframing effort, deficit thinking decreased and asset frames increased, with more concrete action-oriented perceptions reflective of the clinical models process. This study, through a multidisciplinary approach harnessing many disciplines including PR and educational leadership, advanced theoretical and practical opportunities for the PR of inclusion. This section concluded the study with meaningful impacts drawing connections between the study findings and the literature. The next section will continue with the implications for policy and practice regarding what these conclusions may mean for this small emerging area of research and for the scholarly communities within communication, PR, special education, and educational leadership more broadly.

Implications for Policy and Practice

The present research expands the opportunities for realistic and approachable reframing of inclusion and UDL among professors of preliminary teachers. While this is an intrinsic case study and does not imply generalizability, the literature supports that reframing could be replicated surrounding other topics, or with other groups of individuals (Bernays, 1928; Borah, 2011; Crosland et al., 2012; Forlin, 2010; Hassanein, 2015; Keogh, 2013; Murphree, 2015; Russell & Lamme, 2016; Sansosti & Sansosti, 2012; Schedin, 2017; Tye, 2002). Reframing is a replicable process in a general sense in the research (Bolman et al., 2017; Borah, 2011; Cacciatore et al., 2016; Fairhurst, 2005; Forlin, 2010; Goffman, 1974; Pan & Kosicki, 1993; Schedin, 2017; Scheufele, 1999; Valentino et al., 2001). Presently, a curriculum for expanding this reframing into the classrooms of professors of teacher candidates is being developed, and study participants are unanimously interested in this effort continuing. Given the limited amount of time spent in focus groups in order to produce a change or impact on the participants, there is an important additional implication related to delivery of information. Together, with individuals with ASD themselves, the co-creation of inclusion frames can happen swiftly and effectively, in a positive environment that is manageable around professors' busy schedules.

This study demonstrated that in a single case study, the PR of ASD inclusion produced results related to reframing, thereby increasing the potential of ASD inclusion to be transmitted in asset frames. As UDL expands into the pedagogical dialogues, the teacher preparation pipeline could produce better

prepared, more inclusive new teachers and better support professors of teacher candidates in meaningful ways.

The study's findings support that the centering of voices of individuals with ASD in their own framing efforts can produce very productive results as teacher preparation occurs. What this means for the future of ASD inclusion in general education classrooms is very positive, that there is an opportunity for greater inclusion of a marginalized population by newly prepared teachers in the future, through the use of further study, use and implementation of the reframing of ASD inclusion.

Recommendations for Further Study

As mentioned in the implications section, there continues to be a demand for more support and preparation for inclusion and UDL. Further studies can provide reframing opportunities directly to teacher candidates. While reframing with professors produced a result, it is currently unknown if reframing with teacher candidates would produce a result that would be similar, different, or no result at all. Further study can expand this present case study research to other, related groups, such as the teacher candidates. Dolmage (2007) stated that higher education plays a role in socially constructing disability, and so this process ensures that social construction taking place is *with* individuals rather than *about* individuals.

Further study can also potentially expand this research on the PR of inclusions to other audiences or in service of other populations. Given that the

study is informed by CRT, there are great opportunities for other critical scholars to expand this effort by utilizing social construction by individuals within historically marginalized groups. For instance, just as this study centered the voices of individuals with ASD, other studies could use the same approach to hear from individuals affected by violence, or who have faced discrimination, oppression, or harassment based upon their own unique identities. There is power in giving individuals the opportunity to participate in their own social construction and reframing.

Future studies can explore this process across different topics or in service of different groups entirely. This case study serves only one group, however the groundwork has been laid to study the effects of reframing and the PR of inclusion on other groups. Conceptually, building upon Annamma (2013), there is opportunity to extend the ideas of DisCrit to a discussion within the PR and educational leadership discourses, utilizing reframing techniques to address structural oppression against individuals with ASD in education.

Summary

This study has shown that in a single case study, the PR of inclusion can reframe perceptions of ASD inclusion, thereby increasing the potential of ASD inclusion to be transmitted in asset frames. The PR of ASD inclusion effectively combines elements of CRT and framing theory, establishing a framework in praxis for PR advocacy. Using reframing, the study connected ASD inclusion and UDL for teacher candidates through a case study of teaching practices among

professors of future teachers. In expanding spaces for framing and reframing of ASD inclusion, it was found there is a great opportunity to produce an increase and consolidation of asset frames. By continuing in this research and bringing these findings to practice, additional resources can be made available to support professors of future teachers in their transmission of valuable knowledge regarding ASD inclusion to the next generation. With that transmission of knowledge, there can be a potential cascading series of effects that positively impact teacher candidates, the schools where they teach, the regions they serve, and most importantly, the individuals with ASD themselves. The potential benefit to individuals with ASD brings this study full circle, from individuals with ASD participating in framing knowledge of ASD inclusion to those who teach future teachers, to individuals with ASD in the classroom benefitting from that very reframing process.

APPENDIX A:
INFORMED CONSENT

APPENDIX

Informed Consent



INFORMED CONSENT

PURPOSE: Jess Block Nerren, Doctoral Student in Educational Leadership at California State University, San Bernardino invites you to participate in a research study. The purpose of this study is to understand your experience as a professor of a preliminary credential program and how Autism Spectrum Disorder (ASD) inclusion and Universal Design for Learning (UDL) are framed within the context of your courses at the institution where you teach. This study [will be] been approved by the Institutional Review Board at California State University, San Bernardino.

Overall, this project addresses the general gap in the literature. Little is known about how professors of teacher credential programs teach UDL or ASD inclusion in a unique learning environment such as CSUSB, with its 81% first generation students. In addition to providing valuable insight into the pipeline of teacher preparation and inclusive practices for individuals with autism taught within their program. This study will help highlight implications for policy and practice as well as areas for future research.

DESCRIPTION: I would like to invite you to two focus groups which will be scheduled at your convenience to discuss your current experience as professors of preliminary credential programs. Adjunct, part-time, full-time, tenure line, and tenured instructors are all welcome and invited and eligible for the study, as are instructors in multiple and single subject preliminary credential programs. Your participation in each of the **two focus groups** will require approximately 30-45 minutes. The focus groups will be conducted in a format preferable to you, either via telephone, or remote conversation using zoom. The time and location of the interview is of your convenience and will be scheduled in a way that works in advance for all participants. With your permission, all focus will be only audio recorded (no video) and later transcribed. Between the two focus groups, you'll be asked to submit class materials for a **document review** (syllabi and/or deidentified assignments) showing inclusion, which will be externally reviewed, with collaborative feedback provided to you at the second focus group.

PARTICIPATION: Your participation is completely voluntary. You do not have to be in this study and you do not have to answer any questions you do not wish to answer. You may skip or not answer any questions and can freely withdraw from participation at any time. If you choose to participate, you will receive a \$20 Amazon gift card after the second focus group. If you choose to participate or decline participation, your decision is not tied to your employment status at all in any way. If you agree to participate in this study, we will interview you virtually via Zoom. The interview will be held in a private virtual platform (a password-protected session via Zoom). The interviews will be audio recorded only and they will be erased at the end of the study.

CONFIDENTIAL: I will do everything to protect your confidentiality. Specifically, your name will never be used in any dissemination of the work (e.g., articles and presentations) and similarly the institution will only be identified as a California university with a credential program in order to further protect your privacy. Both you and your college will be assigned a pseudonym. Transcriptions will be computer generated and corrected and updated by hand by myself. Lastly, in efforts to protect confidentiality any data collected will be kept under lock and key and in password protected computer file only on my campus google drive per CSUSB IRB requirements. Zoom settings will be for audio recording and transcription only, so while we will meet by zoom with video on, only audio will be recorded. The audio recordings will be destroyed 3 years after the project has ended. Because of the focus group setting, other participants will know that you are a participant, however there are ways to protect your anonymity either by appearing in the focus group by phone instead of in person, or by doing a focus group of one, separately, just for you.

DURATION: The extent of your participation would include two focus groups and a document review. The focus group would last approximately 30 minutes and 45 minutes for a total of 75 minutes. Following either interview, you could be contacted via e-mail with follow-up or clarifying questions. Such an exchange would require no more than ten minutes time. After the first interview you'll be requested to submit documents (syllabi, deidentified student work). This request and collection should take no more than ten minutes.

RISKS: Answering questions about your experiences may cause discomfort. However, you have the option to skip questions or opt out of the study. Also, you and your institution will not be identifiable by name. Because of the focus group setting, other participants will know that you are a participant, however there are ways to protect your anonymity either by appearing in the focus group by phone instead of in person, or by doing a focus group of one, separately, just for you. You may find opportunity to share insight about your classes or interactions with students, and anything protected by FERPA (name, ability, performance) will be immediately redacted and deidentified before any further processing of the data. Nothing tied back to any individual or program or institution, positive or negative, will be named in research, the institution will only be named as a CA credential institution in order to further protect your anonymity. In addition, if you choose not to participate, in no way will that be tied to your employment or status within the institution at all in any way.

BENEFITS: Study participants will have their documents analyzed and scored and free feedback will be provided on autism inclusion, with a discussion to follow, all in a constructive and collaborative spirit. Following the study, participants will have the option to go on to a phase two study with even more opportunity to examine the topic and develop ideas around autism inclusion, if it should be of interest. If you do choose to participate, your participation is not tied to employment or positive benefits regarding your employment at all in any way, only an improved understanding of autism and inclusion. Upon completion of the study, you will be provided with an executive analysis of an issue that is of increasing importance to general education preparation and the field of higher education at large. If you choose to participate, you will receive a \$20 Amazon gift card after the focus group at the end of the second focus group. Only those who complete the first and second focus group will get the gift card.

CONTACT: If you have any questions regarding this study, please contact Jess Block Nerren at jessica.nerren@csusb.edu or 909-706-8525. You may also contact California State University, San Bernardino's Institutional Review Board Office at 909-537-7588.

RESULTS: The results of this study will be disseminated through various outlets including conference presentations and publication. An executive summary of findings will also be provided to research participants and their respective institutions.

Initials ___ **AUDIO:** I understand that this research will be audio recorded

Initials ___ **DOCUMENT REVIEW:** I understand that this research includes a document review

Initials ___ **DOCUMENT REVIEW:** I agree to submit at least one or more of the following for document review: syllabus, deidentified student work (case study, lesson plan, reflection)

CONFIRMATION STATEMENT:

I have read the information above and agree to participate in your study. I understand that I must be 18 years of age or older to participate in the study.

SIGNATURE:

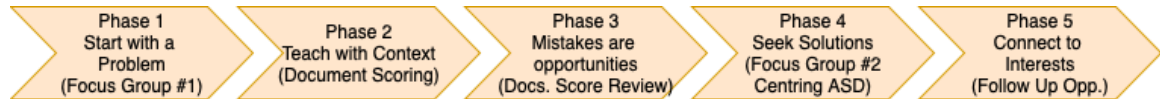
Signature: _____ Date: _____

APPENDIX B:
RESEARCH PROTOCOL

APPENDIX

Research Protocol

Process Model of Research Phases



Research Questions as Answered by Phase

Phase of Study	RQ1	RQ2
<i>Phase One - Start with a problem.</i> Conduct a first focus group to establish a baseline.	x	
<i>Phase Two/Three - Teach with Context and Mistakes are Opportunities.</i> Externally score submitted documents. Review scores with study participants	x	x
<i>Phase Four - Seek Solutions.</i> Socially construct ability with individuals with ASD. Reflection.		x
<i>Phase Five - Connect to Interests.</i> Invite interested participants to continue to future opportunities.		x

Phase One - Start with a Problem. The researcher conducted a first modified focus group protocol with professors of preliminary teacher credential programs. This focus group established baseline perceptions of UDL, ASD and inclusion discussing credentialing standards, practices of inclusion instruction,

institutional support needed/given by the program, and reflections of experiences related to the inquiry.

The first mechanism used to examine the baseline frames held by professors of teacher candidates was theming of the interviews using inductive coding. Phase One established a baseline of the frames of ASD inclusion held by professors of future teachers. The focus group was conducted over multiple sessions in order to honor the complex scheduling needs of professors during an academic year. From there, the researcher transcribed and inductively coded the focus groups for any themes that emerged using Nvivo as a qualitative data analysis tool.

The second mechanism used to understand the frames held by professors was the use of a frame scale. The frame scale provided additional insight that supported and clarified RQ1. A frame scale provided valuable information regarding frames as established in the literature and detailed in Chapter Three. The frame scale data builds on the inductive thematic coding from the previous phase to provide insight as to the frames held by professors of teacher candidates regarding ASD Inclusion. Relying on external scoring, transcripts from the first interview or focus group were scored to a frame scale tool. The frame scale used was the modified Semetko and Valkenburg (2000) frame scale, provided in Appendix E. Frame scale findings were evaluated by external scorers from the Center for Autism at California State University, Fullerton, by individuals with significant experience and knowledge in Special Education practices. Their

findings were scored individually and then debriefed together with other scorers and with the researcher. By the conclusion of the debriefing, the scores were unanimously agreed upon by the external scorers.

Phase Two - Teach with Context. The researcher obtained de-identified samples of classroom documents for context. Special Education scholars externally evaluated and scored documents for the demonstration of ASD inclusion and UDL. Scorers ask the guiding question, “is this enough” (Hassanian, 2015). This phase uses a rubric created by the researcher drawing from the TPE qualifications and the inclusion literature.

Phase Two consists of the documents provided, reviewed, and then subsequently discussed. This section will consider the observed changes in the scored documents comparing results specifically for ASD inclusion as opposed to overall inclusion. This finding provides valuable insight that assists with the triangulation of the data related to frames of inclusion held by professors of teacher candidates. In this phase, documents were collected and externally scored on the inclusion scale. The samples obtained illustrated valuable information regarding what frames were held within the instructional settings of professors of future teachers. Given that the study is not about merely the perception of frames or reporting of frames, but rather the frames themselves, this triangulation with additional data sources beyond the focus group was very important.

Phase Three - Mistakes are Opportunities. In a second modified focus group protocol, the researcher confidentially delivered individual inclusion scale document scores to study participants and responses are recorded. Phase Three continues to provide insight about the reframing efforts. Participants were invited to reflect on the scores on their provided scored documents. Scores were provided confidentially to study participants during the second focus group, individually, by participant. After receiving the scores, participants were given time to review, comment, and ask any questions they had, and reflect on their scores.

Phase Four - Seek Solutions. A regularly-occurring class of adult individuals with ASD from The Miracle Project (a nationally renowned Autism group) visited the focus group session, something that participants were informed about in advance. For those who attended the make-up interview, they listened to an audio recording of the visit during the previous focus group. Following their visit, participants reflected upon centering the voices and perspectives of individuals with ASD directly into the reframing efforts (Annamma, 2013; Forlin, 2010; Gallagher, 2004; Goodly, 2007; Taylor, 2006; Theoharis, 2007). During their visit to the group, individuals with ASD shared their hopes, dreams, and aspirations for two minutes, in a talking circle format, utilizing the question prompt and social story provided in Appendix M. Any effects from this reframing were observed and recorded in focus group and interview transcriptions. Those

transcripts were then inductively coded in Nvivo, setting the stage for this next phase of data analysis.

Using another tool, the frame scale, additional valuable information served to inform the reframing results. The frame scale used was the same modified Semetko and Valkenburg (2000) frame scale detailed in Phase One. The full tool used to delineate the results is provided in Appendix E. In this section, frame scale findings were produced by external scorers from the Center for Autism at California State University, Fullerton, by individuals with significant experience and knowledge in Special Education practices. Their findings were scored individually and then debriefed together with other scorers and with the researcher. By the conclusion of the debriefing, the scores were unanimously agreed upon by the external scorers.

Phase Five - Connect to Interests. Invited interested participants to continue to engage in future opportunities, including more contact time with individuals with ASD for themselves and for their students. The fifth and final phase is the opportunity to continue the conversation and bring the experience to key stakeholders served by study participants. Regarding RQ2, this continued conversation would provide insight to openness for future reframing activities with professors and their teacher candidates.

FOCUS GROUP #1

Examining frames of inclusion among professors of preliminary credential programs

Focus group description: Focus group will be semi-structured, allowing for prompting or follow-ups.

Process will follow the order below.

1. Introduction
2. Share purpose of study
3. Complete informed consent
4. Upon completion of consent, ask following questions for group 1 and 2.

Professor focus group 1 (pre-document analysis). Drawing upon the research on focus groups and inclusion (Nel et al., 2015), and indirect questioning (Abelson, 1966) the questions will go as follows:

1. Statement: Introduction to focus group purpose and discussion
2. Grand tour: Walk me through teaching a typical preliminary credential class that would include UDL, or inclusion, specifically ASD inclusion. [with room for prompting, repeating or rephrasing question as necessary]
3. Framing: Tell me a story of a time you helped your students to relate to unique learners, including individuals with ASD, in your lessons? [with room for prompting, repeating or rephrasing question as necessary]

4. Indirect: Imagine you are an administrator making decisions about inclusion and UDL, what would you do differently? [with room for prompting, repeating or rephrasing question as necessary]
5. Carry Forward: Anything in particular you'd like to see move forward from our meeting today?
6. Debrief: What was this experience like for you?

FOCUS GROUP #2

Professor focus group (post-document analysis). Drawing upon the research on focus groups and inclusion (Nel et al., 2015), and indirect questioning (Abelson, 1966) the questions will go as follows:

1. Statement: Purpose of meeting to review and collaborate to reflect on scoring
2. Reflection: How do you feel about your feedback? [with room for prompting, repeating or rephrasing question as necessary]
3. Nepantla and framing: Students from The Miracle Project (or adult students with ASD elsewhere) Zoom in to invite to tell a story: share what they want to do for work, something they like about their favorite teacher, and/or the best thing that happened to them

today. [with room for prompting, repeating or rephrasing question as necessary]

4. Indirect: Imagine your students heard from this group of students. What impact do you think this would have on your students' teaching styles or philosophy? [with room for prompting, repeating or rephrasing question as necessary]
5. Framing and reflection: Do you think that if the students you just talked with do better, everyone including people without ASD in your teacher candidate students' future classrooms will do better?
6. Carry Forward: What if anything do you think needs to be more hands on about ASD inclusion for preliminary teacher candidates? How could you be supported in providing this? [with room for prompting, repeating or rephrasing question as necessary]
7. Carry Forward: Opportunity for future study with students to collaborate and build clinical teaching models for UDL and inclusion for people with ASD.
8. Reflection: How was the focus group today?

APPENDIX C:
SCORING RUBRIC OF DOCUMENT ANALYSIS

APPENDIX

Scoring Rubric

Question	None	Emerging	Covered (TPE Standard)	In Depth	Notes
TEACHING					
(TPE #1) Does this ENGAGE all students in learning					
(TPE #1) Does this ENGAGE students WITH AUTISM in learning					
(TPE #1) Does this EMPLOY a VARIETY of developmentally and ability-appropriate strategies					
(TPE #1) Does this DEMONSTRATE the principles of UDL					
(TPE #1) Does this ASSURE active participation of all students					
(TPE #1) Does this ASSURE active participation of students WITH AUTISM					
(TPE #1) Does this ASSURE EQUITABLE participation of all students					
(TPE #1) Does this ASSURE EQUITABLE participation of students WITH AUTISM					
PLANNING					
(TPE #4) Does this demonstrate PLANNING learning experiences for all students					
(TPE #4) Does this demonstrate PLANNING learning experiences for students WITH AUTISM					
(TPE #4) Does this demonstrate DESIGNING learning experiences for all students					
(TPE #4) Does this demonstrate DESIGNING learning experiences for students WITH AUTISM					
(TPE #4) Does this APPLY Universal Design for Learning principles for all students					
(TPE #4) Does this APPLY Universal Design for Learning principles for students WITH AUTISM					
(TPE #4) Does this MEET individual student needs for all students					
(TPE #4) Does this MEET individual student needs for students WITH AUTISM					
SCHOOL CULTURE (Sydney, 2010, p. 17, 54, 57)					
Does teacher SET HIGH EXPECTATIONS					
Does teacher ACKNOWLEDGE any behavior plans					
Do activities ALLOW for varying degrees of progress					
Does teacher INFORM students of what to do to improve					
Is learning CHECKED with a cross section of all students					
Is learning CHECKED with a cross section of students WITH AUTISM					
Is there a MECHANISM to know who makes the least or most progress and why					
Would stated learning objectives be CLEAR to all students					
Would stated learning objectives be CLEAR to students WITH AUTISM					
Is there a SPACE PLAN for all students that allows for circulation around the room					
Is there a SPACE PLAN for students WITH AUTISM that does not separate him/her/ them from the rest of the room					
Is there mention of methods for non teaching staff to be AWARE of any unique needs of students					
Does this show enough knowledge about unique students to match a lesson to unique needs					
FACILITATION (Cheminais, 2002, p. 49)					
Does this ENSURE lessons develop understanding of difference					
Is this RESPONSIVE to pupil diversity					
Is this ACCESSIBLE to all students					
Is this ACCESSIBLE to students WITH AUTISM					
Does any homework FACILITATE learning of all students					
Does any homework FACILITATE learning of all students					

Link:

https://docs.google.com/spreadsheets/d/11ht1ALNNI34goNXgJm876LGeh4gYYp_mfIA_TGmBy7k8/edit?usp=sharing

APPENDIX D:
DOCUMENTS FOR DOCUMENT ANALYSIS

APPENDIX

Document Analysis

Codebook: Rationale and protocol for document analysis

Documents	Code	Objective	Guiding Questions
Student lesson plans	LP	evaluation for practical inclusion practices, UDL, perception	<p>What perception of UDL and ASD are evident in student work</p> <p>How specifically is ASD inclusion addressed by students</p> <p>What needs, wants or wishes for more inclusion information is indicated by students</p>
Student reflections (if available)	R	evaluation for practical inclusion practices, UDL, perception	<p>What perception of UDL and ASD are evident in student work</p> <p>How specifically is ASD inclusion addressed by students</p> <p>What needs, wants or wishes for more inclusion information is indicated by students</p>
Student case studies	CS	evaluation for practical inclusion practices, UDL, perception	<p>What perception of UDL and ASD are evident in student work</p> <p>How specifically is ASD inclusion addressed by students</p> <p>What needs, wants or wishes for more inclusion information is indicated by students</p>
Syllabi	S	evaluation for practical inclusion practices, UDL, perception	<p>Are UDL or inclusion mentioned? How are they framed?</p>

APPENDIX E:
FRAME SCALE FOR CODING OF FOCUS GROUPS

APPENDIX

Frame scale(Semetko & Valkenburg, 2000)

FRAMING ITEMS	YES	NO				
Attribution of Responsibility						
Do participants suggest that some level of leadership has the ability to alleviate the problem?						
Do participants suggest that some level of leadership os responsible for the issue/problem?						
Do participants suggest solution(s) to the problem/issue?						
Do participants suggest that an individual (or group of people in society) is responsible for the issue/problem?						
Do participants suggest that the problem requires urgent action?						
Human Interest						
Do participants provide a human example or "human face" on the issue?						
Do participants employ adjectives or personal vignettes that generate feelings of outrage, empathy-caring, sympathy or compassion?						
Do participants emphasize how individuals and groups are affected by the issue/problem?						
Do participants go into the private or personal lives of the actors?						
Do participants responses contain visual information that migh generate feelings of outrage, empathy-caring, sympathy or compassion?						
Conflict						
Do participants' responses reflect disagreement between parties-individual-groups-institutions?						
Do participants identify as a member of a group that is reproached by another group?						
Do participants reproach other groups?						
Do participants reproach each other?						
Do participants refer to two sides of an issue or more than two sides of an issue?						
Do participants refer to winners and losers?						
Morality						
Do participants' responses contain any moral message?						
Do participants make reference to morality, principles, or ethical norms?						
Do participants offer specific social prescriptions about how to behave?						
Economic						
Do participants mention financial losses or gains now or in the future?						
Do participants mention costs or expenses involved?						
Do participants reference economic consequences of pursuing or not pursuing a course of action?						

Link:

<https://docs.google.com/spreadsheets/d/1psUWFwMObWPITET0iRpWjb0tNRDp2fltNFPIfV3N9nM/edit?usp=sharing>

APPENDIX F:
PERMISSIONS

APPENDIX

On 5/24/20 11:51 AM, Hoppey, David wrote:

>

> Yes, good luck on your research Jess. Would love to read it when you're finished.

>

>

>

> David Hoppey, Ph. D

>

> Associate Professor & Director of the Ed. D Program in Educational Leadership,

>

> University of North Florida

>

> College of Education and Human Services

>

> Department of Leadership, School Counseling, & Sport Management

>

> 1 UNF Drive, Jacksonville FL 32224

>

> (904) 620-5326

>

> david.hoppey@unf.edu

>

>

>

> To learn more about the EdD Program please click on the picture below.

>

>

>

> signature_1086203858

>

>

>

>

>

>

>

>

>

> From: Jessica Nerren <Jessica.Nerren@csusb.edu>

> Date: Sunday, May 24, 2020 at 12:27 PM

> To: "Yendol-Hoppey, Diane" <diane.yendol-hoppey@unf.edu>

> Cc: "Hoppey, David" <david.hoppey@unf.edu>

> Subject: Re: Request to use model for dissertation

>

>

>

> Thanks so much!

>

> Sent from my iPhone

>

>

>

> Jess Block Nerren

>

> MA, Communications

>

> Cell: 909-706-8525

>

>

>

>

> On May 24, 2020, at 9:07 AM, Yendol-Hoppey, Diane <diane.yendol-hoppey@unf.edu> wrote:

>

> That is fine with me. David, can you confirm? Good luck with your work
Jessica.

>

> Diane

>

>

>

> From: Jess Block Nerren <jessica.nerren@csusb.edu>

> Date: Sunday, May 24, 2020 at 11:54 AM

> To: "Yendol-Hoppey, Diane" <diane.yendol-hoppey@unf.edu>,
"Hoppey, David" <david.hoppey@unf.edu>

> Subject: Request to use model for dissertation

>

>

>

> Hi Dean Yendol-Hoppey and Dr. Hoppey!

>

> I'm Jess Nerren, a full time faculty member and doctoral student at
California State University San Bernardino.

>

> I'm interested in using your inclusion supervision model graphic in my dissertation and my chair has directed me to seek your permission. My requested graphic is attached. It is from:

>

> Hoppey D. & Yendol-Hoppey D.. (2018). Outcomes of high-quality clinical practice in teacher education (*Advances in teacher education*). Charlotte NC: Information Age Publishing.

>

> My dissertation is on autism inclusion teacher preparation for general education teacher candidates.

>

> Your willingness to allow me to use this would support my research greatly. As a parent of a child with autism, your support of my research in this way would hopefully also support many individuals like my son who seek to succeed in general education and inclusive environments.

>

> I appreciate your attention to my request. Please stay safe and stay well.

>

> Sincerely,

>

> Jess Block Nerren

>

>

> --

>

>

> ****

>

> Jess Block Nerren, MA Communications

> Faculty, Department of Communication Studies

> Public Relations Concentration

> Faculty Internship Coordinator, Comm

> Q2S Advisor

> Guest Advisor for Public Relations, Promotions and Photography to the

Coyote Chronicle

> Accessibility Ally

> California State University, San Bernardino

> jessica.nerren@csusb.edu

> Pronouns: she/her/hers

>

>

> Not on campus but need to connect during office hours?

> Zoom me! <https://csusb.zoom.us/j/634557166>

>

> Posted office hours:

> <https://search.csusb.edu/profile/Jessica.Nerren>

>

> Looking for an internship, to register for an internship, or need an intern?

> <https://cal.csusb.edu/communication-studies/internships>

----- Forwarded Message -----

S Re: Request to use graphic for dissertation

subject:

D Wed, 1 Jul 2020 18:16:50 +0000

ate:

F Tea Lempiala <tlempiala@ucmerced.edu>

rom:

T Jess Block Nerren <jessica.nerren@csusb.edu>, eeava-

o: lotta.apajalahti@helsinki.fi <eeva-lotta.apajalahti@helsinki.fi>,

teresa.haukkala@tuni.fi <teresa.haukkala@tuni.fi>,
raimo.lovio@aalto.fi <raimo.lovio@aalto.fi>

Dear Jess,

Thank you for your email - I am happy to hear that you find our research useful for your own work. As long as you use the Figures with appropriate referencing, yes, we'd be happy to see you make use of them. Just out of curiosity, I would be interested in learning how you are applying our Figures/work to your research context? It sounds like an interesting application.

We are all parents ourselves, and I think I speak for all of us in saying that we appreciate the work you are doing in helping create educational environments where children with autism can thrive.

-Tea

From: Jess Block Nerren <jessica.nerren@csusb.edu>

Sent: Wednesday, July 1, 2020 10:05 AM

To: Tea Lempiala <tlemiala@ucmerced.edu>; eeva-lotta.apajalahti@helsinki.fi <eeva-lotta.apajalahti@helsinki.fi>; teresa.haukkala@tuni.fi <teresa.haukkala@tuni.fi>; raimo.lovio@aalto.fi <raimo.lovio@aalto.fi>

Subject: Request to use graphic for dissertation

Hi Dr. Lempiälä, Dr. Apajalahti, Dr. Haukkala, and Dr. Lovio!

I'm Jess Nerren, a full time faculty member and doctoral student at California State University San Bernardino.

I'm interested in using your meaning making in frames graphic in my dissertation and my chair has directed me to seek your permission. My requested graphic is attached. It is from:

Lempiälä, T., Apajalahti, E., Haukkala, T., & Lovio, R. (2019). Socio-cultural framing during the emergence of a technological field: Creating cultural resonance for solar technology. *Research Policy*, 48(9), *Research Policy*, November 2019, Vol.48(9).

My dissertation is on frames of professors teaching autism inclusion teacher preparation for general education teacher candidates.

Your willingness to allow me to use this would support my research greatly. As a parent of a child with autism, your support of my research in this way would hopefully also support many individuals like my son who seek to succeed in general education and inclusive environments.

I appreciate your attention to my request. Please stay safe and stay well.

Sincerely,

Jess Block Nerren

--

Jess Block Nerren, MA Communications

Faculty, Department of Communication Studies

Public Relations Concentration

Guest Advisor for Public Relations, Promotions and Photography to the
Coyote Chronicle

Accessibility Ally

California State University, San Bernardino

jessica.nerren@csusb.edu

Pronouns: she/her/hers

Posted office hours: <https://search.csusb.edu/profile/Jessica.Nerren>

----- Forwarded Message -----

S Re: Request to use model graphic for dissertation

subject:

D Wed, 1 Jul 2020 19:06:44 +0000

ate:

F Zhongdang Pan <zhongdangpan@wisc.edu>

rom:

T Jess Block Nerren <jessica.nerren@csusb.edu>,

o: kosicki.1@osu.edu <kosicki.1@osu.edu>

Dear Jess Block Nerren,

Yes, you have our permission to use the graphic with the understanding of and our trust in your making proper attribution.

Best of luck in your research!

Zhongdang Pan

From: Jess Block Nerren <jessica.nerren@csusb.edu>

Date: Wednesday, July 1, 2020 at 11:33 AM

To: Zhongdang Pan <zhongdangpan@wisc.edu>, "kosicki.1@osu.edu"
<kosicki.1@osu.edu>

Subject: Request to use model graphic for dissertation

Hi!

I'm Jess Nerren, a full time faculty member and doctoral student at California State University San Bernardino.

I'm interested in using your framing/news media discourse graphic in my dissertation and my chair has directed me to seek your permission. My requested graphic is attached. It is from:

Pan, Z., & Kosicki, G. (1993). Framing analysis: An approach to news discourse. *Political Communication*, 10(1), 55-75.

My dissertation is on autism inclusion teacher preparation for general education teacher candidates by faculty, and the framing theory involved in this process.

Your willingness to allow me to use this would support my research greatly. As a parent of a child with autism, your support of my research in this way would hopefully also support many individuals like my son who seek to succeed in general education and inclusive environments.

I appreciate your attention to my request. Please stay safe and stay well.

Sincerely,

Jess Block Nerren

----- Forwarded Message -----

Subject: RE: Request to use graphic for
Content: dissertation

Date: Wed, 1 Jul 2020 17:30:27 -0500

From: DAS <scheufele@gmail.com>

Reply-to: scheufele@gmail.com

To:

Organization: Private

To: 'Jess Block Nerren'
<jessica.nerren@csusb.edu>

absolutely, feel free to use with attribution. good luck with the diss! --di.

Taylor-Bascom Chair | Vilas Distinguished Achievement Professor | University of Wisconsin—Madison

Director of Academic Programs | Department of Life Sciences Communication

[LinkedIn](#) | [Twitter](#) | [SCIMEP lab](#) | [Office hours](#)

From: Jess Block Nerren <jessica.nerren@csusb.edu>

Sent: Wednesday, July 1, 2020 11:39

To: scheufele@gmail.com

Subject: Request to use graphic for dissertation

Hi Dr. Scheufele!

I'm Jess Nerren, a full time faculty member and doctoral student at California State University San Bernardino.

I'm interested in using your framing theory graphic in my dissertation and my chair has directed me to seek your permission. My requested graphic is attached.

It is from:

Scheufele, D. (1999). Framing as a theory of media effects. *Journal of Communication*, 49(1), 103-122.

My dissertation is on framing theory's role in autism inclusion teacher preparation for general education teacher candidates and it is really important to illustrate framing theory, especially given that some of my audience is not in Communication and rather in education. Your model is the perfect graphic for this illustration.

Your willingness to allow me to use this would support my research greatly. As a parent of a child with autism, your support of my research in this way would hopefully also support many individuals like my son who seek to succeed in general education and inclusive environments.

I appreciate your attention to my request. Please stay safe and stay well.

Sincerely,

Jess Block Nerren

--

Jess Block Nerren, MA Communications

Faculty, Department of Communication Studies

Public Relations Concentration

Guest Advisor for Public Relations, Promotions and Photography to the

Coyote Chronicle

Accessibility Ally

California State University, San Bernardino

jessica.nerren@csusb.edu

Pronouns: she/her/hers

Posted office hours: <https://search.csusb.edu/profile/Jessica.Nerren>

----- Forwarded Message -----

S RE: Request to use model for dissertation
subject:

D Thu, 2 Jul 2020 23:54:04 +0000
ate:

F Elliott, Michael L <michael.elliott@design.gatech.edu>
rom:

T Jess Block Nerren <jessica.nerren@csusb.edu>,
o: S.KAUFMAN@csuohio.edu <S.KAUFMAN@csuohio.edu>,
deborah@geo.haifa.ac.il <deborah@geo.haifa.ac.il>

Dear Jess:

Yes, please feel free to use the graphic in your dissertation, referenced appropriately. Good luck with your work.

Michael

Michael Elliott

Associate Professor, Schools of City and Regional Planning & Public Policy

Director, Master of City and Regional Planning Program

Georgia Institute of Technology, 204 East Architecture

245 Fourth Street, Atlanta, GA 30332-0155

Voice: 404.894.9841 | Fax: 404.894-1628

michael.elliott@design.gatech.edu | www.planning.gatech.edu

School of City and Regional Planning – Developing Global Leaders in Sustainable, Resilient and Just Places.

From: Jess Block Nerren <jessica.nerren@csusb.edu>

Sent: Wednesday, July 1, 2020 12:48 PM

To: S.KAUFMAN@csuohio.edu; Elliott, Michael L
<michael.elliott@design.gatech.edu>; deborah@geo.haifa.ac.il

Subject: Request to use model for dissertation

Hi Dr. Kaufman, Dr. Elliott and Dr. Schmueli!

I'm Jess Nerren, a full time faculty member and doctoral student at California State University San Bernardino.

I'm interested in using your reframing graphic in my dissertation and my chair has directed me to seek your permission. My requested graphic is attached. It is from:

Kaufman, S., Elliott, M., & Shmueli, D. (2017). Frames, framing and reframing. Beyond Intractability. Retrieved from
<https://www.beyondintractability.org/essay/framing>

My dissertation is on reframing autism inclusion teacher preparation for professors of general education teacher candidates.

Your willingness to allow me to use this would support my research greatly. As a parent of a child with autism, your support of my research in this way would hopefully also support many individuals like my son who seek to succeed in general education and inclusive environments.

I appreciate your attention to my request. Please stay safe and stay well.

Sincerely,

Jess Block Nerren

On 7/2/20 7:33 PM, Sanda Kaufman wrote:

Hi Mr. Nerren,

Thank you for having asked for our permission to use the graphic,
which is hereby granted.

It seems you are engaged in research with valuable practical
applications. We would like very much to see results when they
become available.

You too stay safe, and good luck with your work!

Sanda Kaufman & co-authors

Sent from my Verizon, Samsung Galaxy smartphone

Get [Outlook for Android](#)

From: Jess Block Nerren <jessica.nerren@csusb.edu>

Sent: Wednesday, July 1, 2020, 12:48

To: Sanda Kaufman; michael.elliott@design.gatech.edu;
deborah@geo.haifa.ac.il

Subject: Request to use model for dissertation

CAUTION: This email originated from outside of Cleveland State University!

**Do not click links, open attachments or reply, unless you recognize the
sender's email address and know the content is safe!**

Hi Dr. Kaufman, Dr. Elliott and Dr. Schmueli!

I'm Jess Nerren, a full time faculty member and doctoral student at
California State University San Bernardino.

I'm interested in using your reframing graphic in my dissertation and
my chair has directed me to seek your permission. My requested
graphic is attached. It is from:

Kaufman, S., Elliott, M., & Shmueli, D. (2017). Frames, framing and reframing. Beyond Intractability. Retrieved from <https://www.beyondintractability.org/essay/framing>

My dissertation is on reframing autism inclusion teacher preparation for professors of general education teacher candidates.

Your willingness to allow me to use this would support my research greatly. As a parent of a child with autism, your support of my research in this way would hopefully also support many individuals like my son who seek to succeed in general education and inclusive environments.

I appreciate your attention to my request. Please stay safe and stay well.

Sincerely,

Jess Block Nerren

On 7/2/20 11:31 PM, DEBORAH SHMUELI wrote:

I add my agreement wishes for good progress! Warm wishes,
Deborah

Prof. Deborah F. Shmueli

Department of Geography and Environmental Studies

University of Haifa, Israel

PI, Minerva Center for the Rule of Law under Extreme Conditions

<http://minervaextremelaw.haifa.ac.il/index.php/en/>

Head, National Knowledge and Research Center for Emergency Readiness

<http://muchanut.haifa.ac.il/index.php/en/home>

APPENDIX G:
INVITATION LETTER

APPENDIX

Invitation letter



Dear Invitee,

My name is Jess Block Nerren. I am a doctoral student at CSU San Bernardino's Educational Leadership Program. I am kindly requesting your participation in a doctoral research study that I am conducting titled: The Public Relations of Inclusion.

The intention is to understand your experience as a professor of a preliminary credential program and how Autism Spectrum Disorder (ASD) inclusion and Universal Design for Learning (UDL) are taught within the context of your courses and the institution where you teach.

The study involves 60-75 minutes total during two focus groups, and a document analysis.

Participation is completely voluntary and you may withdraw from the study at any time. The study is a discussion in a group setting, but will be anonymous outside of your focus group.

If you would like to participate in the study please read the Informed Consent letter below. If you choose to participate, you will receive a \$20 Amazon gift card after the second focus group.

To begin the study, please sign up at the link [google intake form link: <https://forms.gle/W798nUZEGFWY3rYWA>] or by emailing Jessica.nerren@csusb.edu.

Your participation in the research will help guide policy and perspective of autism inclusion among professors of preliminary credential candidates.

Thank you for your time and participation

Sincerely,

Jess Block Nerren, MA Comm, Ed.D. Student

APPENDIX H:
INVITATION FLYERS



**\$20
Amazon
Card!**

**WE NEED YOU! AUTISM
INCLUSION STUDY!**

INSTRUCTORS TEACHING TEACHERS

Study on UDL and autism inclusion
in teacher preparation programs



**JOIN THE
STUDY TODAY!**

This study has been approved by the California State University,
San Bernardino Institutional Review Board

More info or sign up: [Jessica.nerrene@susb.edu](https://forms.gle/YbzZcPrgT2s54TTk7)
Link: <https://forms.gle/YbzZcPrgT2s54TTk7>

DON'T MISS OUT!



**\$20
Amazon
Card!**

**THIS STUDY IS OPEN TO
ADJUNCT, PART TIME, FULL
TIME, TENURE LINE, AND
TENURED! MULTIPLE AND
SINGLE SUBJECT CREDENTIAL
PROFESSORS**

Join the study on UDL and autism
inclusion teaching practices among
professors

This study has been approved by the California State
University, San Bernardino Institutional Review Board

More info or sign up: Jessica.nerrene@csusb.edu

Link: <https://forms.gle/YbzZcPrgT2s54TTk7>

APPENDIX I:
GOOGLE INTAKE FORM

Invitation to Join Study

Dear Invitee,

My name is Jess Block Nerren. I am a doctoral student at CSU San Bernardino's Educational Doctorate Program. I am kindly requesting your participation in a doctoral research study that I am conducting titled: Th Public Relations of Inclusion.

The intention is to understand your experience as a professor of a preliminary credential program and how autism inclusion and UDL are framed within the context of your courses and the institution where you teach.

The study involves 60-75 minutes total during two focus groups, and a document analysis.

Participation is completely voluntary and you may withdraw from the study at any time. The study is a discussion in a group setting, but will be anonymous outside of your focus group.

Adjunct, part-time, full-time, tenure line, and tenured instructors are all welcome and invited and eligible for th study, as are instructors in multiple and single subject preliminary credential programs.

If you would like to participate in the study please read the Informed Consent letter below. To begin the study, please sign up below or by emailing Jessica.nerren@csusb.edu.

Your participation in the research will help guide policy and perspective of autism inclusion among professor: of preliminary credential candidates.

This study has been approved by the California State University, San Bernardino Institutional Review Board.

Thank you for your time and participation.

Sincerely,
Jess Block Nerren, MA Comm, Ed.D. Student
*** Required**

1. Email address *

2. Your full name

3. Which program(s) do you teach in? Please select all that apply

Check all that apply.

- Single Subject
- Multiple Subject

4. What is your current position(s)? Please select all that apply

Check all that apply.

- Adjunct
- Part Time
- Full Time Lecturer
- Assistant Professor
- Associate Professor
- Full Professor

This content is neither created nor endorsed by Google.

Google Forms

APPENDIX J:
EXCERPT FROM IDEA ON SPECIAL EDUCATION

“(a) General.

- (1) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—
 - (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
 - (ii) Instruction in physical education.
- (2) Special education includes each of the following, if the services otherwise meet the requirements of paragraph (a)(1) of this section—
 - (i) Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;
 - (ii) Travel training; and
 - (iii) Vocational education.
- (b) Individual special education terms defined. The terms in this definition are defined as follows:
 - (1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
 - (2) Physical education means—
 - (i) The development of—
 - (A) Physical and motor fitness;
 - (B) Fundamental motor skills and patterns; and
 - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
 - (ii) Includes special physical education, adapted physical education, movement education, and motor development.
 - (3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
 - (i) To address the unique needs of the child that result from the child’s disability; and
 - (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.
 - (4) Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to—
 - (i) Develop an awareness of the environment in which they live; and

- (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- (5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree. (IDEA, 2004, 300.39 Special education)”

APPENDIX K:
THEMATIC ANALYSIS OVERVIEW

APPENDIX

Full thematic codebook

Global Theme	Organizing Theme	Category	Codes	Representative Quotes
Asset	Clinical Models	Awareness	Awareness	"...create an awareness...with people going into the field that these are the kinds of situations and students, that they can expect...to work with"
		Feedback Cycles	Feedback	"I recommend...they actually go in and observe the person teaching, so they can see what they're doing in the classroom and be able to make the connections..."
		Hands-on Knowledge	Extra added value	"...[hands on knowledge provides] extra added value to their preparation for teaching."
			Teacher candidate success	"this was obviously a teacher and a school that really was aware and made an effort to understand..."
			Inclusive strategies	"[making] this student population more explicit in our program will help all our teacher candidates...better understand."
		TPA TPE and Standards	Framework of standards	"UDL is very explicitly, you know, stated in the TPA, so that's becoming more important now."
			Linking teaching to more familiar standards	"I focus them back to an ELA, ELD framework..."
		UDL Strategies	UDL	"...I'm using UDL...the whole course [and we discuss how] the course is UDL aligned"
	Motivators and Drivers	Connecting with Others	Connection	"...this is a good sharing opportunity for us."
			Relationship Building	"It is about building that relationship..." "...had this teacher that like really resonated with him..."

			Build off other focus group responses	"I have similar thoughts to what [redacted participant] mentioned..."
			Collaboration with colleagues	"...to go to conferences, listen to other of your colleagues and learn from them is so valuable."
			Strong sense of community	"they had a strong sense of community, really worked well with each other..."
		Curiosity	Curiosity	"...read a little more about it and I just would like to know and be more informed about that particular group."
			Engagement	"I want to be able to see how I could engage in it to a greater degree..."
			Active listening	"...paying attention to certain characteristics...then I prompt with a you know number of questions..."
		Inclusion and DEI	Support DEI	"...diverse population and understanding students' cultural backgrounds and all those go together...and there's just so many."
		Insight	Insight	[in reference to learning materials] "one of the questions [SCIS asked] is...how do we meet the needs of special needs students..."
			Professional experiences	"I had to step out and take the risk and try to learn and understand..."
			Outside resources	[in reference to a video used] "...its our response to students with disability that really impacts how students are successful"
			Practical leadership	"...you can take a very positive, you know, action-oriented approach to helping your faculty see the advantage of engaging those programs..."
		Intention	Intention	"...a lot more effort has been made to understand autism."

			Modeling	"I try to practice what I preach, right..."
			Effort	"...the content I teach in that course I really try to provide all the different cultures that a [redacted credential] teacher candidate would encounter in the classroom."
			Meeting a need	"you need to meet the child where the child is...you cannot simply teach generically to everybody"
			For unique students	"...suitable for all kids...productive for kids who have all kinds of learning disabilities."
		Challenge thinking	New thinking	"someone that is different than you has different experience than you...it definitely impacts your thoughts."
			Prior knowledge	"...my purpose there is to challenge that thinking, to listen to their way of thinking, to present alternative views..."
		Scaffolding	Scaffold	"...strategies we talking are aligned with UDL, even though we explicitly bring up UDL later in the course. So at that time they will see oh yeah you know they already have the concrete sense so its easier for them to relate. To sincerely know a framework of UDL."
			Avoid labels	"I don't like labeling things."
			Simplicity	"I try to stay stay very basic..."
			Repetition	"...learning is not a one shot thing..."
		References to theory	Theory	"...I subscribe to, you know, radical constructivism..."
			Sensemaking	"...eventually, it is a child, making sense out of it right, so in that sense it's constructors so the format of the delivery is not central..."
		Positivity	Positivity	"I feel good about my feedback...I'm excited for the outcome..."

		Reflection	Reflection	"My heart was so full of compassion for their experiences..."
		Embracing unknown	Seeking more	"For myself, I'd like to know a lot more to, especially if these when these questions come up...I'd like to be able to provide more information for my students..."
		Feeling accepted	Acceptance	"...felt more accepted...finally, had this teacher that like really resonated with him, but how can we help our teachers understand with our teacher candidates what they needed at an earlier age than have to wait that long..."
		Impact	Impact	"...I thought about that so powerfully...that really impacts how students are successful..."
		Openness	Openness	"it just adds another layer of...openness to these are some things that I can do to continue to support..."
		Success story	Success story	"he really finally felt like he was doing what, you know, he was trained to do..."
		Compassion	Compassion	"...our [teacher candidates] are typically very compassionate. One of the things that drives them to teaching is that compassion for children and to make sure that kids do excel."
	Proposed solutions	Solution	Solution	"If it were possible I would, you know, suggest that every pre service teacher pretty much goes through a special education program..."
		Institution level	Institution	"...the more opportunities the student teachers and new teachers engage in classrooms with students with special needs, the better."
			Resource center	"...I think there needs to probably be some kind of a resource center where faculty can access resources related

				to...these kinds of students and their needs."
		Program level	Align curriculum	"Maybe relook at the curriculum to see what courses [can include more ASD information]"
		Department level	Department	"In our department...I mean, it's like we're constantly attempting to revise our curriculum..."
	Social Construction	Accommodation	Accommodate	"All the programs I have been in, of course, have made serious efforts to integrate mainly special needs accommodations..."
		ASD-specific references and relating	Personal disclosure	"...I mentioned to you that my [child] is autistic. And so, when I work with teachers, whether it's in the classroom or actually working with them as an instructor...I talk to my [child]"
			Student disclosure	"...actually one of the students at that time had Autism Specturm Disorder...he felt comfortable sharing that with the class."
		Generalizability	Generalizable	"Basically, you realize that [many students have] special needs these days."
		Humor	Humor	"[referring to loved one with ASD] She has a bizarre sens of humor, like mine..."
		Reducing stigma	Holding space	"...I really wanted to focus for the year. And so I talk about disability."
		Taking perspective	Taking perspective	"Seeing some of the differences...So when you look at it from that perspective..."
		Strength	Strength	"...[people with ASD] offer a lot more to the classroom..."
Deficit	External Challenges	External factors	External factors	"...it's just really impossbile to adequately prepare them..."
		Missed opportunities	Missed Opportunity	"...a lot of the times the way that the [teacher candidate] classroom is...is not as conducive to UDL..."

			Silos	"I don't want to use the term insular because I think that's a negative term, but we get so locked into the courses and not having these conversations we don't always see other perspectives..."
		Constant change	Changing	"...I've seen a lot of change over those 20 years or so, in terms of our understanding of autism..."
			Avoid fads	"[in terms of UDL]...I don't like labeling things."
		Lack of knowledge	Lack of knowledge	"I think in terms of my students who you know are going to be working with children...they're not seeing maybe good representation of students...that they would have in their own classes..."
			Content knowledge over teaching	"...a lot of professors are hired for their content knowledge and not necessarily for their instructional settings knowledge."
			Gaps in ASD knowledge	"I wouldn't claim that I know very much about autism..."
			Behavior	[in addition to an aide] "...to group the kids accordingly, so that there is another student who can either support or work together..."
		Lack of money	Money	"...they may not, you know, have the funds..."
		Lack of professor support	Lack of professor support	"...there's just so much to deal with in preparing teachers for teaching. I mean there's just so many things..."
		Lack of student support	Lack of student support	"...students are supported by the disability office, but they don't necessarily get a lot of support..."
			Need for concrete examples	"You cannot force kids to learn abstract information just because it is in the textbook...because all you're doing is confounding them and making it something that's made distasteful."

			Inadequate preparation	"...I think we send people into the field who are not adequately prepared..."
		Lack of supervisor support (school site)	Lack of supervisor support (school site)	"...so how do we support supervisors, so that they can better support teacher candidates right in the schools, I think from what I have seen there is a need for more and better support for every teacher."
		Lack of supply	Lack of Supply	"Yeah there's just one person. And most of [their] time is [allotted]..."
			High demand/enrollment issues	"...it's a very packed course, as you know, we only have one...course."
		Lack of time	Lack of Time	"...I cannot find time to address specific things and strategies related to ASD or other special needs students..."
			Full time instructors stretched thin	"...so there's really nobody for the [other program] so everything that is taught now is taught by part time instructors who are teachers in the public schools."
			Manage expectations	"...we can't really meet the needs of future teachers..."
			Implied provided	"...but I gave them resources...so hoping that...if they have students with some specific needs and they can go there and read along."
			Items skipped	"we have limited time and there's just so many other things we need to [do]..."
	Internal Barriers	Confusion	Confusion	"...well, I'm not sure really, how to approach answering your question because it's very general..."
			Feeling of being "stuck"	"...that's a hard one."
		Misunderstanding	Misunderstanding	"...there's so much misunderstanding out there..."
		Overwhelm	Overwhelm	"I mean, there's just so many things..."

			Stress/anxiety	"...he was having stress, having anxiety, he just really blew out..."
		Skepticism	Skepticism/dismissal	"It could be, I don't know where the lunch lady will come in."
	Disability perception as "lack of ability"	"Deal with"	"Deal with"	"...dealing with the issues and special needs of the students..."
		Medical needs	Medical needs	"...certain issues we are not medically aware of."
		Minority	Inclusion less inclusive for ASD	"...some of the parallel items you know are weaker for students with autism..."

APPENDIX L:
FOCUS GROUP AGENDAS FOR PARTICIPANTS

APPENDIX

Focus Group Protocol

Examining frames of inclusion among professors of preliminary credential programs

Focus group description: Focus group will be semi-structured, allowing for prompting or follow-ups.

Process will follow the order below.

1. Introduction
2. Share purpose of study
 - “The intention is to understand your experience as a professor in a preliminary credential program and how Autism Spectrum Disorder (ASD) inclusion and Universal Design for Learning (UDL) are framed within the context of your courses and the institution where you teach.”
3. Agree to “talking circle” format
 - Each participant has the opportunity to speak in turn. Please give your brief ideas in 2 minutes or less, and then we will elaborate if time available
4. [Begin focus group questions]
5. Debrief and Review of next steps

Definitions

- **Inclusion** - To remove barriers to full participation in everyday activities including addressing policy, attitude, perspective, physical spaces, and communication (Hassanein, 2015; Sansosti, & Sansosti, F., 2012).
- **Universal Design for Learning (UDL)** - Flexible designs for learning and teaching which naturally accommodate many different kinds of learners and unique abilities (Rose, 2001).
- **Autism Spectrum Disorder (ASD) Educational Eligibility** - A developmental disability affecting communication and social interaction in a way that adversely affects educational performance and is identified by professionals in a school setting (IDEA, 2004; U.S. Department of Education, 2012).
- **Autism Spectrum Disorder (ASD) Medical Diagnosis**- ASD is a complex neurological disorder affecting communication and behavior and is diagnosed by a doctor (American Psychiatric Association DSM-5 Task Force, 2013).

Link to document for

viewing:<https://www.dropbox.com/s/v8z78p2lb8fhkez/Focus%20Group%20Protocol%20%28for%20participants%29.pdf?dl=0>

Focus Group Protocol

Examining frames of inclusion among professors of preliminary credential programs

Focus group description: Focus group will be semi-structured, allowing for prompting or follow-ups.

Process will follow the order below.

1. Introduction
2. Share purpose of study
 - “The intention is to understand your experience as a professor in a preliminary credential program and how Autism Spectrum Disorder (ASD) inclusion and Universal Design for Learning (UDL) are framed within the context of your courses and the institution where you teach.”

3. Agree to “talking circle” format
 - Each participant has the opportunity to speak in turn. Please give your brief ideas in 1-2 minutes or less, and then we will elaborate if time available
4. [Begin focus group questions - Deliver, walk through, and review scores]
5. 10 minute break
6. Visit from special guests (anonymity will be maintained and this is approved with IRB)
7. [Continue focus group questions]
8. Debrief and Next Steps/Opportunities

Definitions

- **Inclusion** - To remove barriers to full participation in everyday activities including addressing policy, attitude, perspective, physical spaces, and communication (Hassanein, 2015; Sansosti, & Sansosti, F., 2012).

- **Universal Design for Learning (UDL)** - Flexible designs for learning and teaching which naturally accommodate many different kinds of learners and unique abilities (Rose, 2001).

- **Autism Spectrum Disorder (ASD) Educational Eligibility** - A

developmental disability affecting communication and social interaction in a way that adversely affects educational performance and is identified by professionals in a school setting (IDEA, 2004; U.S. Department of Education, 2012).

- **Autism Spectrum Disorder (ASD) Medical Diagnosis**- ASD is a complex neurological disorder affecting communication and behavior and is diagnosed by a doctor (American Psychiatric Association DSM-5 Task Force, 2013).

Questions

1. Purpose of meeting to review and collaborate to reflect on scoring
2. **[Deliver and walk through scores up to overview]** How do you feel about your feedback?
3. [TEN MINUTE BREAK AND RESET]
4. [Visit from special guests...]
5. Imagine your [teacher candidate] students heard from this group of students. What impact do you think this would have on your students' teaching styles or philosophy?

6. Do you think that if the students you just talked with do better, everyone including people without ASD in your teacher candidate students' future classrooms will do better?
7. What if anything do you think needs to be more hands on about ASD inclusion for preliminary teacher candidates? How could you be supported in providing this?
8. Opportunity for future study with students to collaborate and build clinical teaching models for UDL and inclusion for people with ASD.
9. How was the focus group today?

Link to document for

viewing:<https://www.dropbox.com/s/v8z78p2lb8fhkez/Focus%20Group%20Protocol%20%28for%20participants%29.pdf?dl=0>

APPENDIX M:
SOCIAL STORY PROVIDED

APPENDIX

Questions in advance for TMP Participants

Written instructions

Thank you for agreeing to speak with us!

Please choose one of the questions below to tell us a little about you. We would like to hear a story from you about one of the below:

- Something you want to do for work (or what you do for work)?
- Something you like (or liked) about your favorite teacher?
- The best thing that happened to you today?

Please limit your response to 2 minutes or less.

Most of all! Thank you!

Visual Guide

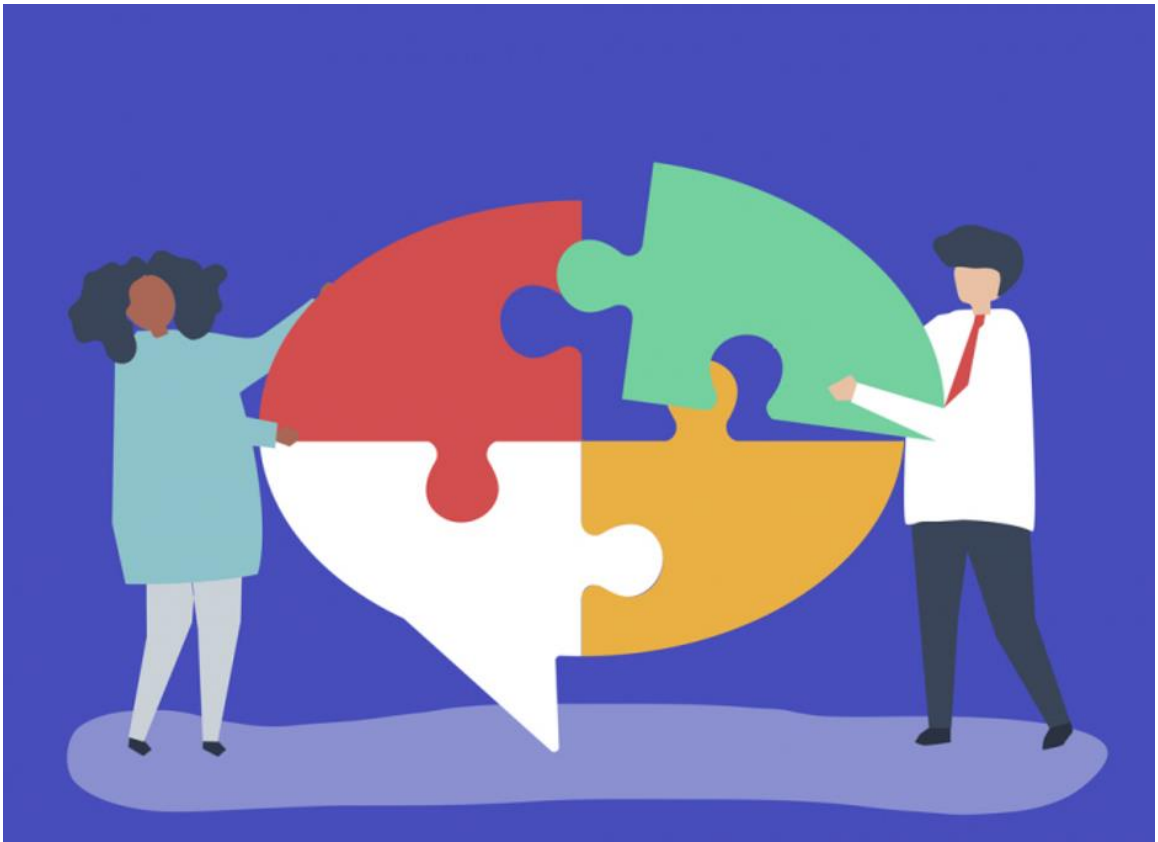
This is Jess. She is a friend of The Miracle Project and of Coach E. Her son is a person with autism.



I will zoom with Jess and a few of her friends who teach college.



I will share a little about me for 2 minutes or less. We will take turns. I might share about: what I want to do for work, a memory about a favorite teacher, the best thing that happened to me today, or something else. I can choose.



From IRB and study for reference

“Zoom in to invite to tell a story: share what they want to do for work, something they like about their favorite teacher, and/or the best thing that happened to them today. [with room for prompting, repeating or rephrasing question as necessary]”

APPENDIX N:
FOLLOW-UP INTEREST FORM

APPENDIX

Gift card delivery - End of study wrap-up

Hello to my study participants

First, thank you. Your presence in this study has made a difference. I am appreciative to you beyond words can adequately express.

Second, I am seeking some info from you just in order to close out the study and to ensure delivery of your \$20 Amazon gift card as promised. Please select delivery preferences below.

Third, I close out with opportunities for future studies if interested.

I thank you. Really. I know so much is placed on your time, especially now. Your involvement and participation is deeply valued!

Sincerely,
Jess

*** Required**

1. Please input your initials *

2. Gift card delivery: How would you like to get your gift card? *

Mark only one oval.

- Mail it to me
 Drop off to CSUSB to my mailbox/cubby
 Send electronically

3. Gift card delivery: If you have chosen "mai," please provide your address below. If not selected, please skip.

4. Gift card delivery: If you have chosen "drop off to CSUSB," please indicate the location (Room, building) If not selected, please skip.

5. Gift card delivery: If you have chosen "electronically," please indicate your preferred email address to receive a electronic gift card. If not selected, please skip.

6. Future Opportunity: In the future, if there were opportunities for your students or recent grads to participate in a similar experience, would you be interested in something like this being made available to them? (Provided that it would not require any additional time outlay on your part) *

Mark only one oval.

- Yes
 No

7. Please feel free to leave any thoughts, comments, or logistical details in this space that may be relevant to either question. (optional)

APPENDIX O:
IRB APPROVAL LETTER

IRB #: IRB-FY2021-5

Title: CSUSB EdD Doctoral Dissertation - The Public Relations of Inclusion

Creation Date: 7-4-2020

End Date:

Status: **Approved**

Principal Investigator: Becky Sumbera

Review Board: CSUSB Main IRB

Sponsor:

Study History

Submission Type	Initial	Review Type	Expedited	Decision	Approved
-----------------	---------	-------------	-----------	----------	-----------------

Key Study Contacts

Member	Jessica Nerren	Role	Co-Principal Investigator	Contact	Jessica.Nerren@csusb.edu
---------------	----------------	-------------	---------------------------	----------------	--------------------------

Member	Becky Sumbera	Role	Principal Investigator	Contact	Becky.Sumbera@csusb.edu
---------------	---------------	-------------	------------------------	----------------	-------------------------

Member	Jessica Nerren	Role	Primary Contact	Contact	Jessica.Nerren@csusb.edu
---------------	----------------	-------------	-----------------	----------------	--------------------------

IRB-FY2021-5 - Initial: IRB Expedited Review Approval Letter

Subject: IRB-FY2021-5 – Initial: IRB Expedited Review Approval Letter
From: IRB@csusb.edu
Date: 2/1/21, 11:42 AM
To: Becky.Sumbera@csusb.edu, Jessica.Nerren@csusb.edu



February 1, 2021

CSUSB INSTITUTIONAL REVIEW BOARD
Expedited Review
IRB-FY2021-5
Status: Approved

Prof. Becky Sumbera and Ms. Jessica Nerren
COE – Teacher Educ & Foundtn TEF and COE – Doctoral Studies
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Prof. Sumbera and Ms. Nerren:

Your application to use human subjects, titled "CSUSB EdD Doctoral Dissertation – The Public Relations of Inclusion" has been reviewed and reviewed and approved by the Institutional Review Board (IRB) of CSU, San Bernardino. The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk and benefits of the study except to ensure the protection of human participants. Important Note: This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses due to the COVID-19 pandemic. Visit the Office of Academic Research website for more information at <https://www.csusb.edu/academic-research>.

The study is approved as of February 1, 2021. The study will require an annual administrative check-in (annual report) on the current status of the study on February 1, 2022. Please use the renewal form to complete the annual report.

If your study is closed to enrollment, the data has been de-identified, and you're only analyzing the data – you may close the study by submitting the Closure Application Form through the Cayuse IRB system. Please note the Cayuse IRB system will notify you when your protocol is due for renewal. Ensure you file your protocol renewal and continuing review form through the Cayuse IRB system to keep your protocol current and active unless you have completed your study. Please note a lapse in your approval may result in

1 of 2

10/27/21, 2:04 PM

your not being able to use the data collected during the lapse in your approval.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission Webpage. Failure to notify the IRB of the following requirements may result in disciplinary action.

- Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.
- Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implementing in your study.
- Notify the IRB within 5 days of any unanticipated or adverse events experienced by subjects during your research.
- Submit a study closure through the Cayuse IRB submission system once your study has ended.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risks and benefits to the human participants in your IRB application. If you have any questions about the IRBs decision please contact Michael Gillespie, the IRB Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2021-5 in all correspondence. Any complaints you receive regarding your research from participants or others should be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D., IRB Chair
CSUSB Institutional Review Board

ND/MG

REFERENCES

- Abell, J., Locke, A., Condor, S., Gibson, S., & Stevenson, C. (2006). Trying similarity, doing difference: The role of interviewer self-disclosure in interview talk with young people. *Qualitative Research*, 6(2), 221-244.
- Abelson, H. I. (1966). A "Role Rehearsal" technique for exploratory interviewing. *The Public Opinion Quarterly*, 30(2), 302-305.
- American Psychiatric Association DSM-5 Task Force. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). American Psychiatric Association.
- Annamma, S. A., & Handy, T. (2021). Sharpening Justice Through DisCrit: A Contrapuntal Analysis of Education. *Educational Researcher*, 50(1), 41–50. <https://doi.org/10.3102/0013189X20953838>
- Annamma, S. A., & Morrison, D. (2018). DisCrit Classroom Ecology: Using praxis to dismantle dysfunctional education ecologies. *Teaching and Teacher Education*, 73, 70–80. <https://doi.org/10.1016/j.tate.2018.03.008>
- Annamma, S. A., Ferri, B. A., & Connor, D. J. (2018). Disability Critical Race Theory: Exploring the Intersectional Lineage, Emergence, and Potential Futures of

DisCrit in Education. *Review of Research in Education*, 42(1), 46–71.

<https://doi.org/10.3102/0091732X18759041>

Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability. *Race, Ethnicity and Education*, 16(1), 1–31. <https://doi.org/10.1080/13613324.2012.730511>

Anzaldúa, G., Cantú, N. E., & Hurtado, A. (2012). *Borderlands: La frontera: the new mestiza*. (25th anniversary, fourth edition.). Aunt Lute Books.

Babinski, L. M., Corra, A. J., & Gifford, E. J. (2016). Evaluation of a Public Awareness Campaign to Prevent High School Dropout. *The Journal of Primary Prevention*, 37(4), 361–375. <https://doi.org/10.1007/s10935-016-0438-3>

Baron-Cohen, S., Tager-Flusberg, H., & Cohen, D. J. (1994). *Understanding other minds: Perspectives from autism*. New York: Oxford University Press.

Bateson, G. (1972). *Steps to an ecology of mind: collected essays in anthropology, psychiatry, evolution, and epistemology*. Chandler Pub. Co.

Berger, B. K. (2005). Power Over, Power With, and Power to Relations: Critical Reflections on Public Relations, the Dominant Coalition, and Activism. *Journal of Public Relations Research*, (17)1, 5-28, DOI: 10.1207/s1532754xjpr1701_3

Berger, R. J. (2013). *Introducing disability studies*. Boulder: Lynne Rienner.

Bernays, E. L. (1928). *Propaganda*. New York: H. Liveright.

Bigby, C. (2005). *Arthur Miller: The accidental music collector*. BBC4. Retrieved from <http://www.bbc.co.uk/radio4/arts/arthurmiller.shtml>

Birch, S. H., & Ladd, G. W. (1998). Children's interpersonal behaviors and the teacher-child relationship. *Developmental Psychology*, 34(5), 934-946.

Blanton, L. P., Pugach, M. C., & Boveda, M. (2018). Interrogating the Intersections Between General and Special Education in the History of Teacher Education Reform. *Journal of Teacher Education*, 69(4), 354-366.
<https://doi.org/10.1177/0022487118778539>

Block, F. E. (2012). *Family Tree*. Wilmington, N.C.

Block, F. L., & Block, S. T. (2005). *Tales of a shirtmaker: A Jewish upbringing in North Carolina*. Wilmington, NC: Winoca Press.

Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). Hoboken, New Jersey: Jossey-Bass, a John Wiley and Sons, imprint.

Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. Lanham, MD. Rowman & Littlefield Publishers.

Borah, P. (2011). Conceptual issues in framing theory: A systematic examination of a decade's literature. *Journal of Communication*, 61(2), 246-263. Doi: 10.1111/j.1460-2466.2011.01539.x

Bourne, C. (2019). AI cheerleaders: Public relations, neoliberalism and artificial intelligence. *Public Relations Inquiry*, 8(2), 109–125.
<https://doi.org/10.1177/2046147x19835250>

Brown, L. A., Strega, L., & Strega, S. (2005). *Research as resistance: critical, indigenous and anti-oppressive approaches*. Canadian Scholars' Press.

Brown v. Board of Education. (1954). 347 U.S. 483.

Bryant, J. P. (2018). A phenomenological study of preschool teachers' experiences and perspectives on inclusion practices. *Cogent Education*, 5(1), 12.

Buechler, A. (2017). College students with autism have low graduation rate. *The State Press*. Retrieved from <https://www.statepress.com/article/2017/11/spcampus-low-retention-of-college-students-with-autism>

Busby, R., Ingram, R., Bowron, R., Oliver, J., & Lyons, B. (2012). Teaching elementary children with autism: Addressing teacher challenges and preparation needs. *Rural Educator*, 33(2), 27–35.

Cacciatore, M. A. (2013). *Differentiating the applicability of constructs from their accessibility: returning to a narrow conceptualization of framing effects in communication research*, ProQuest Dissertations and Theses. (3590464)

Cacciatore, M. A., Scheufele, D. A., & Iyengar, S. (2016). The end of framing as we know it ... and the future of media effects. *Mass Communication and Society*, 19(1), 7-23.

California Baptist University. (2020) *Preliminary Credential Courses*. Retrieved from
<http://calbaptist.edu/programs/credentials/courses>

California Commission on Teacher Credentialing. (2016). California Teaching
Performance Expectations

California Department of Education. (2020). *California Assessment Accessibility
Resources Matrix*.

California Department of Education. (2017) Data Sets for Exiting High School Students.
Retrieved from: <https://www2.ed.gov/rschstat/landing.jhtml?src=ft>

California State Department of Education. (1960). *A Master Plan for higher education in
California 1960-1975*. Retrieved from:
<http://www.ucop.edu/acadinit/mastplan/MasterPlan1960.pdf>

California State Legislature. (1960). *Donahoe Act*. Retrieved from:
https://oac.cdlib.org/view?docId=hb5b69n9fm&brand=oac4&doc.view=entire_text

Cecileski, D. (2018, May 27). Arthur Miller's war, part 7– looking for a better day. [web
log] Retrieved from <https://davidcecelski.com/2018/05/27/arthur-millers-war-part-7-looking-for-a-better-day/>

Centers for Disease Control and Prevention. (2020). *Data and statistics on Autism Spectrum Disorder*. Retrieved from:
<https://www.cdc.gov/ncbddd/autism/data.html>

Cheminais, R. (2013). *Inclusion and school improvement: A practical guide*.
Oxfordshire, England ; New York, New York: Routledge.

Ciszek, E. L. (2017). Activist Strategic Communication for Social Change: A
Transnational Case Study of Lesbian, Gay, Bisexual, and Transgender Activism.
Journal of Communication, 67(5), 702–718. <https://doi.org/10.1111/jcom.12319>

Ciszek, E. L. (2020, August). Conceptualizing public relations as a space for the
contributions of marginalized voices. Paper presented at the meeting of AEJMC,
Virtual.

Clement, D., & Kanai, M. (2015). The Detroit Future City: How Pervasive Neoliberal
Urbanism Exacerbates Racialized Spatial Injustice. *American Behavioral
Scientist*, 59(3), 369–385. <https://doi.org/10.1177/0002764214550306>

Claremont Graduate University (2020). Retrieved from:

<https://www.cgu.edu/academics/program/ma-in-education-preliminary-credential-general-education/>

College Futures Foundation. (2009). *Making Room for Success: Addressing capacity shortfalls at California's universities.*

Colley, J. L. (2007). *Principles of general management: the art and science of getting results across organizational boundaries.* Darden School of Business ; Yale University Press.

Commission on Teacher Credentialing. (2017, June 22). *Preliminary Single Subject and Multiple Subject Credential program standards.* Retrieved from https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2

Connor, D. J., Ferri, B. A., & Annamma, S. A. (2016). *DisCrit: disability studies and critical race theory in education.* Teachers College Press.

Creswell, J. W. (2007). *Qualitative inquiry & research design: choosing among approaches* (Second edition.). Sage Publications.

Crosland, K., Dunlap, G., & Hundert, J. (2012). Effective Strategies for the Inclusion of Children With Autism in General Education Classrooms. *Behavior Modification*, 36(3), 251-269.

CSU Fullerton. (2020). Program Coursework. Retrieved from:

<http://www.fresnostate.edu/catalog/subjects/curriculum-instruction/ms-prelim.htm>

CSU Los Angeles. (2020) *Multiple Subject Credential*. Retrieved from:

http://www.calstatela.edu/sites/default/files/groups/Multiple%20Subject%20Credential%20%28Elementary%20Teaching%29/docs/ms_roadmap_traditional.pdf

CSU Los Angeles. (2020) *Single Subject Credential*. Retrieved from:

http://www.calstatela.edu/sites/default/files/groups/Multiple%20Subject%20Credential%20%28Elementary%20Teaching%29/docs/ss_roadmap_traditional.pdf

CSU Polytechnic Pomona. (2020). *Credential Programs*. Retrieved from:

<https://www.cpp.edu/ceis/credential-program/preliminary-single-subject-credential.shtml>

CSU San Bernardino. (2019). Multiple Subject Teaching Credential Handbook.

Retrieved From:

[https://coe.csusb.edu/sites/csusb_coe/files/MULTIPLE%20SUBJECTS%20TEAC
TEAC%20CREDENTIAL%20ROADMAP.pdf](https://coe.csusb.edu/sites/csusb_coe/files/MULTIPLE%20SUBJECTS%20TEAC%20TEAC%20CREDENTIAL%20ROADMAP.pdf)

CSU San Bernardino. (2019). Multiple Subject Teaching Credential Handbook.

Retrieved From:

[https://coe.csusb.edu/sites/csusb_coe/files/MULTIPLE%20SUBJECTS%20TEAC
HING%20CREDENTIAL%20ROADMAP.pdf](https://coe.csusb.edu/sites/csusb_coe/files/MULTIPLE%20SUBJECTS%20TEAC%20TEAC%20CREDENTIAL%20ROADMAP.pdf)

Curtin, P. A. (2016). Exploring articulation in internal activism and public relations theory: A case study. *Journal of Public Relations Research*, 28(1), 19–34.

<https://doi.org/10.1080/1062726X.2015.1131696>

Darling-Hammond, L. (2014). Strengthening Clinical Preparation: The Holy Grail of Teacher Education. *Peabody Journal of Education*, 89(4), 547–561.

<https://doi.org/10.1080/0161956x.2014.939009>

Darling-Hammond, L. (2010). Teacher Education and the American Future. *Journal of Teacher Education*, 61(1-2), 35-47.

Davis, L. J. (2017). *The disability studies reader* (Fifth ed.). New York, New York ; London, [England]: Routledge.

De Bruycker, I. (2017). Framing and advocacy: a research agenda for interest group studies. *Journal of European Public Policy*, 24(5), 775–787.

<https://doi.org/10.1080/13501763.2016.1149208>

De Moya, M., & Bravo, V. (2016). The role of public relations in ethnic advocacy and activism: A proposed research agenda. *Public Relations Inquiry*, 5(3), 233–251.

<https://doi.org/10.1177/2046147X16635225>

Dillenburger, K., McKerr, L., Jordan, J. A., Devine, P., & Keenan, M. (2015). Creating an Inclusive Society... How close are we in relation to autism spectrum disorder? A General Population Survey. *Journal of Applied Research in Intellectual Disabilities*, 28(4), 330-340.

Dolmage, J. (2017). *Academic ableism: disability and higher education*. University of Michigan Press.

Donohue, M. R., Childs, A. W., Richards, M., & Robins, D. L. (2017). Race influences parent report of concerns about symptoms of autism spectrum disorder. *Autism : the International Journal of Research and Practice*, 23(1), 100–111.

<https://doi.org/10.1177/1362361317722030>

Dozier, D. M., & Lauzen, M. M. (2000). Liberating the Intellectual Domain From the Practice: Public Relations, Activism, and the Role of the Scholar. *Journal of Public Relations Research*, 12(1), 3–22.
https://doi.org/10.1207/S1532754XJPRR1201_2

Durkin, M. S., Maenner, M. J., Baio, J., Christensen, D., Daniels, J., Fitzgerald, R., Imm, P., Lee, L.-C., Schieve, L. A., Van Naarden Braun, K., Wingate, M. S., & Yeargin-Allsopp, M. (2017). Autism Spectrum Disorder Among US Children (2002–2010): Socioeconomic, Racial, and Ethnic Disparities. *American Journal of Public Health* (1971), 107(11), 1818–1826. <https://doi.org/10.2105/ajph.2017.304032>

Du Plessis, M. (2015). Clinical legal education models: recommended assessment regimes. *Potchefstroom Electronic Law Journal*, 18(7), 2777-2802.

Emerson, A. (2018). Nepantla: Making a space for discomfort in an elementary school classroom. *Radical Teacher*, (112), 75-77.

Fairhurst, G. T. (2005). Reframing The Art of Framing: Problems and Prospects for Leadership. *Leadership*, 1(2), 165-185.

Fairhurst, G. T., & Sarr, R. A. (1996). *The art of framing: managing the language of leadership* (1st ed.). Jossey-Bass Publishers.

- Finch, K., Watson, R., MacGregor, C., & Precise, N. (2013). Teacher needs for educating children with autism spectrum disorders in the general education classroom. *Journal of Special Education Apprenticeship, 2*(2).
- Forlin, C. (2010). *Teacher education for inclusion: Changing paradigms and innovative approaches*. New York, NY: Routledge.
- Fortunato, J. A., Sigafoos, J., & Morsillo-Searls, L. M. (2007). A communication plan for autism and its applied behavior analysis treatment: A Framing Strategy. *Child and Youth Care Forum, 36*(2-3), 87-97.
- Foster, A. (2017) The end of a publicity era: How Ringling Bros. and Barnum & Bailey Circus' founder affected marketing and public relations. *Big*. Retrieved from <https://bigcom.com/2017/01/pt-barnum-marketing-and-public-relations/>
- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.
- Fresno State University (2020). *Teaching credential program*. Retrieved from: <http://www.fresnostate.edu/catalog/subjects/curriculum-instruction/ms-prelim.html>

Furfaro, H. (2017). Race, class contribute to disparities in autism diagnoses. *Spectrum news*. Retrieved from: <https://www.spectrumnews.org/news/race-class-contribute-disparities-autism-diagnoses/>

Gallaudet. (n.d.). *Fast facts*. Retrieved July 14, 2020, from <https://www.gallaudet.edu/about/news-and-media/fast-facts>

Gaines, T., & Barnes, M. (2017). Perceptions and attitudes about inclusion: Findings across all grade levels and years of teaching experience. *Cogent Education*, 4(1), 11.

Gallagher, D. J. (2004). The importance of constructivism and constructivist pedagogy for disability studies in education. *Disability Studies Quarterly*. 24(2)(2004)
Retrieved from: <http://works.bepress.com/deborah-gallagher/17/>

Garcia, G. A. (2018). *Becoming Hispanic-serving institutions: Opportunities for colleges and universities*. Baltimore, MD: Johns Hopkins.

Geiger, R. (2011). The Ten Generations of Higher Education. In Altbach, P., Gumport, P. & Berdahl, R. Editor (Eds.), *American Higher Education in the Twenty-First Century*. Johns Hopkins University Press.

- Gertz, E. N. (2003). *Dysconscious audism and Critical Deaf Studies: Deaf crit's analysis of unconscious internalization of hegemony within the deaf community*, ProQuest Dissertations and Theses. (3100674)
- Glesne, C. (1999). *Becoming qualitative researchers* (2nd ed.). Boston, MA: Pearson.
- Goodley, D. (2007) Towards socially just pedagogies: Deleuzoguattarian critical disability studies. *International Journal of Inclusive Education*.
- Greeff, W. J. (2015). Organizational diversity: Making the case for contextual interpretivism. *Equality, Diversity and Inclusion: An International Journal*, 34(6), 496-509. doi:<http://dx.doi.org/10.1108/EDI-02-2014-0010>
- Grenier, M., Miller, N., & Black, K.. (2017). Applying Universal Design for Learning and the Inclusion Spectrum for Students with Severe Disabilities in General Physical Education. *Journal of Physical Education, Recreation & Dance*, 88(6), 51–56. <https://doi.org/10.1080/07303084.2017.1330167>
- Grimberg, S. (Writer). (2018). The Circus [Television series episode]. *American Experience*. PBS.

Hall, E., & Isaacs, D. (2012). *Seven keys to unlock autism: making miracles in the classroom* (1st ed.). Jossey-Bass.

Hassanein, E. E. A. (2015). *Inclusion, Disability and Culture* (Studies in Inclusive Education ; 28). Leiden; Boston: Brill | Sense.

Hoppey, D., & Yendol-Hoppey, D. (2018). *Outcomes of high-quality clinical practice in teacher education* (*Advances in teacher education*). Charlotte, NC: Information Age Publishing.

Howell, E. J. (2010). *Elementary School Children with Characteristics of Autism Spectrum Disorders: Predictors of the Student-Teacher-Relationship*, ProQuest Dissertations and Theses. (3426133)

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004).

Jarman, M., Monaghan, L. F., & Harkin, A. Q. (2017). *Barriers and belonging: Personal narratives of disability*. Philadelphia: Temple University Press.

Jones, M. D., & Song, G. (2014). Making sense of climate change: How story frames shape cognition. *Political Psychology*, 35(4), 447-476.

Kaufman, S., Elliott, M., & Shmueli, D. (2017). Frames, framing and reframing. *Beyond Intractability*. Retrieved from <https://www.beyondintractability.org/essay/framing>

Kauhanen, E., & Noppari, E. (2007). Final report of the research project innovation *Journalism in Finland*.

Keogh, K. C. (2013). *Breaking new ground: Defending and learning from the founding fathers of public relations*, ProQuest Dissertations and Theses. (1546733)

Kivalahula-Uddin, H. R. (2018). *Decolonization of the mind: A Strategy to improve Native American student achievement*. ProQuest Dissertations Publishing. (13420805)

Kwon, K.-A., Hong, S.-Y., & Jeon, H.-J. (2017). Classroom readiness for successful inclusion: Teacher factors and preschool children's experience with and attitudes toward peers with disabilities. *Journal of Research in Childhood Education*, 31(3), 360-378.

Lazarsfeld, P. & Merton, R. (2000). *Media studies: a reader* (2nd ed.). Marris, P., & Thornham, S. [editors] New York University Press.

Legislative Analyst's Office (2017, August 31). Overview of higher education in

California. Retrieved from:

http://www.lao.ca.gov/handouts/education/2017/Overview_of_Higher_Education_in_California_083117.pdf

Lempiälä, T., Apajalahti, E. L., Haukkala, T., & Lovio, R. (2019). Socio-cultural framing during the emergence of a technological field: Creating cultural resonance for solar technology. *Research Policy*, 48(9), Research Policy, November 2019, Vol.48(9).

Levenshus, A. B. & Lemon, L. L. (2017). The minimized face of internal communication: an exploration of how public relations agency websites frame internal communication and its connection to social media. *Public Relations Journal*, 11(1), Public Relations Journal, 01 June 2017, Vol.11(1).

Lizárraga, J. R., & Gutiérrez, K. D. (2018). Centering nepantla literacies from the borderlands: leveraging "in-betweenness" toward learning in the everyday. *Theory Into Practice: Twenty Years of Multiliteracies: Moving from Theory to Social Change in Literacies and Beyond*, 57(1), 38-47.

Loiacono, V., & Valenti, V. (2010). General education teachers need to be prepared to co-teach the increasing number of children with autism in inclusive settings. *International Journal of Special Education*, 25(3), 24–32.

Longnaecker, D. A. (2008, November). *Mission differentiation vs. mission creep: Higher education's battle between creationism and evolution*. Retrieved from http://www.wiche.edu/info/gwypf/dal_mission.pdf

Luker, K. (2008). *Salsa dancing into the social sciences: research in an age of info-glut*. Harvard University Press.

Martinez, E. (2014). *Growing pains: Exploring the transition from a community college into a four-year comprehensive college*. ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection. (1552714354).

Maslow, A. (1970). *Motivation and personality* (2d ed.). New York: Harper & Row.

McNair, T. B., Albertine, S. L., Cooper, M. A., McDonald, N. L., & Major, T. (2016). *Becoming a student-ready college: A new culture of leadership for student success*. Jossey-Bass.

- McCann, K. H. (2015). *Using technological, pedagogical, and content knowledge (TPACK) to support universal design for learning (UDL): a case study*. ProQuest Dissertations Publishing. (3717200)
- Mendez v. Westminster. (1947) 64 F.Supp. 544 (S.D. Cal. 1946),[1] aff'd, 161 F.2d 774 (9th Cir. 1947)
- Mertens, D. M. (2015). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods* (Fourth edition.). SAGE Publications, Inc.
- Miller, A. (Fieldworker), Liss, J. (Project Editor), & Langenegger, J. (Engineer). (1941). *Library of Congress Radio Research Project*. [audio file]. Retrieved from <http://www.bbc.co.uk/radio4/arts/arthurmiller.shtml>
- Mobley, S. D. (2017). Seeking sanctuary: (Re)claiming the power of historically Black colleges and universities as places of Black refuge. *International Journal of Qualitative Studies in Education*, 30(10), 1036-1041.
- Morgan, D. L., & Bottorff, J. L. (2010). Advancing our craft: Focus group methods and practice. *Qualitative Health Research*, 20(5), 579-581.

Morgan, P. S. (2014). *General and special education teachers' perspectives of full membership for students with disabilities*, ProQuest Dissertations and Theses. (AAT 3554017)

Morris, C., Milton, E., & Goldstone, R.. (2019). Case study: suggesting choice: inclusive assessment processes. *Higher Education Pedagogies*, 4(1), 435–447. <https://doi.org/10.1080/23752696.2019.1669479>

Muhamad, J., & Yang, F. (2017). Framing Autism: A Content Analysis of Five Major News Frames in U.S.-Based Newspapers. *Journal of Health Communication*, 22(3), 190–197. <https://doi.org/10.1080/10810730.2016.1256453>

Muhtaseb, A. (2004). *The internet as an alternative source of information and alternative forum of expression for arab americans*, ProQuest Dissertations and Theses. (3137802)

Muhtaseb, A. (n.d.). *Nakba Narratives & Critical Ethnography: Ontological and Epistemological Questions*. Address presented at Palestinian Oral History Archive Conference.

Murphree, V. (2015). Edward Bernays's 1929 "torches of freedom" march: Myths and historical significance. *American Journalism*, 32(3), 258-281.

Nel, N. M., Romm, N. R. A., & Tlale, L. D. N. (2015). Reflections on focus group sessions regarding inclusive education: Reconsidering focus group research possibilities. *The Australian Educational Researcher*, 42(1), 35-53.

Nerren, J. B. (2019, October). Build your unique community: six (easy!) tips to effective social media use. *CAPEA Conference*. Palm Desert, CA.

Newton, I., & Hooke, R. (1675). Isaac Newton letter to Robert Hooke.

O'Meara, K. A. (2007). Striving for what? Exploring the pursuit of prestige. In: Smart J.D. (Ed.), *Higher education: Handbook of theory and research*, 22 (pp. 121-179). New York, NY: Springer.

Pan, Z., & Kosicki, G. M. (1993). Framing analysis: An approach to news discourse. *Political Communication*, 10(1), 55-75.

Pesce, N. (2019, April 2). Most college grads with autism can't find jobs. This group is fixing that. *Marketwatch*. Retrieved from

<https://www.marketwatch.com/story/most-college-grads-with-autism-cant-find-jobs-this-group-is-fixing-that-2017-04-10-5881421>

Peshkin, A. (1988). In search of subjectivity—one's own. *Educational Researcher*, 17(7), 17-21.

Petterway, A. L. (2010). *Implementing postmodernism in changing the role of school administrators in America's schools*. Retrieved from <https://files.eric.ed.gov/fulltext/ED510281.pdf>

Phillips, S. A. (1999). *Wallbangin': Graffiti and gangs in L.A.* Chicago: University of Chicago Press.

Public Relations Student Society of America. (n.d.) Retrieved from <https://prssa.prssa.org/about-prssa/learn-about-pr/>

Robertson, K., Chamberlain, B., & Kasari, C. (2003). General education teachers' relationships with included students with autism. *Journal of Autism and Developmental Disorders*, 33(2), 123–130.

Rogoff, L., & Jewish Heritage Foundation of North Carolina. (2010). *Down home: Jewish life in North Carolina*. Chapel Hill, NC: University of North Carolina Press.

Rotatori, A. F., Obiakor, F. E., & Bakken, J. P. (2011). *History of special education* (1st ed.). Emerald.

Rose, D. (2001). Universal Design for Learning. *Journal of Special Education Technology*, 16(2), 66-67.

Rossa C. (2017). The history of special education. *Journal for Perspectives of Economic Political and Social Integration*, 23(1-2), 209-227.

Roux, A., Rast, J., Rava, J., Anderson, K., & Shattuck, P. (2015). *National autism indicators report: transition into young adulthood*. Philadelphia, PA: Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University. Retrieved from <https://drexel.edu/autismoutcomes/publications-and-reports/publications/National-Autism-Indicators-Report-Transition-to-Adulthood/#sthash.3tSAFFN5.vnFOgP1e.dpbs>

Russell, K. M., & Lamme, M. O. (2016). Theorizing public relations history: The roles of strategic intent and human agency. *Public Relations Review*, 42(5), 741-747.

Russell, K. M., & Lamme, M. O. (2013). Public relations and business responses to the civil rights movement. *Public Relations Review*, 39(1), 63–73.

<https://doi.org/10.1016/j.pubrev.2012.09.008>

Saldaña, J. (2016). *The coding manual for qualitative researchers* (3E [Third ed.]). Los Angeles, California ; London: SAGE.

Salkind, N. J. (2010). *Encyclopedia of research design*. Los Angeles, [Calif.] ; London: SAGE.

Sansosti, J. M., & Sansosti, F. J. (2012). Inclusion for students with high-functioning autism spectrum disorders: Definitions and decision making. *Psychology in the Schools*, 49(10), 917-931.

Santamaría, L. J., & Santamaría, A. P. (2012). *Applied critical leadership in education choosing change*. Routledge.

Santamaría, L. J. (2014). Critical Change for the Greater Good: Multicultural Perceptions in Educational Leadership Toward Social Justice and Equity. *Educational Administration Quarterly*, 50(3), 347–391.

<https://doi.org/10.1177/0013161X13505287>

- Schedin, H. (2017). Accessibility to Power: Framing of the disability rights movements in India and Nepal. *Disability, CBR & Inclusive Development*, 28(3), 115-126. doi: <https://doi.org/10.5463/dcid.v28i3.642>
- Scheufele, D. A. (1999). Framing as a theory of media effects. *Journal of Communication*, 49(1), 103-122.
- Scott, C., & Tuana, N. (2017). Nepantla: Writing (from) the In-Between. *The Journal of Speculative Philosophy*, 31(1), 1-15.
- Selden, S. (1999). *Inheriting shame: The story of eugenics and racism in America*. New York, NY. Teachers College Press.
- Select Committee on the California Master Plan for Higher Education: Overview and Status*. (2018). Retrieved from <https://a24.asmdc.org/article/first-select-committee-hearing-august-31-2017>
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed.). New York: Teachers College Press.
- Semetko, H. A., & Valkenburg, P. M. (2000). Framing European politics: A content analysis of press and television news. *Journal of Communication*, 50(2), 93-109.

Smith, R. D. (2014). *Public relations: the basics*. Routledge.

Solorzano, D. G. (2020, March). *50th Anniversary Alumni Recognition Dinner Honoring UCLA Professor: Dr. Daniel Solórzano*. My story. Claremont, CA.

Solorzano, D. G., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, 4(3), 272-294. doi: 10.1177/1538192705276550

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks: Sage Publications.

Stake, R. E. (2003). Case Study. In Denzin, N., & Lincoln, Y., *Strategies of qualitative inquiry* (2nd ed.). (pp. 134-164). Thousand Oaks, CA: Sage.

Stein, S. (2017). A colonial history of the higher education present: Rethinking land-grant institutions through processes of accumulation and relations of conquest. *Critical Studies in Education*, 61(2), 212-228.

Sumbera, B. G. (2017). *Model continuation high schools: Social-cognitive promotive factors that contribute to re-engaging at-risk students emotionally, behaviorally, and cognitively towards graduation*, ProQuest Dissertations and Theses. (10255681)

Swider, B. W., Barrick, M. R., Harris, T. B., & Stoverink, A. C. (2011). Managing and creating an image in the interview: The role of interviewee initial impressions. *Journal of Applied Psychology*, 96(6), 1275-1288.

Sydney, A. (2010). *A handbook for inclusion managers: Steering your school towards inclusion* (David Fulton / Nasen). London ; New York: Routledge : NASEN.

Tachine, A., Cabrera, N. L., & Yellow Bird, E. (2017). Home away from home: Native American students' sense of belonging during their first year in college. *Journal of Higher Education*, 88(5), 785-807.

Taylor, S. (2006). Before it had a name: Exploring the historical roots of disability studies in education. Danforth, S., & Gabel, S. (2006). *Vital questions facing disability studies in education* (Disability studies in education; v. 2). New York: Peter Lang.

The Second Morrill Act (1890). 7 U.S.C. 321 et seq.

Theaker, A., & Yaxley, H. (2013). *The public relations strategic toolkit: an essential guide to successful public relations practice* (1st ed.). Routledge.

Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43(2), 221-258. doi: 10.1177/0013161X06293717

Tipton, L., & Blacher, J. A. (2013). Brief Report: Autism Awareness: Views from a Campus Community. *Journal of Autism and Developmental Disorders*, 44(2), 477–483. <https://doi.org/10.1007/s10803-013-1893-9>

Tobin, T. J., & Behling, K. (2018). Reach everyone, teach everyone: Universal Design for Learning in higher education (First ed.), *Teaching and learning in higher education* (West Virginia University Press). Morgantown [West Virginia]: West Virginia University Press.

Toledano, M. (2016). Advocating for reconciliation: Public relations, activism, advocacy and dialogue. *Public Relations Inquiry*, 5(3), 277–294.
<https://doi.org/10.1177/2046147X16666595>

Tolliver, J. T. (2014) Framing Thoughtful Leadership Intervention in Academic Workplace Bullying: A Collective Case Study, ProQuest Dissertations and Theses. (3701513)

Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.

Tye, L. (2002). *The father of spin: Edward L. Bernays & the birth of public relations* (First Owl books ed.). New York: Henry Holt.

University of California (2020, Sept. 29). History. Retrieved from:
<https://www.berkeley.edu/about>

University of California Davis (2020, July 30). UC Davis experts detail common mistakes about COVID-19. Retrieved from: <https://health.ucdavis.edu/health-news/coronavirus/uc-davis-exp...d=lwAR0XvBODzZXbupLQeBr3CS4YY1UPZviJ7uYzTw43ns9OYSItVkRGk-ezsvw>

University of California Irvine (2020). *Course Bulletin*. Retrieved from:
<http://catalogue.uci.edu/allcourses/educ/>.

University of California Los Angeles (2020). *Course of Study*. Retrieved from:
centerx.gseis.ucla.edu/teacher-education/course-of-study/#425.

U.S. Department of Education. (n.d.) Thirty-five years of progress in educating children with disabilities through IDEA. Retrieved from
https://www2.ed.gov/about/offices/list/osers/idea35/history/index_pg10.html

U.S. Department of Education. (2010) Free appropriate public education for students with disabilities: Requirements under section 504 of the rehabilitation act of 1973. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

U.S. Department of Education. (2012). Building the legacy: IDEA 2004. Retrieved from
<https://sites.ed.gov/idea/building-the-legacy-idea-2004/>

Valencia, R. R. (1997). *The evolution of deficit thinking: educational thought and practice*. Hong Kong, China. The Falmer Press.

Valencia, R. R. (2010). *Dismantling contemporary deficit thinking: Educational thought and practice* (Critical educator). New York: Routledge.

- Valentino, N. A., Buhr, T. A., & Beckmann, M. N. (2001). When the Frame is the Game: Revisiting the Impact of “Strategic” Campaign Coverage on Citizens' Information Retention. *Journalism & Mass Communication Quarterly*, 78(1), 93-112.
- Valeras, A. B. (2010). We don't have a box: Understanding hidden disability identity utilizing narrative research methodology. *Disability Studies Quarterly*, 30(3/4).
- Vitale, J. (1998). P.T. Barnum: King of Humbugs. *Biblio*. (Eugene, Or.), 48.
- Walters, B. (2012). *Perceptions of general education teachers who work with students with autism* (dissertation). Proquest LLC, Ann Arbor, MI. (3554017)
- Walters, S. (2015). Toward a Critical ASD Pedagogy of Insight: Teaching, Researching, and Valuing the Social Literacies of Neurodiverse Students. *Research in the Teaching of English*, 49(4), 340–360.
- Wei, X., Yu, J. W., Shattuck, W., McCracken, P., & Blackorby, M. (2013). Science, technology, engineering, and mathematics (STEM) participation among college students with an Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 43(7), 1539-1546. doi: 10.1007/s10803-012-1700-z

Wilder, C. S. (2013). *Ebony & ivy: Race, slavery, and the troubled history of America's universities* (First U.S. ed.). New York: Bloomsbury Press.

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Fernwood Publishing.

Williams, J. R., Halstead, V., & Mitchell, E. M. (2016). Two Models for Public Health Nursing Clinical Education. *Public Health Nursing, 33*(3), 249-255.

Williams, L. J., & Downing, J. E. (1998). Membership and belonging in inclusive classrooms: what do middle school students have to say? *Research and Practice for Persons with Severe Disabilities, 23*(2), 98-110.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, California: SAGE.

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, California: SAGE.

Zunshine, L. (2006). *Why we read fiction: Theory of mind and the novel* (Theory and interpretation of narrative series). Columbus: Ohio State University Press.