

School Integration and the Friendships of Youth with Developmental Disabilities

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Abstract

The present study was an investigation into the effect of school integration on the friendships of youth with developmental disabilities and their peers without disabilities. The youths, their parents, and their teachers provided insights into the youths' friendships.

A qualitative paradigm was used in this research. The researcher guided the collection and analysis of the data with the phenomenological lifeworld existentials of body, space, time, and human relation (Van Manen, 1990). Individual interviews were conducted with each youth, and group interviews were conducted with each triad (a youth, their parent(s), and their teacher) to discuss the youth's friendships and the supports necessary to facilitate the friendships. Through phenomenological analysis of the data, four thematic statements emerged: friendships are far from perfect, to have a friend you have to be a friend, parents as choreographers of friendship, and teachers as reluctant partners in friendship facilitation.

Based on the results of this study, it was concluded that the development of friendships between youth with developmental disabilities and their peers without disabilities was happening in integrated school settings. However, it was also evident that the support of teachers and parents alike were required to facilitate the development and maintenance of such friendships.

Recommendations for practice are discussed, including the need for active participation by the youth's parents in the facilitation of friendships, and the use of a "circle of friends" to facilitate friendship development. Also discussed are the recommendations for further research, including the need for the youth's friends to be interviewed regarding their friendships with the youth with disabilities, and the need for researcher observation of the friendships in action. Further research could also explore the role of the mother versus the father in facilitating friendships, and the role of recreation and leisure opportunities in the development of friendships.

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CHAPTER ONE: INTRODUCTION

This is a study exploring the friendships of integrated youth with developmental disabilities. Developmental disabilities are substantial limitations in present functioning, specifically subaverage intellectual functioning (Smith, 1994). Every human being can and should be fully included in family, school, and community life. Too many people with disabilities are still segregated and isolated from their families, neighbourhoods, and communities. In particular, people with developmental disabilities are often the victims of discrimination and segregation. While many people with developmental disabilities now live in the community, they continue to be segregated at school and work. Through school integration, children with developmental disabilities may be given the opportunity to develop friendships with peers who do not have a disability. School integration refers to children with developmental disabilities participating in their neighbourhood schools (or home school in the case of many Catholic students who are bussed), in regular classrooms, for all or most of their school day, with children of the same age (Hutchison & Moskal, 1991).

Background of the Problem

The issue of school integration has been the focus of much debate in the past decade (Alyman, 1991; Galt, 1997; Lusthaus, Gazith, & Lusthaus, 1992; J. D. Smith, 1994). Many people now believe that educational integration is the right of every child, no matter what religion, race, or level of ability (Bailey, 1994; Ministry of Education, 1992; Pearpoint, Forest, & Snow, 1992; W. Smith & Lusthaus, 1994). School integration has been identified as both an international and civil rights issue. "Integration is not an education issue - it is a civil rights issue. Its time has come" (Bailey, 1994, p. 4). A high

level of attention and publicity, rare for educational issues, has focused on the integration of students with disabilities. Communities and educational institutions throughout Canada have been moving toward integration, but for many, the process has been slow yet steady (Galt, 1997; Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993; Gould, 1994; Government of Canada, 1993; Hutchison & Moskal, 1991; Lupart, 1998; Partin, 1994).

Children with a disability are integrated into regular classrooms for a number of reasons. A few of these reasons are: (a) to have access to the same quality of education as everyone else; (b) to have the opportunity to socialize with students without a disability; and (c) it is their right (Bradley, 1994; Center on Human Policy, 1994; Jacobsen & Sawatsky, 1993; Klassen, 1994). People with disabilities who have been denied an education in a regular classroom in their neighbourhood school have been robbed of the opportunity to learn along side nondisabled peers and to develop friendships and social networks with them. Through school integration, children with developmental disabilities are given the opportunity to develop friendships with peers who do not have a disability.

Friendships with peers are necessities of life for all humans (Dunn, 1993; Perske, 1988; Stainback, Stainback, & Wilkinson, 1992). Children spend the majority of their time at school; thus it is not a surprise that the classroom is a place where children make, keep, and lose friends. "Many of our life-long lessons about social relationships with others occur in the classroom and at school" (Staub, 1998, p. 4). The Center on Human Policy (1994) identified the encouragement of friendships between nondisabled and disabled students as one of the precursors of inclusion.

Problem Statement

Friendships have always been considered a priority to many people (Barber & Hupp, 1993; Dunn, 1993; Staub, 1998). However, only in the last years of the past

century did the importance of developing friendships between children with and without a disability become apparent (Gold, 1994; Hurley-Geffner, 1995; Hutchison, 1990; Lutfiyya, 1991; Salisbury & Palombaro, 1998; Staub, 1998; R. Taylor & Bogdan, 1989). Friendship may be defined as “a person with whom you desire to spend time and experiences” (Barber & Hupp, 1993, p. 16). Close friends are persons with whom we prefer, above all others, to spend time. The relationship is most often reciprocal in nature. Further, discussion of the definitions and nature of friendship will be explored throughout this paper.

School integration has been identified as one of the most effective strategies to promote friendships within the school environment between students of varying abilities (Grenot-Scheyer, Staub, Schwartz, & Peck, 1998; Guralnick, Connor, & Hammond, 1995; Hall, 1994). Research has shown that almost half of school-based friendships extend into the community (Guralnick et al., 1995; Hamre-Nietupski, Hendrickson, Nietupski, & Shokoohi-Yekta, 1994). How does school integration affect the friendships of youth with developmental disabilities and their nondisabled peers?

Purpose of the Study

The purpose of this study was to describe the friendships of youth with developmental disabilities who were integrated at school. Specifically, friendships between integrated youth with developmental disabilities and their nondisabled peers were examined. Friendships with peers who had disabilities were also noted. The barriers to friendship development and maintenance, and strategies to facilitate friendships were explored. As well, the presence or absence of facilitation by parents and/or teachers was addressed.

Research Questions

The guiding research question was: “how does school integration affect the friendships of youths with developmental disabilities and their nondisabled peers?” There were a number of research questions related to this study. These included: How do the youths with disabilities, their parents, and their teachers define friendship for the youth? Who do the youths, their parents, and their teachers perceive to be the youths’ friends? What do the youths’ parents and teachers perceive to be the parent’s role in the facilitation of the youths’ friendships? What do the youths’ teachers and parents perceive to be the teacher’s role in the facilitation of the youths’ friendships? What are the barriers to the development of friendships for these youths?

Rationale

There was a need for more research into the impact of school integration on the development and maintenance of friendships. As well, this study addressed issues related to the child's perception of his/her friendships with nondisabled peers and the perceptions of teachers and parents regarding their role in the support and facilitation of friendships. While other studies had begun this process (Gold, 1986, 1995; Heyne, Schleien, & McAvoy, 1993; Turnbull, Pereira, & Blue-Banning, 1999), this study took a much closer look at the role of the parent and teacher in the friendship networks of the youth.

There was a need for studies investigating the friendships of children who were fully integrated at school. Full integration means that the youth actively participate in a regular classroom with age-appropriate peers for the majority of their school day. The majority of studies on integration examined the friendships of children who were only partially integrated in school (Grenot-Scheyer, 1994; Kishi & Meyer, 1994).

There was also a need to ask the children for their opinions, suggestions, and perspectives on their friendships. A number of studies have focused on the perceptions of teachers (Dyson, 1994; Giangreco et al., 1993; Hamre-Nietupski et al., 1994) or parents (Gould, 1994; Guralnick et al., 1995) on their perspective and role in integration and friendships. However, "research needs to do a better job of asking the children themselves for their opinions and perspectives" (Kishi & Meyer, 1994, p. 288). The use of interviews with persons who have disabilities has become more acceptable for use in qualitative research (Biklen & Moseley, 1988; Gold, 1995; Malik, Ashton-Shaeffer, & Kleiber, 1991), especially at a time when people with disabilities are beginning to have a voice by writing their own stories (Snow, 1994; Worth, 1999). Interviewing persons with disabilities makes the research findings much more relevant to the individuals being studied. The present study ensured that all the youth with disabilities had the opportunity to share their "lived" experiences through the interviews (Van Manen, 1990).

Research needs to examine the qualitative aspects of friendships rather than the general social acceptance of children with disabilities (Siperstein, Leffert, & Wenz-Gross, 1997). Day and Harry (1999) identified the lack of literature on the perspectives of the individuals with disabilities. They stated that the "knowledge about the relationships of individuals with disabilities is largely restricted to an 'outsiders' perspective and to the views of individuals without disabilities" (p. 222). The majority of research studies on the social relationships and friendships of students with disabilities have used observational methods to determine the existence of and characteristics of friendship (Gold, 1986; Hunt & Goetz, 1997). Researchers need to do a better job of asking persons with disabilities their opinions and views on friendship.

The need for various voices in research has also been identified. It is felt that research would be enhanced if it included other voices, that is, more diverse perspectives on the issues being discussed (Gersten, 1997). By involving differing perspectives on research topics, there will be an increased richness to the existing literature.

Importance of the Study

This research study addressed a number of the identified gaps in the existing literature on friendships of individuals with developmental disabilities. This study focused on youth who were fully integrated at school. The youth were asked to share their opinions and life experiences regarding their friendships. The varying perspectives of those who had an interest in the friendships of the youth, that is the youth's parents and teachers, were also encouraged in the study.

This study is of interest to a variety of individuals: parents of children who have disabilities; parents of children without disabilities; regular teachers/administrators in the educational system; educators in special education; individuals who have disabilities; and policy makers. It is hoped that the results of this study will encourage future research on the friendships of youth with disabilities, as well as the practices in inclusive schools regarding the facilitation and support of friendships.

Delimitations of the Study

The scope of the study included six key participants who were youth who had a developmental disability and were fully integrated in a neighbourhood school. The other participants in the study were the parent(s) and teacher of each of the youth. It was decided that all three participants, known as a triad, would be interviewed in order to gain a fairly complete picture of the youth's friendships. The missing element in this study was the perspective of each youth's peers about their friendships. The issues resulting from

lack of participation of the youth's friends will be discussed in the methodology and addressed in recommendations for further research.

Limitations of the Study

There were a number of limitations to the study. These limitations affected the selection of participants, the integration experience of the youth, and the disclosure of the youth's experiences and friendships. The researcher had little control over the individuals who volunteered to participate in the study. The participants were restricted to the areas where the researcher advertised for volunteers, which was in southern Ontario. However, the researcher did have the opportunity to select participants from those who volunteered based on the selection criteria.

The researcher had no control over the quality of the integration experience at the schools of the participants. The researcher had to trust the word of the youth's parents on the degree of integration. The individual interpretation of full integration affected the selection of youth who had been fully integrated at school. The researcher also had no control over the number or quality of the participants' friendships or the information the participants were willing to share. However, every effort was made to ensure the comfort level of the participants.

As this study was qualitative in nature, reliability may be considered a limitation. Reliability to quantitative research relates to the expectation that there will be consistency in results by different researchers or the same researcher over time (Bogdan & Biklen, 1998). However in qualitative research, reliability is the "extent to which independent researchers could discover the same phenomena and to which there is agreement on the description of the phenomena between the researcher and participants" (Schumacher & McMillan, 1993, p. 385). This research study was concerned with the friendships of the

youth who participated in the study. Due to the dynamic nature of relationships and the uniqueness of one's friendships, reliability in this study could be considered a limitation.

Another limitation of this study was that qualitative procedures are not standardized (Bogdan & Biklen, 1998). Many researchers have attempted to provide some general guidelines or structure to guide qualitative data analysis (Cote, Salmela, Baria, & Russell, 1993; Hycner, 1985; Tesch, 1990). However, we are also reminded that qualitative data analysis should remain a flexible process (Cote et al. 1993); that is, qualitative research is the creative involvement of the individual researcher (Tesch, 1990) and "each qualitative analyst must find his or her own process" (Patton, 1980, p. 299). This researcher utilized guidelines for the phenomenological analysis of interview data (Cote et al., 1993; Hycner, 1985; Tesch, 1990).

A final limitation to this study was the lack of participant observation as a method to obtain data. Participant observation has been recognized as a valuable way to study relationships and friendships of persons with disabilities (Gold, 1986, 1995; Hunt & Goetz, 1997). This study utilized in depth interviews with the youth with developmental disabilities and their parents and teachers to learn of the youth's friendships. Due to the lack of time available to the researcher, and the health of the researcher, it was decided not to include participant observation as part of this study.

Outline of Thesis Document

The remaining components documenting this research study are divided into four chapters. Chapter Two outlines the current literature on the topics of school integration and friendship. The first section on school integration addresses the history of school integration, the benefits for students with and without disabilities, and strategies for successful integration. The second section on friendships of individuals with disabilities

examines how friendship is defined; the benefits for children with and without disabilities; barriers to friendships; and strategies for facilitating friendships.

Chapter Three outlines the research design and the methods utilized for data collection and data analysis. A qualitative paradigm was used in this research study. In-depth interviews were conducted to collect the data. Phenomenological reflection within the lifeworld existential theoretical framework (Van Manen, 1990) was used to identify the “lived” experiences of the participants for the data analysis.

Chapter Four provides the findings of the research study based on the two phases of the study. The findings are presented in three sections, demographic information, intracase descriptions of the triads, and a cross case analysis.

Chapter Five, the final chapter, contains the discussion, conclusions, and recommendations. The discussion focuses on the interpretation of the findings, which led to the conclusions. The recommendations address the implications for practice and for further research.

CHAPTER TWO: REVIEW OF LITERATURE

This review of related literature is divided into two main sections. The first section focuses on school integration, which includes subsections addressing the history of school integration; the benefits for students with disabilities; the benefits for others in the classroom; and strategies for successful integration.

The second section of the literature review addresses friendship, which is also divided into a number of subsections. These sections are: defining friendship; the benefit of friendship for children with a disability; benefits of friendship for the friends without a disability; barriers to friendships; and strategies for facilitating friendships.

School Integration

All children are entitled to the opportunity to attend their neighbourhood school with their sisters, brothers, peers, and friends. However, the segregation of children with disabilities had been common practice for the majority of communities in the past century (Government of Canada, 1993; The Roeher Institute, 1994; W. Smith & Lusthaus, 1994; Winzer, 1989; Winzer, 1993). It is hoped that in this century, with the increased awareness of the importance of integration, communities and schools will continue to close the gap between segregation and integration.

A number of studies have been done on communities throughout North America on school integration, including numerous studies both in Canada (Bunch & Valeo, 1997; Jacobsen & Sawatsky, 1993; Janzen, Wilgosh, & McDonald, 1995; W. Smith & Lusthaus, 1994; Sobsey, Dreimanis, & MacEwan, 1993) and in the United States (Biklen, 1985; Giangreco et al., 1993; Hunt, Farron-Davis, Beckstead, Curtis, & Goetz, 1994; Salisbury, Palombaro, & Hollowood, 1993; Sharpe, York, & Knight, 1994; R. Taylor,

Richards, Goldstein, & Schilit, 1997). Recent analysis by the Roeher Institute using a national populations survey showed that children with disabilities educated outside the regular classroom tend, in later life, to have lower incomes, less participation in the paid labor force, less postsecondary education, and less participation in community activities (Bach, 2001).

Throughout the literature, the terms school integration and inclusion in schools are used interchangeably. For the purpose of this study, the term school integration will be used. School integration has been defined as: attending the same “home” school as siblings and neighbours (Goetz, 1995; Hunt, Farron-Davis, Hirose-Hatal, & Goetz, 1997; Jackson, 1993), which may involve bussing in the case of Catholic students; being in general education classrooms with chronological age-appropriate classmates; having individualized and relevant learning objectives; and being provided with the necessary support to learn (Davern & Schnorr, 1993; Epstein & Elias, 1996; Hunt, et al., 1997; Jacobsen & Sawatsky, 1993; Salend, 1994; Sharpe, et al., 1994).

History of School Integration

The move from segregation to integration of students with a disability has been evolving over the last 30 years. When discussing school integration in Canada, it is important also to examine the movement in the United States. The movement toward the integration of individuals with disabilities started in the 1960s when the idea of segregating students, which was started in the 1950s, began to be rejected (Weiner, 1985). Some parents of children with a disability who felt that their children should be integrated started to gain the support of advocates, educational systems, and eventually legislators (Winzer, 1993). One advocate in the fight for equal rights for people with a

disability to learn in "more normalized" school environments with their peers was Wolf Wolfensberger, who introduced the normalization principle from Scandinavia to North America. The normalization principle was based on the philosophy that all persons with a disability should be provided with an education and a living environment as close to normal as possible (Wolfensberger, 1972, 1993).

A Canadian milestone in education was for "free and appropriate education," which occurred in Nova Scotia in 1969. Legislation was passed that required the schools in Nova Scotia to provide education for students with and without disabilities (Lupart, 1998, Stainback, Stainback, & Bunch, 1989). However, this did not mean that students with disabilities would automatically be integrated. An American landmark in education was the movement from complete segregation to special education, which came in 1975 when Public Law 94-142, the Education for All Handicapped Children Act, was introduced (Weiner, 1985).

When Public Law 94-142 was passed, it was implemented throughout the country, as it was a federal law. In Canada, many provinces modeled PL 94-142; however, it could not be implemented federally, as each province was ultimately responsible for its own education policies (Stainback, Stainback, & Bunch, 1989; Winzer, 1993). As Winzer explained, "Canadians closely observed the experiences of their American neighbours and rapidly followed suit, adopting the ideology and practice of mainstreaming but without enabling federal legislation" (p. 365). A number of provinces followed the example of Nova Scotia and the United States by instituting provincial legislation which encouraged the placement of students into regular schools. The placement of students with a disability into special education classes within a regular

school was called mainstreaming in the USA and school integration in Canada.

Relocating students with a disability into a regular school but in special education classes was still segregation. The following provinces instituted similar legislation:

Saskatchewan in 1971, Manitoba in 1976, Newfoundland in 1979, and Ontario in 1980 (Stainback, Stainback, & Bunch, 1989).

In 1980, Bill 82 - The Educational Amendment Act, was passed in the province of Ontario. The Educational Amendment Act is an act "that requires school boards to provide or purchase from another school board special education programs and services for their exceptional students" (Ministry of Education, 1992). In the United States, federal legislation PL 99-457 (1986) and PL 101-476 (1990) required that "to the full extent appropriate, students with disabilities be educated in general education classes and other integrated environments" (Bradley, 1994, p. 82). As is shown in this overview of the legislation introduced and enacted in the last 30 years, the move from segregation to special education in regular schools has been happening. But what about integration?

In 1982, The Canadian Charter of Rights and Freedoms provided the legal and constitutional grounds for individuals to challenge perceived discrimination against exceptional students (Lupart, 1998). A Canadian study conducted by W. Smith and Lusthaus (1994) examined the degree to which certain rights were provided by the provinces and territories to students with disabilities. The authors identified 15 key rights. Of these rights, the four that were provided most within Canada were: "1) Right for free public schooling; 2) Prohibition re discrimination due to disability; 3) Duty to attend school; 4) Barrier free access to new schools" (W. Smith & Lusthaus, 1994, p. 46). The rights that were identified as being provided the least were: the right to "Appeal service

delivery" and "Participation of parents of disabled" (W. Smith & Lusthaus, p. 46). The provinces and territories that were found to provide for a significant level of rights were: the Yukon, Ontario, Saskatchewan, and Quebec, in that order. The jurisdictions that provided the fewest rights were: Newfoundland, Prince Edward Island, the Northwest Territories, and Nova Scotia (W. Smith & Lusthaus). The results of this study demonstrated that certain rights were being provided for students with a disability; full inclusion in regular classes, however, was not one of them.

All of this progress has certainly been necessary because it has given people the right to regular education. The move from segregated schools to segregated classes in a regular school might be seen as a stepping stone to eventual integration. But none of this has guaranteed students with developmental or severe disabilities the right to full inclusion in the regular classroom. Convincing the school boards that an "appropriate" education is school integration is a very difficult and frustrating task.

It is interesting to note that the Ministry of Education (1992) addressed the need for the integration of students into a regular classroom; however, it does not recognize the importance of the home or neighbourhood school. When discussing placement into a regular classroom, the Ministry of Education identified a "local school" (p. 4), not a neighbourhood school, as being important. The integration of students into their home school has been identified as important for the following reasons: "1) Home schools almost always contain only a natural proportion (1%) of students who are severely intellectually disabled; 2) Many relationships that begin in school are practiced, enjoyed, and enhanced after school hours; 3) A home school offers opportunities to develop,

maintain, and enhance relationships while in transit to or from school; 4) There is a great chance for participation in extracurricular activities” (Brown et al., 1989, p. 7).

Many students who are placed in schools outside of their neighbourhood, and even some who are in their home or neighbourhood school, are not being given the opportunity to participate fully in extracurricular school activities (Center on Human Policy, 1994; Gould, 1994; Lusthaus et al., 1992). All children with a disability need to be integrated into the educational and social life of their home or neighbourhood schools and classrooms (Jackson, 1993). If the student were integrated in his or her home or neighbourhood school, the opportunities and benefits would be numerous.

In 1998, the new Ontario Ministry of Education and Training regulations (O.Reg.181/98), which govern the identification and placement of students with disabilities, came into effect. The major change of interest applies to the decision to place a student in a special education class or a regular class. The regulations state that the Identification and Placement Review Committees (IPRC), prior to recommending a special education placement, must consider whether a placement in a regular classroom with the necessary support would be appropriate. The IPRC must consider if a placement in a regular class would meet the student’s needs and if it is consistent with parental preferences (ARCH-TYPE, 1999). This regulation is in support of integration, but allows for the choice of a segregated placement.

Benefits of School Integration for Students with a Disability

Numerous benefits of school integration for children who have a disability have been identified throughout the literature. One of the most important reasons for students with a disability to be integrated is the preparation for their future. As Bradley (1994)

stated, "if education closely reflects the norms and cultural patterns of society, students will be better prepared to function in a complex and heterogeneous world when they are adults" (p. 84).

An inclusive community fosters the realization of the value found in the uniqueness of each individual. In an article on school integration, the authors stressed the importance of having an inclusive community. In an inclusive community,

Everyone's gifts and talents are recognized, encouraged, and utilized to the fullest extent possible. This occurs because each person is an important and worthwhile member with responsibilities and a role to play in supporting others. This helps to foster self-esteem, pride in accomplishments, mutual respect, and a sense of belonging and self-worth among community members. (Stainback, Stainback, & Jackson, 1991, p. 5)

When children with a disability are integrated into a regular classroom, there are definite academic benefits (Biklen, 1992; Giangreco et al., 1993; Hunt & Goetz, 1997; Lusthaus et al., 1992; Putnam, 1993). Students with developmental disabilities have the opportunity to develop academically to the maximum when integrated into regular classes. Research has demonstrated that students with a disability developed skills both academically and socially that were not present before they were integrated into a regular classroom. Weiner (1985) reviewed 50 studies comparing the academic performance of students with mild disabilities who were in either integrated classrooms or segregated settings. It was found that the integrated group's mean academic performance was in the 80th percentile, while students who were segregated scored closer to the 50th percentile.

By far, the literature on the social benefits of school integration outweighs the other benefits. One of the most important aspects of a person's life is the opportunity for social interaction and the sense of acceptance and belonging (Hunt & Goetz, 1997; Salisbury, Gallucci, Palombaro, & Peck, 1995). Through school integration, children with disabilities are given the opportunity to interact with children their own age who live in their neighbourhood and who do not have a disability (Kennedy & Itkonen, 1994). It is through social interaction that children learn appropriate social skills and behaviours. In an integrated setting, students are more familiar with each other, and thus they tend to initiate more interactions with peers and have more social interactions (Hurley-Geffner, 1995). Furthermore, school integration leads to integration in other areas of life such as leisure settings, work, and/or postsecondary education (Bach, 2001; Beayni & Gold, 1996; Block & Horton, 1996; Porter, 1996).

It has been documented that school integration helps develop self-esteem in students with a disability. In research examining teachers' experiences involving integration, it was found that the student gains in self-esteem was one of the most satisfying results of being involved (Stanley, 1993). When the Ministry of Education (1992) outlined the reasons for proposing school integration, self-esteem was included as one of the benefits to be gained. The Ministry of Education stated:

Pupils derive benefits from being educated in local community schools where they can participate with their peers in community activities. An integrated placement provides increased opportunities for socialization. Such a placement also enables many exceptional pupils to develop a greater self-esteem. (p. 4)

Improved communication skills are another benefit of school integration. Communication skills are gained and/or improved through social interaction with students who do not have a disability (Davern & Schnorr, 1993; Stainback, Stainback, & Stefanich, 1996). When children are educated in an integrated setting, circumstances encourage them to communicate with others in a variety of ways. When discussing school integration, a paraprofessional stated, "verbal and non-verbal students alike were learning to communicate with each other" (Hutchison & Moskal, 1991, p. 5). In a study focusing on teachers' experiences with school integration, it was found that the students with disabilities learned communication skills that allowed them to participate more effectively at home, school, and in the community (Giangreco et al., 1993). Once children can communicate with one another, many other benefits can be gained by school integration.

Students with disabilities experience improvement in their awareness and responsiveness to routines in the classroom, their teachers, and their classmates. Through this awareness, students with a disability learn that everyone has differences and that these differences are acceptable. "They need to learn that their differences are ordinary, not threatening; that within their differences is a fundamental human sameness; and that they are all gifted in their own unique ways" (Lusthaus et al., 1992, p. 21).

Sense of belonging is another benefit gained by students who are integrated into the regular classroom (Ministry of Education, 1992; Stainback et al., 1991). When a child with disabilities is first integrated into a regular classroom, he/she may not feel part of the class. However, as time passes, the students with and without a disability will begin to feel more comfortable with one another, and everyone will feel like he/she belongs.

Benefits of School Integration for Others

The integration of students who have a disability is very important and beneficial not only to students with a disability, but also for teachers, administration, and regular peers. Stainback and Stainback (1985) address the benefits to students without disabilities by seeing them as future service providers and future parents. They explain that "the best way for non-disabled persons to develop the skills and attitudes necessary to function effectively for and with persons with severe handicaps is to grow up with and attend school with them" (p. 9). As future service providers and parents, students need exposure to persons with a disability, as well as people of different nationalities and religions. Students in integrated settings need to develop qualities of tolerance, understanding, caring, appreciation, and patience (Eigner, 1995; Janzen et al., 1995; Lusthaus et al., 1992; Stanley, 1993). Through school integration, students learn to appreciate each other's needs and to support one another both in and out of the classroom (Biklen, 1992; Klassen, 1994).

School integration provides the opportunity for the students without disabilities to learn acceptance and respect the students with disabilities (Gould, 1994; Salend & Garrick, 1999). One way these students can accept and respect students with a disability is by integrating children at a young age. Research shows that if children begin their educational career in an integrated setting, the differences among them are not as apparent (Gould, 1994). When a person is brought up with children of different races, religions, or abilities, the differences are considered the norm (Ministry of Education, 1992). In a study on teachers' perceptions of school integration, the teachers explained that the students' awareness of the needs and their acceptance of students with disabilities

increased in the integrated setting (Giangreco et al., 1993). Some of the teachers attributed the experiences of students to an increased level of social/emotional development, flexibility, and empathy.

Teachers also experience a number of benefits from having students with a disability in their classroom. One of the most in depth research papers on teacher's experiences on integration outlines that teachers benefit from school integration both personally and professionally. The benefits experienced by teachers were: a sense of pride, a willingness to learn from the students, increased level of confidence, and changing the teaching methods to benefit all (Biklen, 1985; Brown et al., 1989; Giangreco et al., 1993; Salisbury et al., 1993; Stanley, 1993). A sense of pride is a benefit teachers experienced when integrating students into their classrooms. Teachers' pride stemmed from their openness to change their ways in the classroom. Through integration, teachers also realized that it is sometimes necessary to learn from the students. Comments from two teachers, when discussing the willingness to learn from their students, stated:

They were the ones who taught me what to do. And taught their friends who weren't in class with them last year. Watching the kids lead the way. Seeing what they did with them (students with disabilities) and stuff. We all learned a lot from each other. (Salisbury et al., 1993, p. 82)

Teachers also experienced an increased level of confidence. The confidence was based on their ability to be flexible in their approach to teaching in an integrated classroom. Teachers reported that successfully integrating a child with a disability into their classroom made them feel very confident in all areas of their life. Finally, teachers experienced the opportunity to become better teachers. Teachers reported that they often

changed their teaching methods to include the child with a disability. These changes turned out to be beneficial for the whole class, thus making them better teachers. Teachers often changed from paper-pencil activities to activity-based instruction. Cooperative activities were often utilized which included all of the students in the activity (Giangreco et al., 1993; Salisbury et al., 1993).

Strategies for School Integration

The number of strategies for successful integration have been growing as the occurrence of school integration increases. One of the biggest influences on integration is the teacher attitude. A supportive teacher is essential in integration (Dyson, 1994). For instance, if the teacher doesn't want the child with a disability in his/her class, then integration will not be successful. Characteristics a teacher must possess to help make integration possible are: treating all children the same; having an open mind toward new ideas; and providing an accepting, integrated environment. Teachers should also be flexible, patient, supportive, tolerant, and accepting (Biklen, 1985; Dyson, 1994; Forest, 1989; Forest & Lusthaus, 1989; Gold, 1995; Stanley, 1993). Some parents find teacher attitude so important that they move their child up or down one or two grades; into other schools; they may also move to new neighbourhoods, towns, provinces, religions or countries to find supportive policies and practices (Brown, 1992).

Parental involvement has been identified as an essential component to the success of inclusive schooling (Bennett, Lee, & Lueke, 1998; Hunt & Goetz, 1997). It is also important that the teacher has a good, strong relationship with the parents of the child with a disability. If the teachers have a good relationship with the parents, then the

integration of the student with a disability will be a smoother process (Brown, 1992; Dyson, 1994). As stated in Stanley (1993), one teacher commented:

Parents want the best for kids and they are very appreciative of what we do.

Parents' views are crucial. Parents know a child far better than we do. They need all the support we can give them. (p. 42)

Once the teacher has the right attitude and has a good relationship with the parents, the next step is to enlist the support of the students in the class. Peers are a necessary support for the students who have disabilities (Allen, 1997; Brown, 1992; Coots, Bishop, & Grenot-Scheyer, 1998; Galt, 1997; Stainback et al., 1996). One way to enlist the support of peers is through peer tutoring. Begg (1993) identifies what the benefits of peer tutoring are:

Students with disabilities become more confident in relating to other students and staff. Students are more settled in the classroom, previous behavioral problems have ceased. Other students observe tutors behaviours and feel confident to do the same. Tutors often spend time helping students outside of class on their own time. Tutors gain valuable experience for future careers. (p. 17)

How do teachers learn strategies like peer tutoring? Brown (1992) explains that a number of preservice and inservice programs now address how to teach students with disabilities. There are studies that support the need for specialized teacher training (Werts, Wolery, Snyder, & Caldwell, 1996). However, the majority of literature on teacher training does not necessarily support the need for specialized training (Forest & Pearpoint, 1992; Giangreco et al., 1993; Stanley, 1993). When asked about the need for special teacher training, a principal stated:

You can take as many courses and workshops as you want but somewhere along the line it all comes down to a gut reaction about what to do that is respectful to the youngster in question and safe for everyone else. (Forest & Pearpoint, 1992, p. 38)

Another teacher stated: "Time and people resources are the most important. Training is less important than a willingness of the teacher to give it a go" (Stanley, 1993, p. 43). In a research study on teachers' experiences with integration, it was found that direct experience working with children with disabilities on an ongoing basis was a critical factor in changing teachers and that episodic training was unlikely to simulate this experience (Giangreco et al., 1993). As teachers gain more experience working with students with a disability, they will adapt and create strategies to teach them effectively.

Another important strategy relates to the importance of the curriculum when teaching students with a disability (Stainback & Stainback, 1991; Stanley, 1993; York, Doyle, & Kronberg, 1992). The main strategy for adapting curriculum is the use of Individual Education Plans (IEPs); (Stanley, 1993). IEPs must include: the education expectations for the student; an outline of the special education program and services to be provided to the student; and a outline of the methods to be used to monitor the student's progress (ARCH-TYPE, 1999). IEPs have been described as being an essential tool for meeting the needs of students with a disability. They provide teachers with a written outline of the goals and learning outcomes for each student. The student's progress and completion of goals will be based on the IEP (Begg, 1993). IEPs can be used for any number of learning goals. Nevin (1993) outlined a number of curricular adaptations that can be included in an individual IEP. Some curricular adaptations

include: chronological age-appropriate curriculum; objectives and materials; functional equivalents; task analyses; overlapping objectives; and adjustments of evaluation systems (Nevin).

Other strategies used to integrate students with a disability involve cooperative learning activities and projects. Cooperative learning activities have been found to result in improved student academic achievement, higher student self-esteem, and better peer relations (Putnam, 1993). The literature supports cooperative learning activities as a vital part of an inclusive classroom (Biklen, 1992; Graden & Bauer, 1991; Nevin, 1993; Putnam, 1993).

Cooperative learning has five characteristics: (a) positive interdependence; (b) individual accountability; (c) cooperative skills; (d) face-to face interaction; and (e) student reflection and goal setting (Putnam, 1993). Positive interdependence is the idea that the successful accomplishment of the group goal should depend on the group members working together. Individual accountability addresses the need for all group members to contribute to the group and to be held responsible for the learning of the material. Cooperative skills should be learned and practiced by all group members. In cooperative activities, group members must work face to face, sometimes overcoming challenges such as communication. Last, at the end of a cooperative activity, students are required to evaluate how well the group worked together and whether the group goals were achieved.

When organizing cooperative activities, there are a number of instructional adaptations to be made within the inclusive classroom. Adaptations that should be made in an integrated classroom include such ideas as: adjusting the size and membership of

the group; setting the task and goal structure; monitoring group interactions; intervening when necessary into students' academic and social problems; and evaluating students' achievements and social interactions (Nevin, 1993).

In a study conducted by Fryxell and Kennedy (1995), results revealed that the students placed in general education classrooms had higher levels of social contact with peers without disabilities. They also received higher levels of social support and had much larger friendship networks comprised mainly of peers without disabilities.

As shown throughout this section there are numerous benefits for everyone involved in the school integration of students with a disability. Teachers and students alike experience benefits that will influence them for the rest of their lives. Strategies for facilitating integration have been suggested by teachers, parents, administration, and researchers. It is obvious that there are constantly new ideas being developed and shared within the education system.

Friendship

Friendships have always been considered a priority to many people (Barber & Hupp, 1993; Dunn, 1993). However, only recently has the importance of developing friendships between children with and without a disability become apparent (Gold, 1986, 1995; Hutchison, 1990; Hurley-Geffner, 1995; Lewis, 1992; Lutfiyya, 1991; Salisbury & Palombaro, 1998; Staub, 1998; S. Taylor & Bogdan, 1989). For the purpose of this study, the friendships discussed in the following section are the friendships between persons with and without a disability. This section is divided into a number of sections: defining friendship; benefits of friendship for children with a disability; benefits for the other children; barriers to friendships; and strategies for facilitating friendships.

Definition of Friendship

-There is no one set definition of friendship. It has been noted that the lack of a definition of friendship suggests that there are as many definitions as there are people defining it (Green, Schleien, Mactavish, & Benepe, 1995; Rubin, 1980; Stainback et al., 1992; Staub, 1998). Even though there is this lack of a definition, a number of researchers and authors have identified similar characteristics associated with friendships.

The most common characteristic of friendship identified in the literature is the need for reciprocity between the two friends. The idea of being reciprocal is so essential to the idea of friendship that relationships without obvious reciprocity are generally not considered friendships (Amado, 1993; Day & Harry, 1999; Gold, 1986, 1995; Green et al., 1995; Grenot-Scheyer, 1994; Grenot-Scheyer et al., 1998; Hall, 1994; Hughes & Lyles, 1994; Staub, Schwartz, Gallucci, & Peck, 1994). Lutfiyya (1991) goes so far as to say that the ability to "be reciprocal" is a necessary precondition for friendship development. Research on the friendships between persons with and without disabilities has found that the relationships tend to be reciprocal rather than one-sided (Taylor & Bogdan, 1989).

The idea that friendships are mutual is also a common characteristic identified in the literature (Barber & Hupp, 1993; Gold, 1995; Grenot-Scheyer, 1994; Lutfiyya, 1991). A friend has been defined as "a person with whom one has a significant mutual relationship" (Green et al., 1995). Day and Harry (1999) identified mutual benefits, mutual liking, and mutual enjoyment as determinants of friendship.

Friendships must be voluntary in nature; they must be freely chosen and given (Lutfiyya, 1991). In order for a relationship to be considered a friendship it must be based

on free choice and personal preference (Stainback et al., 1992). Friendship will continue as long as the voluntary bond between the two friends remains (Green et al., 1995; Lutfiyya, 1991; Perske & Perske, 1988). Consequently, friends must also enjoy one another's company and have similar interests (Day & Harry, 1999; Hughes & Lyles, 1994). Similar or common interests may be the reason the friendship started or they may develop as the friendship grows (Hutchison, 1990).

Friends assume certain rights, responsibilities, and obligations when they enter a friendship (Amado, 1993; Green et al., 1995; Hutchison, 1990; Lutfiyya, 1991). One of the rights is that a person should be able to feel that they can count on their friend for assistance and support when it is needed (Hughes & Lyles, 1994; Lutfiyya, 1991; Staub, 1998; et al., 1994).

Children have also attempted to explain who a friend is or what constitutes a friendship. One child discusses his friendship with a child who has a disability: "Someone who smiles at you. Someone who cares about you. Someone who you get together with often, so you don't lose contact. Someone who is friendly" (Heyne, Schleien, & McAvoy, 1993, p. 2). A child with a disability talks about his friend that does not have a disability: "Someone to play with. Someone who calls me on the telephone. Someone who is nice to me" (Heyne et al., p. 1).

Best friends and close friends have been identified in the literature as someone a child counts on to provide comfort when sad, to provide companionship at recess and lunch times in school, and to listen and respond to doubts, insecurities, fears, and accomplishments (Passentino & Cranfield, 1994; Staub, 1998).

Benefits of Friendship for Children with a Disability

-There are numerous benefits that derive from friendships with nondisabled peers. Parents (Bukowski, Newcomb, & Hartup, 1996; Guralnick et al., 1995; Hamre-Nietupski, Nietupski & Strathe, 1992; Heyne et al., 1993), teachers (Heyne et al.), and the children themselves (Hall, 1994; Heyne et al.; Staub, 1998) have all identified the benefits gained from such friendships.

Social skill development is one of the most evident benefits of friendships. Through friendships with peers without disabilities, children with a disability are able to watch and learn how to behave socially (Green et al., 1995; Guralnick et al., 1995; Heyne et al., 1993). One teacher explained that the children with a disability learn socially appropriate behaviour such as turn-taking, sitting, and listening while others are talking and decreasing disruptive and inappropriate behaviours (Heyne et al.). Research has shown that there is a decrease in rates of inappropriate behaviour and an increase in the development of communication, play, and social skills (Staub, 1998).

Communication skills are also improved through developing friendships with nondisabled peers. Communication skills are developed during the formative childhood years. These skills will extend into adulthood if the individual has sufficient experience with friends who do not have a disability (Hutchison, 1990).

Children with disabilities benefit from the friendships by being given the opportunity to participate in everyday, growing-up experiences that only their peers can offer them. In one story of friendship, the mother of a girl who has a disability describes the experiences her daughter gets to enjoy. "They did all kinds of teenage things- movies, rock concerts, swimming, fairs, football games, parties and sleep-overs" (Perske, 1988, p.

24). These friendships also teach the children how to play better (Guralnick et al., 1995; Staub, 1998). A child explains what she has learned from her friends without disabilities: "I've learned to play some new games. I learned to play with them" (Heyne et al., 1993, p. 2).

Once children with a disability experience friendships with their peers without disabilities, they tend to become more social (Guralnick et al., 1995; Staub, 1998). Similarly, they have more assertive interaction styles and are willing to take more risks socially (Heyne et al., 1993; Hutchison, 1990). Research on parent perceptions of benefits for their children identified that their children initiate conversations and invite friends to the family home more often than they used to (Heyne et al.).

Children who experience these friendships have also been noted to have a better understanding of what it means to be a friend. Through this understanding, they have a sense of social responsibility that may not have been there before (Green et al., 1995; Guralnick et al., 1995). Parents have identified that their children have a better idea of who their friends are, and they realize that they have a choice of who their friends are (Heyne et al., 1993).

Improved self image/concept is also a benefit of friendship with nondisabled peers. One parent explained that her son's self-image had improved and that he now takes better care of himself (Heyne et al., 1993; Stainback, Stainback, East, & Sapon-Shevin, 1994; Staub, 1998). Similarly, increased self confidence and self-esteem have also been identified as benefits of such friendships (Green et al., 1995; Heyne et al.).

Through the experience of friendship, persons with a disability learn to be self-advocates (Heyne et al., 1993; Hutchison, 1990). Teachers have identified that through these friendships, the children learn to be advocates for themselves (Heyne et al.).

Benefits of Friendship for Nondisabled Peers

There are numerous benefits experienced by children without a disability when they become friends with a child with a disability. Research has identified that parents (Heyne et al., 1993), teachers (Heyne et al.), and the children themselves (Hall, 1994; Heyne et al.) felt that benefits are derived from such friendships.

Children who experience friendships with a child with a disability develop personal principles. Such friendships are found to contribute to the child's reflection and action toward their commitment to their personal morals and principles (Staub, 1998). Staub found that through the moral and ethical commitment to do the right thing by the friends without a disability, the sense of belonging that their friends with disabilities received was increased. One youth in such a friendship explained: "If there is something personal between us, they're going to be my friend no matter what other people say" (Peck, Donaldson, & Pezzoli, 1990, p. 246).

Improvement in self-concept is another benefit gained by children who develop friendships with peers who have a disability (Heyne et al., 1993; Staub, 1998; Staub et al., 1994). Research shows that children experience growth in their understanding and appreciation of their own personal characteristics as well as becoming skilled at understanding and reacting to the behaviours of their friends with disabilities (Staub, 1998). One Native American parent whose child has always had a problem knowing how she fits in with other children has benefited a lot. It was through a friendship with a child

with a disability that her child was able to understand that everyone is unique and that the uniqueness should be cherished (Heyne et al., 1993).

Research has demonstrated that children who have friendships with a peer with a disability have an increased acceptance of other people (Salend & Garrick, 1999; Staub, 1998; Taylor & Bogdan, 1989). These friends have learned to accept the feelings, behaviours, and personal limitations of other nondisabled people, as well as those with a disability (Heyne et al., 1993). "When a person gets to know someone very well, as friends do, each develops an acceptance that is based on the other person's strengths and abilities" (Hutchison, 1990, p. 14).

Individuals who have friendships with peers who have a disability experience reduced anxiety and fear of people who look or behave in an unusual way. This leads to increased confidence in their ability to respond appropriately and effectively in situations with persons with a disability (Peck et al., 1990). One adolescent explained, "I learned that you can still be friends, even if someone has a disability. I learned that she could be a friend to me. Even if you have a disability, you are still a person, a human being" (Heyne et al., 1993, p. 3). Research showed that teachers perceived that the nondisabled friends learn how to include a child with a disability into everyday activities (Heyne et al.).

Friends of peers with a disability experienced a feeling of personal acceptance, specifically due to the relaxed nature of their interactions. Research found that the nondisabled friends felt that their friends were always there for them, whether they needed to talk or just go for a walk. They also felt that they could just relax and be themselves (Heyne et al., 1993).

Children who experience these friendships learn to be advocates for children with a disability (Hutchison, 1990). When children learn about the inequities that their friends experience, they often become advocates for them (Heyne et al., 1993).

Barriers to Friendship

A number of barriers to the development of friendships between children with and without disabilities have been identified in the literature. Barriers occur at school, at home, and within the community. There are barriers that stem from the parents of the children, the teachers, the community, and the children involved in the friendships (Dyson, 1994; Heyne et al., 1993; Hurley-Geffner, 1995).

One of the most prominent barriers is the attitude towards the development of such friendships (Heyne et al., 1993). There is generally a low expectation for these friendships to develop (Hutchison, 1990). One parent stated: "The biggest barrier right now seems to be my thinking that my daughter may not be accepted as an equal partner in a friendship " (Heyne et al., p. 6).

Many people do not realize that persons with a disability often have very few friends. This lack of awareness is also considered to be a barrier to the development of friendships between children with and without a disability (Hutchison, 1990; Stainback et al., 1992).

The lack of appropriate support for the development of these friendships is also considered to be a barrier (Hutchison, 1990; Lutfiyya, 1991). The lack of parental involvement and cooperation is also a barrier (Dyson, 1994). Often people feel that friendships should occur naturally; thus they do not want to interfere (Hutchison). This attitude makes it difficult for children who need the support of others for their friendship

development. However, there are also some people who feel that the development of friendships should be very structured. This sometimes leads to a forcing of social interactions that may have a negative influence on friendship development (Hutchison, 1990; Kishi & Meyer, 1994).

Another common barrier to the development of these friendships is the lack of opportunity to meet nondisabled peers (Heyne et al., 1993; Hurley-Geffner, 1995). If children with a disability are not given the opportunity to meet and socialize with peers without a disability, then there is little chance that such friendships will be initiated (Hutchison, 1990).

The lack of knowledge of disabilities by the parents of the children without disabilities has also been identified as a barrier (Heyne et al., 1993). Often parents of children without disabilities have not been brought up with persons with a disability; therefore they do not feel comfortable being responsible for them (Heyne et al.). One parent of a child without a disability explained: "Lack of knowledge about how to meet a child's special needs can stand in the way of extending the children's friendships beyond school and into the families' homes" (Heyne et al., p. 10).

A common barrier between the children is the lack of appropriate social skills. Skill deficiencies make it more difficult for a child with a disability to participate in the development and maintenance of "typical" friendships (Siperstein et al., 1997). Both the children with and without a disability need to learn how to develop appropriate social relationships (Heyne et al., 1993). This is often more difficult for a child with a disability. If a child has not been exposed to or taught appropriate social skills, then friendship development may be very difficult. Appropriate social skills have been identified as:

developing a positive interaction style; establishing areas of compatibility; becoming proficient at conflict resolution and learning friendship skills (Siperstein et al., 1997; Stainback et al., 1992).

Strategies for Facilitating Friendships

There are numerous strategies documented in the literature on how to facilitate friendships between persons with a disability and their peers. The majority of the literature focuses on strategies to be used within the integrated classroom. However, some literature does outline strategies for parents/families to facilitate the development of friendships between youth with and without a disability.

Research has shown that teachers feel that adults can and should help facilitate friendships between students with and without disabilities (Gold, 1986; Hamre-Nietupski et al., 1994; Hunt et al., 1997; Salisbury et al., 1995). Kishi and Meyer (1994) emphasize the importance of making sure that the facilitation of friendships by teachers or school personnel does not interfere with the natural forming relationships.

Cooperative learning approaches used within the classroom have been identified as one of the most effective strategies for friendship development (Hamre-Nietupski et al., 1994; Salisbury et al., 1995; Staub, 1998). Cooperative learning activities give the students the opportunity to learn together and to help one another (Dyson, 1994). The use of cooperative activities provides the opportunity for the natural development of friendship (Staub, 1998; Staub et al., 1994).

Literature stated that the schools should present information on disabilities to students, staff, and parents (Dyson, 1994; Hamre-Nietupski et al., 1994; Heyne et al., 1993; Hunt et al., 1997; Stainback et al., 1992; Staub et al., 1994). In the classroom this

can be accomplished by having reading materials available, ability awareness presentations, school projects, and service activities which focus on disabilities (Stainback et al., 1992; Staub et al., 1994).

The instruction of social skills and interaction for all students should also be a part of the everyday classroom activities (Hamre-Nietupski et al., 1994; Heyne et al., 1993; Salend & Garrick, 1999; Salisbury & Palombaro, 1998). These skills include: establishing areas of compatibility, developing a positive interaction style, the importance of sharing and providing support, and understanding the perspectives of others (Stainback et al., 1992).

Peer tutoring has also been identified as an effective strategy to be used when facilitating friendships (Begg, 1993; Hamre-Nietupski et al., 1994; Salisbury et al., 1995; Staub et al., 1994). It encourages social interaction between students with and without disabilities. However, not everyone agrees with this idea. Kishi and Meyer (1994) feel that assigning classmates to nontraditional roles, such as peer tutoring, may interfere with the natural evolution of friendships.

The inclusion of friendship goals and the concept and meaning of friendships in Instructional Education Plans and in the curriculum will also help facilitate friendship development (Heyne et al., 1993; Salisbury & Palombaro, 1998; Staub, 1998; Strully & Strully, 1996). If the importance of friendship is included in the curriculum, the students will become aware of, sensitive to, and accepting of the needs of others (Stainback et al., 1992).

The provision of social support in the classroom specifically designed for children with disabilities has been both encouraged and frowned upon. The "Circle of Friends"

program has been identified as being one of the most effective strategies for promoting friendships for children with disabilities (Dyson, 1994; Gold, 1986, 1994, 1995; Falvey, Forest, Pearpoint, & Rosenberg, 1994; Staub, 1998). This approach suggests that a child has many sources of friends, such as: school, clubs, and home. The object of the program is to identify who those friends are and where the gaps are (Dyson, 1994; Falvey et al., 1994). Gold (1999) found that there were four main purposes for the formation of circles in her study on "circles of friends": "to get friends for the person, to increase social and recreational activity (i.e., to have fun), to support the person in day-to-day activities, and advocacy and education purposes"(p.13).

Some authors frown upon the use of a "Circle of Friends" as a strategy for friendship development, as they see it as an unnatural friendship-making tool (Hutchison, 1990; Kishi & Meyer, 1994). If the "Circle of Friends" is used only for the child with a disability, it could have unintended consequences, such as more isolation. This program should be used in the classroom to identify the friendship needs for all of the students (Kishi & Meyer, 1994). Staub (1998) states that this is a wonderful approach for increasing children's awareness of and sensitivity towards the importance of friendship in everyone's lives.

Another strategy for friendship development is called the McGill Action Planning Systems (MAPS). Participants in the MAPS program identify the friendship needs of people and then develop strategies to respond to those needs (Stainback et al., 1992; Vandercook, York, & Forest, 1989). The purpose of MAPS is to bring together the significant people in an individual's life to develop an action plan to be implemented in an inclusive school setting. A common goal of an action plan is one based on increasing

the child's opportunities for making friends within the classroom (Staub, 1998). MAPS has been identified as an effective, natural way to promote friendship development (Hutchison, 1990).

A partnership between the teacher and parents of the child with a disability is crucial. The teacher and parents should work together to set realistic goals and expectations for the child. And together they should ensure that the classroom environment is modified to facilitate social integration (Dyson, 1994).

In order for friendships to extend outside of the school environment, the family/parents should also have a role in the facilitation of their child's friendships. The parents and family members should promote positive attitudes toward friendships. Through the promotion and discussion of friendship at home, friendship will become a family priority (Gold, 1986; Hamre-Nietupski et al., 1994; Heyne et al., 1993).

Some research has shown that parents have a large role in the facilitation of their children's friendships, mainly through the use of a "circle of friends" (Gold, 1986, 1995). Parents can also help facilitate friendships by encouraging their children to invite others to socialize in the family home (Hamre-Nietupski et al., 1994; Heyne et al., 1993). Inviting children to join their family on outings will also help the parents to facilitate friendships (Heyne et al., 1993; Stainback et al., 1992). A recent study on the role of parents in the facilitation of friendships of children with disabilities and their nondisabled peers identified three main themes. The three themes were based on the friendship facilitation framework previously identified by Lutfiyya, Schaffner, and Buswell (as cited in Turnbull, Pereira, & Blue-Banning, 1999). The first was finding opportunities for

socialization, the second was making interpretations for the child, and the third was making accommodations (Turnbull et al., 1999).

This section has provided the common characteristics of friendship. The benefits of friendship between children with and without disabilities for both children have also been identified and discussed. The barriers to such friendships and possible strategies for overcoming the barriers have also been identified.

Commentary and Summary

There are a number of gaps in the current literature on the friendships of individuals with disabilities and their nondisabled peers. A major gap is the lack of research which selects the participants based on who they are rather than on the number of friendships or the existence of friendships. The majority of research studies select only individuals who have friendships which meet certain criteria identified by the researchers. There is a need for research to examine the individual first and then explore their friendships or lack of friendships.

Related to the first gap is the lack of differing perspectives on friendships of children with disabilities. Many research studies focus on the perspectives of one group of people or through observations rather than asking the individuals with disabilities for their perspective. Also in order to increase the validity and the depth of information provided on the friendships of individuals with disabilities, research needs to include various perspectives. For instance, the inclusion of a teacher to share their perspective from school and the parent from home would help to increase the depth of information provided.

There is some literature on the importance of the parent's role in the facilitation of their child's friendships both at school and in the home environment (Gold, 1995). More research is needed to expand the existing perceptions on what the role of the parent is in the facilitation of friendships for children with a disability. Likewise, there has been some research presented on the role of the teacher in facilitating social interaction, but more is needed focusing specifically on friendships.

There is some research existing which identifies the barriers to the development of friendships for individuals with disabilities. However, it would be interesting to explore if there are more and also what is being done to address the identified barriers. There are many strategies which have been identified for facilitating friendships. Are these strategies being used, and if so are they working? If not, why not?

CHAPTER THREE: RESEARCH DESIGN, DATA COLLECTION, AND DATA ANALYSIS

The purpose of this study was to describe the friendships of youth with developmental disabilities who were integrated at school. This was accomplished by having the youth, their parents, and their teachers share their perspectives on the youth's friendships.

A qualitative paradigm was used in this research. No preconceived notions, expectations, or frameworks guided this research, consistent with a phenomenological approach (Creswell, 1994). This approach allows the researcher to guide the collection and analysis of the data with the phenomenological lifeworld existentials of body, space, time, and human relation (Van Manen, 1990). This approach is also consistent with Bogdan and Biklen's (1998) insistence on consulting first person insider lived body accounts of persons with disabilities when they are being researched. It is worth noting here that the "lived" experience of body, space, time and human relation is seen as the foundation for meaningful engagement with the lifeworld. Participants in research are often consulted in ways which do not allow for the disclosure of "lived" experience, hence the significance of the present study.

This study took into account the subjective (i.e., lived) experience of individuals by examining the way they perceive, create, and interpret their world (Biklen & Moseley, 1988; Cote et al., 1993). In-depth interviews were conducted with each of the triads: the youth, their parent, and their teacher. The youth were interviewed to gain the perspective of the informant, whereas the interviews with the parent and teacher provided the data on the world of the informant (Biklen & Moseley, 1988). A phenomenological analysis of

the data was conducted. Consistent with the inductive approach, the elements, categories, patterns, and themes emerged during the analysis of the data (Cote et al.; Glaser & Strauss, 1967; Hycner, 1985; Tesch, 1990).

The study reported here was conducted in two phases. Volunteers were recruited to participate in both Phase One and Phase Two. In Phase One, a parent and teacher representing each of 6 selected youth with developmental disabilities were recruited to complete a short demographic survey. In Phase Two, the youth participated in an individual interview which identified the youth's perceptions on his/her friendships at school and in the community. Also in Phase Two, the parent, teacher, and youth participated in a group interview.

This chapter is presented in three sections. The first section presents an overview of the research design, which includes a discussion of the journal, measures taken to ensure confidentiality, and steps taken to establish the trustworthiness of the findings. The second section focuses on the data collection for Phase One and Phase Two, providing details on the sample selection process, informed consent, and data collection. The final section describes the processes used for the data analysis for the demographics, intracase and cross-case analyses.

Research Design

Overview

The data for this study were collected in two phases. The volunteers for this study committed to participating in both Phase One and Phase Two. In Phase One, a demographic survey was used to gain parent and teacher perspectives on the same questions that the youth would be asked in an individual interview. The survey was the

first component of participation required by the parents and teachers. They were to respond to a series of open-ended and closed-form questions. This provided demographic information on the youth and identified the youth's friendships as perceived by the parent and the teacher.

In Phase Two, both individual and group interviews were used. I conducted a series of individual interviews with the youth. The individual interview was conducted with the youth to enable me to learn the youth's perception of who their friends were and why they were considered to be friends. I hoped that this information on the youth's friendships might be obtained from the youth in the individual interview prior to the group interview. The information gathered from the individual interview provided a reference point for me to probe deeper in the group interview, thus allowing for a richer, deeper conversation. The individual interview also provided a safeguard in case the youth with disabilities were more comfortable talking individually than in a group interview.

Also in Phase Two, group interviews were conducted with each triad, the parent, teacher, and youth, to learn about their perceptions regarding the youth's friendships. Due to time constraints, individual interviews were not possible with everyone, only a focus group. The group interviews created an environment in which participants were stimulated by the perceptions and ideas of one another. Thus, I increased the quality and richness of the data more than from one-to-one interviewing (Miles & Huberman, 1994; Schumacher & McMillan, 1993). The group interviews also allowed the participants to consider their own views compared to the views of others. By using group interviews, this study provided insight into the varying perspectives on the youth's friendships (Patton, 1990).

For a variety of reasons, observations of the youth with their friends, or conversations with their friends, as might be expected as part of triangulation considerations, was not done. Observing the friendships in action was seen as being very difficult and time consuming because of the diverse range of friendships and settings in which the friends participated with each other. From the very beginning, it was clear that there was often not agreement on who were the close friends. I also believed that the school would have had greater ethical concerns had nondisabled peers been involved as participants in the study. While it would have been good to have the friends, it was also believed that hearing the voice of youth with disabilities, was the most desirable and realistic given my constraints to time and resources. This issue is addressed in the recommendations section of Chapter Five.

Journal

I maintained a journal throughout the study. In this journal I reflected on the various transitions and turning points as they occurred throughout the process of preparing the research study, such as the formulation of the research question and the selection of the methodology used for the study. A retroactive journal was used for the recruitment of volunteers and my reactions to the participants. As well, a journal was maintained during the data collection, data analysis, and writing stages of the study. In these journal entries, I recorded any thoughts, feelings, insights, and responses to the various stages of the research process.

When time allowed following the interviews, I tape-recorded any responses or reactions of the participants to the interview on the same tape as the interview. After four of the individual interviews, those which took place the night prior to the group

interviews, journal notes were taken to help me prepare for the group interviews. For two of the individual interviews, there was time for only brief notes to be taken as the group interviews were conducted half an hour after the individual interview. These notes allowed me to formulate more topic-or issue-specific questions for the group interview; for example, in the individual interviews, the youth were asked about their friendships. If there was anything that was unclear, I asked for clarification in the group interview by the youth, parent, or teacher.

The tape-recorder notes were later transcribed and entered into my journal along with the written notes. Once each interview was transcribed, I also noted any thoughts, comments, and feelings about the interview and the participants. The notes in my journal were used during the analysis of the data and the identification of indigenous themes.

Confidentiality

To protect confidentiality, I exchanged all references to each participant with a pseudonym that was chosen based on the first initial of their last name. I also assigned pseudonyms to other people mentioned in the transcripts, such as friends, teachers, and siblings. Fictitious labels were assigned to any other segments of the text which were considered to be potentially identifying information, such as towns, schools, and landmarks.

Establishing the Trustworthiness of the Findings

I established trustworthiness through the reliability of the data and conclusions by ensuring the credibility, transferability, dependability, and confirmability of the research design (Denzin & Lincoln, 1996).

Credibility of the data and findings of the study was increased through triangulation, peer examination, member checks, and reevaluation of researcher bias (Merriam, 1988). Triangulation of methods and data sources was used in this study to increase credibility. I used multiple methods of data collection for triangulation. These included the demographic surveys, individual and group interviews, and journal notes. The data sources used for triangulation were the youth, the parent, and the teacher. The use of various data sources allowed for the comparison of three people's perspectives based on their different points of view on the same topic (Malik, Ashton-Shaeffer, & Kleiber, 1991; Patton, 1990).

In this study, member checks occurred after the transcriptions of the interviews. Once the individual and group interviews were transcribed for each triad, a covering letter (see Appendix A) and a copy of the interviews were sent to the parent and teacher who participated in each triad. The participants were asked to read through the interviews and to make any additions or deletions to the interview transcripts. Peer debriefing occurred on a periodic basis with my thesis advisors. I included my biases as part of the peer debriefing with my advisors, as well as in my journal.

Another criterion used to ensure confidence in qualitative research is the degree to which the findings from the sample can be transferred to others. The concept of transferability refers to the generalizability of the findings presented in a research study (Denzin & Lincoln, 1996). The provision of an in-depth description of the participants involved in the study and the context in which the study occurred provides future readers with the resources to make decisions about the generalizability of the understandings that arise from a study (Bogdan & Biklen, 1998; Merriam, 1988). The analysis and discussion

of this research study contain a sufficient depth of data to allow the readers to make their own decisions about the generalizability of the findings presented.

The concept of dependability is the degree to which a similar study could be conducted with similar participants and similar processes to produce similar findings, also known as reliability (Bogdan & Biklen, 1998; Denzin & Lincoln, 1996). To provide the information necessary to assess dependability, I ensured that a detailed description of every aspect of the research design, data collection, and data analysis was provided.

Finally, the last criterion of trustworthiness is confirmability, or the idea that the findings of the research are jointly determined by the informants and the research team, rather than by the bias, interests, and sole perspective of the researcher (Denzin & Lincoln, 1996). The techniques used to provide information adequate to assess the confirmability of this research study were member checks with the participants and debriefing sessions with the thesis advisors.

Data Collection

Sample Selection Process

The research was focused on the friendships of youth with developmental disabilities who were integrated at school. The study included 6 youth, their parents, and their teachers, all of whom resided in southern Ontario. For the purposes of this study, the youth were between the ages of 13 and 18 years, were in grades 6 to 13, had a developmental disability, were fully integrated at school, and had a parent and teacher who were willing to participate in the study. There were two females and four males who participated in the study. Gender balance was not a goal of the study and therefore no effort was made to find alternate participants. Two of the youth were in elementary

school and four were in high school. This was not a conscious decision, it occurred by chance.

Two methods were used to find study participants. The first was through the use of an advertisement in the newsletters of a few organizations which support and advocate for persons with developmental disabilities. These advertisements were aimed at the parents of youth with developmental disabilities. The advertisement outlined the focus of the study, the conditions for participation, time requirements for the study, and a contact name and number for the myself. This method was unsuccessful in the recruitment of participants.

The second method was through contact with the board members of various organizations. Initially, telephone calls were placed to board members of the Association for Community Living and The Integration Action Group to solicit their support in contacting possible participants. During the telephone conversation, a brief outline on the focus of the study, the conditions for participation, and time requirements for the study were discussed.

Following the telephone conversation, a letter was sent to the representatives requesting their support in identifying possible participants (see Appendix B). The representatives from these organizations then contacted families in their area regarding possible participation in the study. The representatives contacted me once they had a list of people who expressed an interest in participating in the study. Once all of the organizations contacted me with names of possible participants, a list of 18 people was compiled. I then proceeded to contact all of the 18 people by telephone. Based on the conditions for participation, only 6 of the 18 people actually participated in the study.

The youth was accepted as a participant only after the youth, the parent, and the teacher agreed to participate in the study. This grouping was referred to as a triad throughout the study. Once I contacted the family, they were asked to recruit a teacher who would be willing to participate in the study. The teacher selected by the family was a person who knew the youth well in the school context. The teacher was a special education teacher, an educational assistant, or a regular classroom teacher. Initial contact with the teacher was made by the parent of the youth; however, often a follow-up call from myself was required.

Each parent and teacher who volunteered for the study was sent an information letter explaining the study (see Appendix C). The information letter discussed the purpose of the study, the conditions for participation, time requirements for the study, and a contact name and number for myself and my advisor. Once the parent, the teacher, and the youth agreed upon a suitable time, date, and location for the interviews, I was contacted by the parent with the information.

Informed Consent

The informed consent forms used for this study were formatted and approved based on the guidelines provided by the Brock University Ethics Committee for Research with Human Subjects (see Appendixes D, E and F). The informed consent letters outlined: the purpose of the study; the participants' role in the interview; how the interview data would be used; how confidentiality would be achieved; a contact number for any questions or concerns after the interview; and information on how the interview would be taped with an audio recorder.

The informed consent forms for the youth and parent were given to the parent along with the demographic survey before the individual interview with the youth. The teacher was given the informed consent form and the demographic survey before the group interview. Prior to each interview, I reviewed the informed consent procedure with the participants.

Demographic Survey

The parent received the demographic survey just prior to the individual interview with the youth. The teacher received the survey prior to the group interview. The demographic survey was divided into two sections (see Appendix G). The first section contained questions regarding quantitative information which identified: (a) the youth's age, (b) grade level, (c) degree of school integration, (d) recreational activities at school and in the community, and (e) affirmation that the youth had a developmental disability.

The second section of the survey contained a combination of closed-form questions and open-ended questions. The responses from the closed-form questions requested the following information related to friendships: (a) the age and grade level of the friend; (b) if the friend had a disability; (c) whether the youth and the friend were in the same classes; (d) how the youth and the friend met; (e) how long the youth and the friend had been friends; (f) what kind of friendship they had; (f) who initiated the friendship; and (g) how the friends spent time together.

Individual Interview

Individual interviews were conducted with all of the youth. Five of the youth were identified as having Down syndrome and were capable of communicating effectively with the researcher. One youth was identified as having a multiple disability and was

nonverbal. He communicated with me through the limited use of pictograms, as well as through his parents as interpreters. The individual interview with the youth was conducted prior to the group interview. If possible, the individual interview was conducted the evening prior to the group interview. However, in two cases, the interviews were consecutive with about a half hour break in between. Conducting the individual interview prior to the group interview allowed me to develop a rapport with the youth on a one-to-one basis prior to the group interview.

Immediately prior to the individual interview, I explained the purpose of the study and the youth's role in the study. The parent was present for the explanation and the signing of the consent form and verbal permission for audio taping, which was given by the youth and the parent. The individual interviews were conducted in June and October of the same year. The individual interviews were approximately 30 minutes to an hour long. All of the individual interviews were conducted in the youth's homes. This helped to ensure that the youth were as comfortable as possible during the interview.

An interview protocol containing open-ended questions was used during the individual interview (see Appendix H). It provided the opportunity for the youth to share their opinions and perceptions of their friendships. Initially the youth were asked for general information about themselves and their schools. These questions allowed the youth to become comfortable with me before discussing their friendships.

The youth were then asked to share their insights on their close friends at school and outside school. Once the youth identified those friends they considered to be close, I used probes such as "Why do you feel that ___ is a close friend?" and "What does ___ do that makes her your close friend?" The responses to these questions provided me with

insight on the youth's perceptions of who their friends were. The youth were also asked to share stories on how they spent time with their friends. When necessary, I would again ask questions to probe for more specific information on the friendships. For example, "How did you meet ____?" and "What do you do with ____ when you spend time together?" These stories also provided me with insight into the youth's friendships.

Following the discussion on the youth's close friendships, the youth was asked about their other friends, both at school and outside of school. Similar questions were asked about these friends as were asked about the youth's close friends. Finally, the youth was asked about the recreation activities participated in either at school or in the community. The responses to these questions provided insight into the opportunities for socialization that the youth had at school and in the community.

When possible, following the individual interviews, I would go to the car and tape-record my thoughts and feelings regarding the interviews. Often this process would provide me with questions or points to clarify during the upcoming group interview. When there wasn't enough time to do this, I would at least make brief notes prior to the group interview.

Prior to or following each of the individual interviews, I was given the opportunity to talk informally with the youth's parent. These discussions were either audio-taped at the time or I recorded my thoughts and feelings about the discussion in the car. Often these discussions provided me with additional insight into the youth and their family life.

Group Interview

- The youth, parent, and teacher were all invited to participate in a group interview. However, not all of the youth participated in the group interview. In two cases where the youth did not participate, the parent and/or the teacher had requested that the youth not be part of the group interview. In both cases, the parent and/or the teacher felt that the youth's presence during the group interview would hinder their ability to be honest. As the main purpose of the group interview was to gain the perspective of the parent and teacher on the youth's friendships, these two cases were still included in the study, despite the absence of the youth. The other four youth participated in the group interview. The youth were requested to be present for the interview, as I felt that they should have an opportunity to have an active voice in the discussions of their friendships. Their participation enabled them to respond and contribute to the comments of the parent or teacher.

For the interview, the group met me at the agreed time and place. The majority of the group interviews took place at the youth's school, with only one being conducted at a youth's home. Similar to the individual interviews, the group interviews were conducted in July and October of the same year. The interviews ranged from 1 to 1 1/2 hours in length. Prior to the start of the interview, I reviewed the principles of informed consent, as all of the participants had previously signed the informed consent forms.

The group interviews provided a combination of the youth's, parent's, and teacher's perceptions of the youth's friendships. The group interview allowed the opportunity for each of the participants to comment on the other participants' remarks. I also used probes about friends discussed during the individual interview with the youth.

These probes not only increased the depth of the discussion, but compensated for when a youth was either not present for the group interview or if a youth was quiet during the group interview. For example, if the youth felt someone was a friend but the parent disagreed, a rich discussion would often develop on why or why not this person was perceived to be a friend.

The structure of the interviews was relatively informal. Initially, each question was posed to the entire group. When a participant indicated a wish to respond to a particular question, he/she was given the opportunity to speak. If other participants then wished to comment on the other person's viewpoint, they did so. Before posing the next question, I would check with all participants to ensure that they had the opportunity to speak if they wanted. When participants were responding to questions, I would occasionally use probes to guide the conversation or evoke more in-depth conversation. Near the end of the interview, the researcher invited participants to add anything they felt was relevant to the discussion that had not emerged to that point.

The questions used to guide the group interviews were more in depth and focused than the individual interviews (see Appendix I). The initial interview questions were designed to confirm the information received from the demographic surveys and individual interview. The degree that the youth was integrated at school was often discussed at the start of the interview, as well as the parent's reasons for integrating their family member. The participants were then asked to reiterate who they considered to be the youth's close friends. Next, the parent's role and the teacher's role in the facilitation of the youth's friendships were addressed. Following the discussion on roles, the participants were asked to identify what barriers they saw to the development of

friendships and to share possible strategies to help the youth develop friends. The participants also discussed the degree to which the youth participated in recreational activities at school and in the community. Following the group interviews, I went to the car and tape-recorded my thoughts and feelings regarding the interviews.

Upon the completion of all six of the individual and group interviews, the audio-recorded data were transcribed verbatim with the use of a transcription machine. I then sent a copy of the transcribed interviews to all of the parents and teachers who participated in the study. The participants were asked to read through the interviews and to make any additions or deletions to the interview transcripts. If the participants were satisfied with the interviews, they were informed that they did not have to send the transcripts back. However, if the participants wanted to make any changes, they were to return the transcript with the changes to me within one month. The packages were sent out to the participants, and only one was returned. The group which returned the transcripts did not request any changes, but wrote a short note indicating that everything looked great and wished me luck. This approach builds trust, because participants realize their voice has been accurately recorded before analysis begins.

I then reviewed all journal notes regarding descriptive characteristics of the participants, the setting, and my experiences to refresh my memory on the individual cases prior to the data analysis. Descriptive comments from the journal notes are included in the individual triad profiles.

Data Analysis

Demographic Information

The demographic survey provided me with information on the youth and the youth's friendships from the perspective of the youth's parent and teacher. In Phase One, the information compiled was used to summarize the demographics of the youth, as well as the parent and teacher perceptions of the youth's friendships. In Phase Two, the demographic surveys were used to help me guide the conversation or evoke more in-depth discussion during the individual interview with the youth and the group interview with the youth, parent, and teacher.

The information from the surveys was analyzed in order to confirm information already gathered from the original phone contact, as well as to provide more information prior to the group interviews. The demographic information on the youth who participated in the study was straightforward; the analysis consisted of double-checking the information with my previous notes.

The perspectives of the youth's parents and teachers were analyzed separately, and then together, to identify consistencies and dissimilarities between who they felt were the youth's friends. Throughout these analyses, analysis of each triad was completed independently of the others.

Intracase Analysis

Phenomenological analysis was used for the intracase analysis of each triad and was completed independently from the others. This section will outline the procedures used in analyzing the data. Figure 1 displays the progression of steps used during the

analysis. This figure was adapted from Hycner's (1985) guidelines for phenomenological analysis. For each step of the analysis, a new word document was created.

An in-depth analysis of each triad's interviews was conducted. Initially the interviews were transcribed. The initials identifying the speaker were retained throughout the analysis; M(mother), T (teacher), and Y (youth). Once all of the interviews were transcribed, I revisited each triad to conduct the analyses. I first listened to the interview again to refresh my memory and to regain the atmosphere of the interview.

With the interview fresh in my mind, I then divided the general units of meaning within the interview document. A general unit of meaning was determined to be a segment of text that was comprehensive by itself and contained one idea, episode, or piece of information (Cote et al., 1993; Hycner, 1985). The process of dividing the text into general units of meaning also included the deletion of my questions and comments during the interview. Thus, only the responses of the triad participants remained.

In order to divide the units of meaning, I occasionally had to use square brackets to ensure clarity. For example, if a participant used "he," I would change the "he" into the appropriate name, such as "[Wade]". Bracketing was also used if a participant answered a question posed by myself without reiterating the question. For example, I asked, "who is a close friend to you?", the youth responded "Yvonne", the unit of meaning was "Yvonne [is a close friend to Renee]". Table 1 illustrates the process of identifying the general units of meaning from the original text.

I then combined the individual and group interview into one document. The confidentiality of the participants was ensured through the modification of the names of people and places.

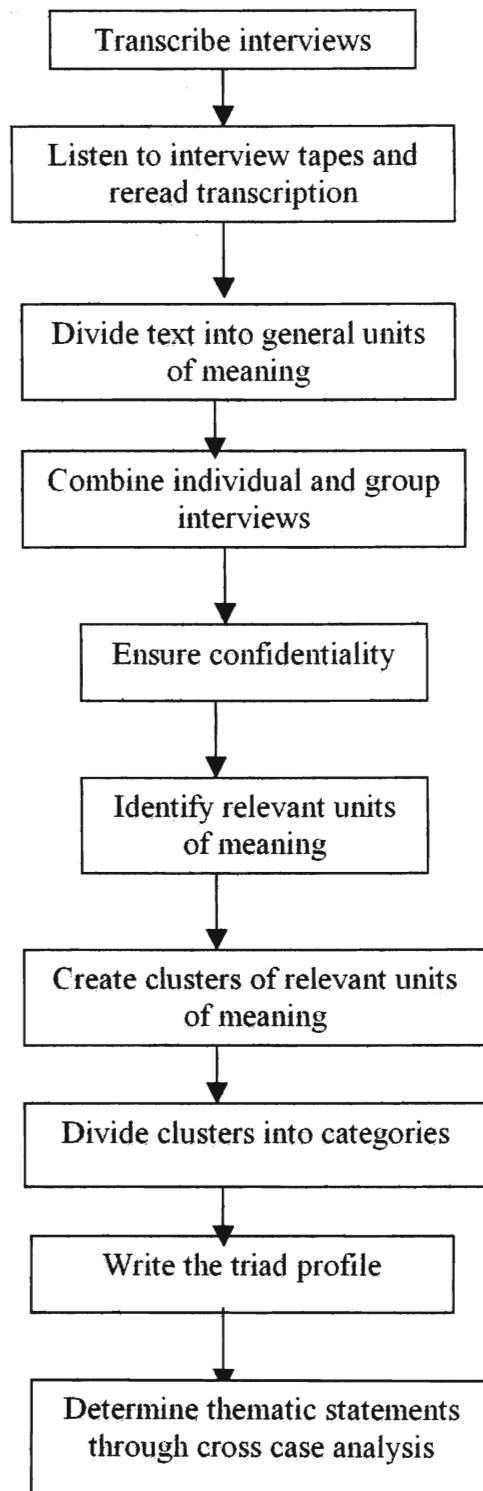


Figure 1. Steps in phenomenological analysis.

Table 1

Units of General Meaning

Excerpt from original text	General units of meaning
<p>¹ M: There's nobody, other than Yvonne, ² and we've arranged that between mother and mother when they can get together.</p>	<p>¹ M: There's nobody [who is close to Renee], other than Yvonne,</p>
<p>³ And we have to physically get [Renee and Yvonne] from house to house.</p>	<p>² M: and we've arranged that between mother and mother when they can get together.</p>
<p>⁴ T: But that's with even normal teenagers until they can drive. We get them from house to house and you know you prompt a friendship along. ⁵ Like I have a younger son and ⁶ you kind of prompt a friendship along if you think it might be a good friendship for them. ⁷ So I don't know if that is that much different [facilitating Renee's friendships].</p>	<p>³ M: And we have to physically get [Renee and Yvonne] from house to house. ⁴ T: But that's with even normal teenagers until they can drive. We get them from house to house and you know you prompt a friendship along.</p>
<p>⁸ M: Other than [Renee and Yvonne] are now 18 and they'll probably never drive.</p>	<p>⁵ T: Like I have a younger son and ⁶ T: You kind of prompt a friendship along if you think it might be a good friendship for them.</p>
<p>⁹ So their lives are such that they will always have to have someone to help you know with the physical manipulation of how to get together.</p>	<p>⁷ T: So I don't know if that is that much different [facilitating Renee's friendships]. ⁸ M: Other than [Renee and Yvonne] are now 18 and they'll probably never drive. ⁹ M: So their lives are such that they will always have to have someone to help you know with the physical manipulation of how to get together.</p>

Once the general units of meaning were divided, I then identified the relevant units of meaning. Each unit of meaning was compared to the purpose of the research study to determine its relevance (Hycner, 1985). The purpose of the research study was to describe the friendships of youth with developmental disabilities who were integrated at school and the role of parents and teachers in the friendship network. If the unit of meaning was considered to be relevant to the study, it was highlighted. If I was unsure about the relevance, it was also highlighted. Once the relevant units of meaning were highlighted, I revisited each of the units of meaning that were not highlighted and asked myself why it was not relevant. This step in the process improved the trustworthiness of the research study, as it was one of more rigor (Hycner, 1985). If the unit of meaning was still considered to be irrelevant, it was deleted. Table 2 illustrates the process of identifying the relevant units of meaning from the general units of meaning provided.

Inductive inference was then used to gather and label the relevant units of meaning into clusters of meaning. The clusters of meaning emerged from the data; they were not predetermined prior to data collection or analysis (Hycner, 1985; Miles & Huberman, 1994; Patton, 1990). The relevant units of meaning were clustered based on the similarities of words, meaning, and topic. A sampling of the clusters of meaning, which emerged, from the data were: friendship is reciprocal, friend has a disability, youth has close friend, break-up of family unit, and busy schedules. Table 3 illustrates the process of creating the clusters of meaning from the relevant units of meaning already provided.

Table 2

Units of Relevant Meaning

General units of meaning	Relevant units of meaning
<p>¹ M: There's nobody [who is close to Renee], other than Yvonne,</p>	<p>¹ M: There's nobody [who is close to Renee], other than Yvonne,</p>
<p>² M: and we've arranged that between mother and mother when they can get together.</p>	<p>² M: and we've arranged that between mother and mother when they can get together.</p>
<p>³ M: And we have to physically get [Renee and Yvonne] from house to house.</p>	<p>³ M: And we have to physically get [Renee and Yvonne] from house to house.</p>
<p>⁴ T: But that's with even normal teenagers until they can drive. We get them from house to house and you know you prompt a friendship along.</p>	<p>⁴ T: But that's with even normal teenagers until they can drive. We get them from house to house and you know you prompt a friendship along.</p>
<p>⁵ T: Like I have a younger son and</p>	
<p>⁶ T: You kind of prompt a friendship along if you think it might be a good friendship for them.</p>	<p>⁶ T: You kind of prompt a friendship along if you think it might be a good friendship for them.</p>
<p>⁷T: So I don't know if that is that much different [facilitating Renee's friendships].</p>	<p>⁷T: So I don't know if that is that much different [facilitating Renee's friendships].</p>
<p>⁸ M: Other than [Renee and Yvonne] are now 18 and they'll probably never drive.</p>	<p>⁸ M: Other than [Renee and Yvonne] are now 18 and they'll probably never drive.</p>
<p>⁹ M: So their lives are such that they will always have to have someone to help you know with the physical manipulation of how to get together.</p>	<p>⁹ M: So their lives are such that they will always have to have someone to help you know with the physical manipulation of how to get together.</p>

Table 3

Clusters of Relevant Units of Meaning

Clusters and associated relevant units of meaning

Carpooling as a parental role

1. M: And we have to physically get [Renee and Yvonne] from house to house.
2. M: Other than [Renee and Yvonne] are now 18 and they'll probably never drive.
3. M: So their lives are such that they will always have to have someone to help you know with the physical manipulation of how to get together.

Renee's close friend

1. T: [Renee's closest friend is] Yvonne.
 2. M: Well I would say Yvonne is close [to Renee].
 3. Y: Yvonne [is a close friend].
-

The clusters of meaning were then divided into categories. The categories, which emerged, were consistent with the structured research questions posed during the interviews. I began the process by looking for similar characteristics between the clusters. As clusters were grouped together, they were given a label, which then became the category. The process continued until all clusters had been grouped together into categories. Sample categories were youth's friendship network, parent's role in the youth's friendship network, barriers to developing friendships, and strategies for developing friendships. Once the categories were identified for the triad, a profile on that triad was written. The triad profiles allowed for a detailed description of each youth's friendship networks and their support systems. Table 4 illustrates the process for determining categories from the clusters of meaning already provided.

Cross-Case Analysis

A number of indigenous themes emerged from the data across the triads. Examining the clusters of meaning within the categories identified for the triad profiles allowed the themes to emerge. Comparing the clusters of meaning which emerged from each triad for consistencies completed the cross-case analysis. There were four thematic statements, which emerged. They were: (a) friendships are far from perfect, (b) to have a friend you have to be a friend, (c) parents as choreographers of friendship, and (d) teachers as reluctant partners in friendship facilitation.

For each of the thematic statements, a comparison was completed on the clusters of meaningful "lived" experiences, which made up each statement. Clusters were grouped according to lived body, lived time, lived space, and lived human relation as they related to the thematic statement. Lived body (corporeality) refers to the fact that we are always.

Table 4

Determining Categories from Clusters of Meaning

Categories and associated clusters of meaning

PARENT'S ROLE IN THE YOUTH'S FRIENDSHIP NETWORK

1. Carpooling as parental role.
2. Parent fosters friendships.
3. Parent provides opportunities for socialization.

TEACHER'S ROLE IN THE YOUTH'S FRIENDSHIP NETWORK

1. Teacher encourages socialization at school.
 2. Teacher provides structured facilitation of friendships at school.
 3. Teacher includes the development of social skills in the school curriculum.
-

bodily in the world. Lived time (temporality) is subjective time. Lived space (spatiality) is felt space. Lived human relation (communality) is the lived relation we maintain with others in the interpersonal space that we share with them (Van Manen, 1990). Appendix J illustrates the content within which the lifeworld existential components are based. Table 5 presents the analysis structure of the thematic statement and lifeworld existentials.

Table 5

Analysis Structure of Thematic Statements and Lifeworld Existentials

FRIENDSHIPS ARE FAR FROM PERFECT	
Lifeworld Existential	Examples of “lived” experiences from the triads
Lived Body	William
	Patty
	Yule
	Wade
Lived Space	William
	Patty
	Wade
Lived Time	William
	Renee
	Wade
Lived Human Relation	William
	Renee
	Steve
	Yule

CHAPTER FOUR: FINDINGS

The purpose of this study was to describe the friendships of youth with developmental disabilities who were integrated at school. This was accomplished by having the youth, their parents, and their teachers share their perspectives on the youth's friendships.

This chapter is presented in three sections. The first section presents the demographic information gathered about the youth and their friends from the parent and teacher surveys. The second section presents a brief profile of the people of the study. A description of the 6 triads, consisting of a youth, their parent(s), and teacher is provided. The third section presents the thematic statements which emerged through the cross-case analysis of 6 triads.

Section One: Demographic Information

During phase one, the demographic information was collected from the 6 parents and teachers of the 6 youth. The information from the parent and teacher was compared to ensure consistency. If there was a discrepancy, the parent and teacher were asked for clarification during the group interview. A summary of the demographics of the youth is presented in Table 6. The results in the table are presented in the following order: the name, grade, age, and gender of the youth, whether the youth was or was not in the same courses as their nondisabled peers, whether they were in age-appropriate courses (as defined by the parent and teacher), whether the youth leaves the regular class for other classes (as defined by the parent and teacher), and an identification of whether or not the youth participates in recreational activities at school and/or in the community.

Table 6

Demographic Information on the Youth

Youth name ^a	Grade	Age	Gender	Same courses as peers	Age appropriate courses	Leaves peers for other classes	Recreational activities	
							School	Community
William	10	17	Male	No	Yes	No	No	Yes
Renee	11	18	Female	Yes	Yes	No	Yes	No
Patty	6	13	Female	Yes	Yes	Yes	Yes	Yes
Steve	9	16	Male	Yes	Yes	No	Yes	Yes
Yule	7	13	Male	No	Yes	Yes	Yes	Yes
Wade	9	14	Male	Yes	Yes	Yes	Yes	Yes

^a Pseudonyms were used to protect the youth's identity.

The 6 youth who participated in the study ranged in age from 13 to 18 years old. All of the youth were identified as having a developmental disability. Four of the youth were male and 2 were female. The youth were in grades 6 to 13. Four of the youth were in high school and 2 were in senior public school.

The degree to which the 6 youth were integrated varied. William temporarily was spending his school day in the resource classroom, studying different subject courses than his same-grade peers. However, William was identified as being in age-appropriate courses. He had always been integrated before this, and this was seen as only temporary. Renee had the same subject and age-appropriate courses as other students in her grade and spent minimal time in the resource room. Patty had the same subject and age-appropriate courses as other students in her grade. However, Patty did leave her classmates for itinerant hearing and speech classes. Steve had the same subject and age-appropriate courses as other students in his grade. Steve did not leave the other students for special classes. Yule had different subject-related courses than his same-grade peers; however, his courses were considered age appropriate. Yule spent the majority of his time in the regular classroom, occasionally leaving to work on his signing and communication skills. Wade had the same subject and age-appropriate courses as other students in his grade. Wade was exempt from French class, so he would go to the resource room for the period. Two of the youth, Patty and Yule, needed assistance to get from class to class.

The majority of the youth, except William, were identified as having participated in recreational activities at school. Some of the activities identified were: lunch-time

intramural activities, student council, house league sports, basketball (informal), being a spectator at basketball games, band, and physical education class activities.

The majority of the youth, except Renee, were identified as participating in recreational activities in the community. Some of the activities identified were: basketball, parties, pathfinders, swim team, circle activities, horseback riding, swimming, golf lessons, and swim lessons. The demographic surveys did not identify whether the recreational activities were integrated or segregated, but only if they participated. However, this was discussed later in the interviews.

Youth's Friends—Parent Perspective

Table 7 presents a summary of the youth's friends based on the parent perspective. All of the parents said that their children had friends. The survey asked the parents to identify if the friends were considered close, not so close, or casual. Definitions of these terms were not provided. Five of the youth were identified as having at least one close friend. Patty's six friends were all identified as being close. A later discussion on how the youth spent time with their friends identifies which of these friends also had a disability. In terms of gender of the friends, the two female youth had only female friends, whereas the male youth had both male and female friends. The majority of the youth had friends who were the same age. The number of years the youth and their friends had been friends ranged from 3 months to 11 years. The majority of the friendships were started at school. The youth, the friend, or both initiated the majority of the friendships. When more than one person was identified as having initiated the friendship, they were all included in the analysis. Yule was identified as having all of his friendships initiated by the friend. The youth and their friends mainly initiated Patty's,

Table 7

Summary of Youth's Friends Demographics—Parent Perspective

Youth name	No. of close friends	No. of not so close friends	No. of casual friends	No. of female friends	No. of male friends	No. in same class as youth	No. same grade as youth	No. same age as youth	Length of friendships (years)	No. who met at school	No. initiated by youth/friend	No. initiated by parent/teacher
William	1	1	3	1	4	0	1	1	1-9	1	1	0
Renee	1	0	2	3	0	2	1	2	1-3	3	2	1
Patty	6	0	0	6	0	0	0	3	6-11	4	5	1
Steve	3	4	0	4	3	1	7	0	1-5	7	2	5
Yule	0	3	0	1	2	3	3	0	6	3	3	0
Wade	2	7	0	5	4	1	6	6	.5-8	8	7	2

Wade's, and Renee's friendships. The majority of Steve's friendships were identified as being initiated by his parent and "Extend-a- Family," whereas all but one of William's friendships were initiated by his sibling.

When the parents were requested to describe how the youth spent time with their friends, the activities participated in with their friends without a disability and with a disability were very similar. Table 8 presents a summary of the activities the youth participated in with their friends who had a disability and who did not have a disability. Of the 6 youth, 4 were identified as having friends with a disability. William, Renee, Patty, and Wade all had at least one friend who had a disability. Steve and Yule had no friends identified as having a disability.

The majority of the activities identified were considered to be sports related. For example, swimming was an activity that 4 of the youth participated in with their friends. Only Renee and Yule did not participate in any sports-related activities. The other sports activities identified were basketball, rollerblading, and hockey. All of the youth participated in games with their friends, for instance, board games, card games, and computer or video games. A number of the youth spent time with their friends at either the youth's home or the friend's home. The activities in which they participated in those settings were: hanging out, watching television or movies, and listening to music. The main difference in the activities participated in with friends with a disability and without a disability was the time spent at school. For both Renee and Yule, their friends without a disability assisted them in the classroom.

Table 8

Summary of How Youths Spent Time with Friends—Parent Perspective

Youth	Friends	No. of friends	Activities outside of school with friends
William	Without a disability	4	Swimming, hockey, basketball.
	With a disability	1	Visit one another's homes, swimming, basketball.
Renee	Without a disability	1	Helps out Renee at school in classes.
	With a disability	2	One spends time at Renee's home. The other doesn't see her outside school.
Patty	Without a disability	5	Board games, computer games, events, swimming, television, cards, crafts.
	With a disability	1	Board games, swimming, watching television.
Steve	Without a disability	7	In class, circle activities, helping in class, eat lunch.
	With a disability	0	
Yule	Without a disability	3	Help Yule at school, attend Yule's birthday parties.
	With a disability	0	
Wade	Without a disability	8	Computer games, listening to music, street hockey, swimming, basketball, pogs.
	With a disability	1	Basketball, eat lunch together, watched movie, visit one another's homes.

Youth's Friends–Teacher Perspective

- Table 9 presents a summary of the youth's friends based on the teacher perspective. Not all of the teachers said that the youth had friends. Both Patty's and Yule's teachers did not identify any friends for the youth. Thus, only William's, Renee's, Steve's, and Wade's friendships based on their teacher's perspective will be discussed. Three of the youth, William, Steve, and Wade, were identified as having close friends. Renee was identified as having only casual friends, whereas Steve had both close and casual friends. When examining the gender of the friends, 2 out of 3 of the young men had mostly female friends. Three of the 4 had most of their friends in their class. Most of the friends were the same age. The number of years the friends had been a friend ranged from 1 to 7 years. The teachers identified that all of the friendships were initiated at school. The parent and teacher initiated the majority of the friendships.

When the teachers were requested to describe how the youth spent time with their friends, the activities were specific to the school setting. Table 10 presents a summary of the activities the youth participated in with their friends who had a disability and who did not have a disability. All of Renee's and William's friends were identified as having a disability, whereas none of Steve's or Wade's friends had a disability. All 4 youth were identified as spending lunchtime with their friends. Other school-based activities were helping in the classroom, locker partners, free time, and spending time on the playground. One teacher, Steve's, also indicated that Steve and his friends participated in circle get-togethers and activities.

Table 9

Summary Youth's Friends Demographics—Teacher Perspective

Youth name	No. of close friends	No. of not so close friends	No. of casual friends	No. of female friends	No. of male friends	No. in same class as youth	No. same grade as youth	No. same age as youth	Length of friendships (years)	No. who met at school	No. initiated by youth/friend	No. initiated by parent/teacher
William	1	0	0	0	1	0	1	1	-	1	1	0
Renee	0	0	4	3	1	3	0	2	2-3	4	2	3
Patty	0	0	0	0	0	0	0	0	0	0	0	0
Steve	3	0	4	5	2	6	5	5	1-4	7	0	7
Yule	0	0	0	0	0	0	0	0	0	0	0	0
Wade	6	1	0	6	1	7	7	7	3-7	7	7	7

Note: The dash indicates that the teacher did not know the length of the friendship.

Table 10

Summary of How Youths Spent Time with Friends – Teacher Perspective

Youth	Friends	No. of Friends	Activities at school with friends
William	Without a disability	0	
	With a disability	1	Eat lunch, spend free time, locker partners.
Renee	Without a disability	0	
	With a disability	4	Eat lunch, in some classes together.
Patty	Without a disability	0	
	With a disability	0	
Steve	Without a disability	7	In class, circle activities, helping in class, eat lunch.
	With a disability	0	
Yule	Without a disability	0	
	With a disability	0	
Wade	Without a disability	7	Playground, reading, scribing, helping in class, and lunch.
	With a disability	0	

Comparisons of Parent and Teacher Perspectives of Youth's Friends

- The information obtained from the comparative analysis of the parent and teacher responses to the survey was used in the form of probes during the triad interviews. If there were discrepancies between the information provided by the teacher and mother, they were addressed in the group interview.

Not all of the cases were included in the discussion on the areas of agreements and discrepancies between the teacher and parent perspectives on the youths' friendships. As aforementioned, Patty's and Wade's teachers did not identify any friends for the youth and therefore could not be included in this analysis. However, they still participated in the group interviews. When examining the friendships that Patty's mother had identified, it was noted that all of the friends were not in the same class or grade as Patty. This could explain why the teacher did not know the friends. Another case which was not included in this comparative analysis was Wade's. His teacher was his grade 8 teacher, and at the time of the interview, Wade was 3 months into grade 9. Therefore, the information which the teacher provided on the survey was dated.

In each of the three cases, William, Renee, and Steve, included in the analysis of the areas of agreement and discrepancy between the parent and teacher responses, at least one friend was identified by both the parent and the teacher. In the case of William, his mother identified the one friend identified by his teacher. William's mother and teacher also agreed on the closeness, the grade, and age of the friend, as well as who initiated the friendship. The examples given to demonstrate how the friends spent time together were different; William's mother shared examples from the home environment, while his teacher, from the school environment.

Renee's mother and teacher agreed on who two of Renee's friends were; however they disagreed on who initiated the friendships. Renee's mother indicated that Renee and her friends initiated the friendships, whereas her teacher indicated that the teacher and friends were the initiators. The one female friend that Renee's mother identified as being close was considered to be a casual friend by the teacher. The difference between the two perspectives was based on the difference in environments in which the parent and teacher observed Renee and her friend. Renee's mother and teacher agreed that a second female friend was a casual friend. Renee's teacher identified two friends at school, a male and a female, as casual friends of Renee, but Renee's mother did not. However, Renee's mother did identify another female friend at school not mentioned by the teacher.

Steve's mother and teacher both identified three of the same friends; however the degree of closeness was not agreed upon. Steve's mother identified four friends who the teacher did not, and likewise, his teacher identified four friends that his mother did not. Three of the friends that Steve's mother identified did not have the same classes as Steve. In fact, a couple of them went to a different high school than Steve, which explains why his teacher did not include them. Likewise, three of the friends that Steve's teacher identified were in the same classes as Steve and had been friends with him for only the one year he had been in high school. Therefore, his mother may not have known them. This study did not explore whether these contradictions exist for students without disabilities.

Section Two: Triad Profiles

The 6 youth who participated in the study were William, Renee, Patty, Steve, Yule, and Wade. A brief description of the youth and their triad is presented in this section. The results of the intracase analyses are presented in the form of triad profiles, which are located in the appendixes (See Appendixes K, L, M, N, O, and P). Each of the profiles outlines the categories that emerged during the phenomenological analysis of the individual and group interviews for each of the six cases. As the purpose of this study was to describe the friendships of youth with developmental disabilities who were integrated at school, each triad profile provides an in-depth description of the youth's friendships based on the subjective perspectives of the youth, parent, and teacher. The clusters of meaning and their associated categories, which emerged within the analysis of each case, provide valuable insight to the friendships of youth with developmental disabilities. There were four common categories throughout each triad; they were: friendships; the parent's role in the friendship network; the teacher's role in the friendship network; and barriers to friendship. Other categories that emerged in various triads were: characteristics of the youth; the youth's school situation; strategies to promote friendship; and defining friendship.

William

William, who had Down's syndrome, participated in an individual interview and group interview with his mother and teacher. William was a quiet, friendly young man who greeted me with a handshake and a smile. He was 17 years old and was in grade 10 at a Catholic high school. William was very comfortable at his high school, partly due to the fact that both his parents had been teachers there for a number of years, and he had

often visited the school before becoming a student. The individual interview took place in his home in an upper middle class neighborhood in a small town outside of the city in which he went to school.

In the individual interview, he was eager to answer all questions. At times it seemed that he was trying to please me with his responses. For instance he would provide a long list of friends' names, but when probed, the list would be shortened. His appearance was thin and short in stature. He looked younger than his age.

The group interview took place at his school. William was tired during the group interview. He did not say much and tended to drift off to sleep occasionally. His mother also participated in the group interview. She was very eager to share her thoughts and experiences about William's friendship network. The teacher who participated in the study was a teacher from the educational resource room. She was very familiar with William, and often during the group interview, tended to "mother" him by asking him to sit up straight or to speak louder.

William had lived with his mother and brother in their neighborhood for almost one year. William had one younger brother who lived with him and two stepbrothers who did not live with him. His natural parents were divorced, and both had remarried.

William's triad profile (See Appendix K) tells the story of a young man whose degree of integration had changed from fully inclusive to being almost segregated within a regular school. William had developed friendships with both a peer who had a disability and children who did not have a disability. His closest friend attended his high school and also had a developmental disability. The majority of his friends who did not have a disability were younger than him. William's mother was an active participant in the

facilitation of William's friendship network. She facilitated socialization opportunities at school, provided opportunities for socialization outside of school, and ensured William participated in sports. William's teacher's role in his friendship network was informal in that she encouraged existing friendships and social interaction in the classroom. As well, she taught William appropriate social skills. William's triad identified a number of barriers to friendship development, specifically William's disability, his behaviours, and the busy schedules of his family and friends.

Renee

Renee, who had Down's syndrome, participated in an individual interview and group interview with her mother and teacher. The individual interview took place in her home in an upper middle class neighborhood in a suburb of a medium sized city. Renee was polite and courteous to me when I arrived; however she was very shy. During the interview, she seldom made eye contact, and she held her hands in front of her mouth when she spoke. Renee's mother was present for the interview and often added to Renee's comments and encouraged her to speak. Renee was 18 years old and was in grade 11. She was medium height and very thin and frail in appearance. She had one brother who was younger than her. Her family had lived in their neighborhood for 31/2 years.

The group interview took place at her Catholic high school during the last class period of the day. Renee was very tired during the group interview. She did not say much and she tended to drift off to sleep. Her mother was very eager to participate in the interview. The teacher who participated in the interview was from the educational

resource room, where Renee spent some of her time. She seemed a bit defensive at times but opened up as the interview progressed.

Renee's triad profile (See Appendix L) tells the story of a young woman who was integrated in the regular classroom, with minimal time spent in the resource room. Renee had developed friendships with both peers who had a disability and youth without a disability. Her closest friends both attended her high school and also had Down syndrome. The majority of her friends who did not have a disability were younger than her and were more acquaintances than friends. Renee's mother actively participated in the facilitation of Renee's friendship network. She helped Renee fit into society, provided opportunities for socializing, encouraged her to socialize, and nurtured her friendships. Renee's teacher's role in her friendship network was informal in that she provided opportunities and encouraged students without a disability to socialize with Renee. She nurtured existing friendships and she taught Renee appropriate social skills. Renee's triad identified a number of barriers to friendship development: specifically, Renee's inappropriate behaviours and appearance, the minimal support Renee received from her family for social opportunities, the lack of communication between Renee's parents and teachers, and the life stage and attitudes of students without a disability.

Patty

Patty, who had Down's syndrome, participated in an individual interview at her home in a middle class neighborhood in a major city. Patty was a very friendly, happy, and outgoing child. She was 13 years old and in grade 6 at a Catholic middle school. During the interview, Patty was very eager to speak with me and shared a number of jokes and stories with me during the time I spent with her. Prior to the individual

interview, Patty's mother spoke with me for about 20 minutes. She was very open and emotional about Patty and her efforts to help her have as "normal" a life as possible. She did not want me to tape the conversation, but I did record my thoughts in my journal.

The group interview took place at Patty's school during the school day. Patty was not present, as her mother and teacher felt uncomfortable with her there (because the teacher felt she had no friends, and it would make her feel bad to hear the teacher's opinion). The teacher who participated in the study was Patty's teacher's assistant who had known Patty for one year.

Patty's triad profile (See Appendix M) tells the story of a young girl who was placed in a segregated classroom for students with learning difficulties. This was the first year Patty had been segregated at school in any way; it was also her first year at her middle school. Patty had developed friendships with her nondisabled peers, as well as with one girl who had a learning disability. Patty's mother was an active participant in the facilitation of Patty's friendship network. She provided opportunities for Patty to socialize, coordinated Patty's friendships, and educated herself on Down syndrome and a "circle of friends." Patty's teacher's role in her friendship network included teaching and reinforcing socially acceptable behaviour to Patty, respecting Patty, and encouraging other students to socialize with Patty. Patty's triad identified a number of barriers to friendship development, specifically Patty's discomfort at school, her inappropriate behaviours, and the life stage and friendship norms of Patty's peers without a disability.

Steve

Steve, who had Down's syndrome, participated in an individual interview with the interviewer. However, he was not present for the triad interview, as his mother did not

feel he needed to be there. The individual interview took place in his home in a middle class neighborhood of a major city. Steve was a very well spoken, confident young man. He was very friendly and seemed excited to meet me. He appeared to have fewer support needs socially, physically, or intellectually, than the other youth who participated in this study. Steve was 16 years old and was just completing grade 9 at a Catholic high school. He had one brother and two sisters, all of whom were older than him.

The group interview was conducted at Steve's high school. The teacher who participated in the interview was the special education resource teacher for the school. She had known Steve for one year. Steve's mother participated in the interview. She was very eager to participate and to share her experiences with regards to Steve's integration and his friendships.

Steve's triad profile (See Appendix N) tells the story of a young man who had a very strong network of friends. All of Steve's friends were peers who did not have a disability. The majority of his friends were or had been part of his "circle of friends." Steve's mother was very active in the facilitation of Steve's friendship network. She supported and encouraged Steve's friendships, she kept track of and helped to ensure his academics were progressing, and she supported Steve's full integration into society. Steve's teacher and other supports at the school played a large role in his friendships. Specifically, his teacher was involved in the network or people facilitating Steve's friendships, assisted with his academics, and facilitated his friendships. Steve's triad identified a number of strategies which were used to assist Steve with his friendship network. They were: Extend-a-Family, "circle of friends," and peer helpers. Steve's triad also identified a number of barriers to friendship development. They were: an

unsupportive school environment, Steve's parent's protectiveness, and inappropriate behaviour.

Yule

Yule was considered by his parents to have a multiple disability. He had physical disabilities (i.e., an uncoordinated walk) as well as intellectual limitations. Yule was thin in appearance and of medium height. He was nonverbal and his communication skills were very limited. Therefore, his mother, father, and teacher provided the majority of information on Yule. Yule participated in the individual and triad interviews. When Yule did respond to questions, he would either point to diagrams or pictures in his picture book or he would use signing. His parents and teachers acted as interpreters when the interviewer needed clarification.

Both interviews took place in Yule's home located in a low class area of a middle size city. The teacher who participated in the interview was a teacher's aid that had worked with Yule for over 3 years. Yule's father and mother participated in the interviews. They were both very interested in sharing their experiences. Yule was 13 years old and was in grade 7 at a Catholic elementary school. Yule had two brothers, one older and one younger than himself.

Yule's triad profile (See Appendix O) tells the story of a young man who was fully integrated in the regular classroom, with the exception of individual time to work on his communication skills. Yule had developed friendships with his nondisabled peers. Yule also identified his family, his teacher's aid, and a teacher as friends. Yule's mother and father were active participants in the facilitation of Yule's friendship network. They provided opportunities to socialize, encouraged active participation in his friendships,

worked on his physical fitness, and ensured Yule did not overstay his welcome at his friend's home. Yule's teacher's role in his friendship network included encouraging students to interact with Yule, teaching him socially acceptable behaviour, developing his physical fitness, and developing his communication skills. Yule's triad identified a number of barriers to friendship development, specifically Yule's lack of initiation in contacting other children, his lack of physical fitness, and his multiple disability.

Wade

Wade, who had Down's syndrome, participated in an individual interview and then a group interview with his mother and teacher. Wade was 14 years old and was in grade 9 at a Catholic high school. He was short and thin in appearance. Wade had one brother who was younger than him. His family had lived in their neighborhood for 9 years.

The individual interview took place at Wade's home in an upper middle class neighborhood in medium sized city. Wade seemed to be tired during the interview. He didn't laugh or smile much either. The group interview took place at Wade's elementary school. The teacher who participated in the study was Wade's grade 7 and 8 classroom teacher. It was felt that he knew Wade better than any of his current teachers as the interview took place 2 months into his grade 9 year. Wade's mother participated in the group interview.

Wade's triad profile (See Appendix P) tells the story of a young man who was fully integrated at school. Wade had developed friendships with his nondisabled peers and had recently become friends with a boy who had a disability. The majority of Wade's friendships had existed all through elementary school, and were in the process of

facilitation of his friendship network. She supported Wade's full integration at school, encouraged Wade to socialize, and facilitated his friendship opportunities. Wade's teacher's role in his friendship network included helping to maintain existing friendships, facilitating socialization between Wade and other students, and facilitating appropriate modifications to Wade's social circle. Wade's triad identified a number of barriers to friendship development and maintenance, specifically the age and life stage of his friends, his level of athletic ability, and his developmental level.

Section Three: Cross Case Themes

Four thematic statements were created from the cross case analysis: friendships are far from perfect, to have a friend you have to be a friend, parents as choreographers of friendship, and teachers as reluctant partners in friendship facilitation. Each thematic statement was then further subdivided into examples of the phenomenological lifeworld existentials of lived body, lived time, lived space, and lived human relation. Lived body (corporeality) refers to the fact that we are always bodily in the world. Lived time (temporality) is subjective time. Lived space (spatiality) is felt space. Lived human relation (communality) is the lived relation we maintain with others in the interpersonal space that we share with them (Van Manen, 1990). Within each of these, insider language was provided to ground the analysis in the life experience of the participants. Each thematic statement and its respective subsections are presented in turn.

Friendships are Far From Perfect: "You Mean its Not as Easy as it Looks?"

This thematic statement summarizes the joyful and paradoxical characteristics of friendship. The children of this study present complex profiles to the challenge of a friendship journey. As the following examples will disclose, friendship remains a desired

and dreaded experience. Examples of lived body, space, time, and relation issues relating to the problematic character of friendship will be presented below using the language of the informants.

Lived Body

The concept of lived body was evident throughout many examples of life experiences provided by the participants. How one's age, body, communication skills, and physical abilities affect relationships and viewpoints on friendships will be presented in this section.

William's awareness of the age difference between his friends and himself illustrates the concept of lived body. William's mother stated, "William is very aware of the older and younger friends too." She reminisced about an incident when older boys in the neighborhood had invited William to play street hockey with them. She remembered William exclaiming, "Hi mom, I'm playing with the big boys." To William and his mother, the age of his friends did make a difference in their view of the friendships.

Patty's teacher shared an example of lived body when she described how Patty's classmates would modify their game of basketball to include Patty. The deliberate inclusion of Patty in a passing sequence even though she had no skill affected how they played the game. Her body changed their bodies. In order for Patty to feel included, she had to be included. The students did not do this with others, so it was paradoxical. Her body was a factor in the game. As Patty's teacher explained:

I watch and they are very good. They will tear around the court and Patty will stand there, and then every so often they will go over and give her the ball and tell

her to shoot or bounce it or whatever. They make sure she has a chance, and she is very happy doing that.

An example of lived body was evident in Yule's case as he was both nonverbal and had a developmental disability. His lack of communication skills affected his relations with other people and his friendships. Yule's mother shared that she felt that he would not have any more friends if he were verbal. Yule's mother felt that the largest barrier was his cognitive ability:

You know, his cognitive level isn't where children his age are. And I think that is probably why he wouldn't interact any better with them if he could talk. So I don't see that being a difference that he is nonverbal to if he was verbal. It wouldn't make him have any more friends than what he does now.

Yule's father and teacher did not agree, they felt that his inability to verbally communicate was a huge barrier to the initiation and maintenance of friendships.

Wade's teacher presented another example of lived body. He explained that the gap in the physical ability levels between Wade and his male peers was growing,

The range between what he is able to do and what the others are doing, that range is getting farther and farther apart. And that is putting a little bit of difficulty and pressure on his peers to still remain and do things with him.

This gap between Wade and his peers was making the continuance of friendships difficult.

Lived Space

Many of the life experiences of the youths' relationships were setting specific. The friendships were dependent on the space the youth shared with their friends and

peers. The following examples will illustrate the limitations of the relationships experienced by these youth.

Both William's mother and teacher acknowledged that William knew a lot of people who were "school-only friends." For example, William's teacher stated:

There are lots of people that William knows, even on a first name basis, in the hallway that would probably stick up for him in a pinch if they needed to, or to help him out in a situation. But they are not really close friends...Friends that you spend a lot of time with, they would be your best friends, close friends. We all have friends that we see every day, but they are not our very closest friends that we tell all our special information to.

Patty's mother also described a friendship of Patty's, which was setting specific. When discussing Yola, Patty's mother explained why she no longer considered Yola to be a close friend to Patty:

Yola is right here in the building [school] and doesn't necessarily seek her out or spend time with her. But she still actively tries to keep their friendship alive [outside of school], but it is harder and harder for her because the other girls that she hangs with aren't as ready to include Patty.

Amy, who was considered a close friend to Wade by all three triad participants, spent more time with him at school than during nonschool hours. Wade shared these examples of how he spent time with Amy at school. We spend time at "recess and lunch break, we play police chase, like you keep running and you freeze." Amy would also eat lunch with him every day and help him in the classroom on the "computer" or "reading books." Their time spent together outside of school was limited mainly to birthday parties.

Lived Time

-How one spends their time affects every aspect of their life, especially their relationships. Who people spend their time with, how they spend their time, and how much time people spend together all influence their friendships.

William's closest friend also had a disability. Could spending so much time with his friend who has a disability limit the development of relationships with friends without disabilities? William and Neil, who has a disability, often attended school dances together and were locker partners and lunchtime companions. As Mrs. Simpson, William's teacher, stated:

[William] spends most of his nonclass time with Neil. Any time there is something at school where it is an activity or free time, like an assembly. They kind of look for each other, and if it is possible to sit with each other they do.

Renee's mother, who felt that Renee and her peers were at a difficult point in their lives, provided another example of lived time. They were in their late teenage years, finishing high school, and trying to understand themselves. Renee's mother explained:

To tell you the truth, I can understand they are going through a lot of things themselves, trying to figure out where they belong in the world. So for them to give Renee as much of a friendship is difficult.

The age and life stage of Wade's friends was identified as a barrier in the maintenance of Wade's friendships. Wade's teacher explained that he felt the age that Wade and his friends were at was affecting their friendships,

I think we need to look at the varied, many activities that a 13- and 14-year-old is getting into. They have all those opportunities, and they are going out and

becoming involved in all of them, whereas Wade is not, like he is being limited in - that situation. Therefore, if they would want him to come along, they probably see that as slowing them and limiting their experience.

The age and life stage of peers was influencing the relationships between the youth in this study and their peers without disabilities.

Lived Human Relation

The interpersonal relationships that develop between persons with a disability and their “helpers” may or may not be considered friendships. Through the disclosure of lived experiences, the youth and their triads shared examples of relationships with peer helpers, teachers, circles of friends, and volunteer students.

An example of lived human relation was seen in William's mother's role as a social contact between him and other students at William's high school where she worked as a teacher. She would volunteer William when students asked for experience working with someone with a disability because she thought it was beneficial for both. William's mother reminisced about a young man named Noah, who William identified as being a friend at school:

Before basketball season started he was doing weights and he approached me and said that "I am doing weights two nights a week and I would be glad to have William come to the weight room with me and you know we will work out and everything." I said sure that's excellent, and it didn't work out that it was always twice a week, but we were trying for at least once a week.

The fact that Noah approached William's mother rather than William directly reflects how the relationship was paradoxical. If William did not have a disability would William's mother have been involved?

Renee's teacher identified a peer helper as a possible friend of Renee when she stated, "Dianne will work one-on-one with Renee, and so that might be considered a friend, within Renee's world of course." Renee's teacher seemed to feel that Renee's definition of friendship was different from everyone else's. Both Renee's mother and teacher felt that Renee would consider anyone who paid attention to her as a friend. As Renee's mother explained:

I think because Renee doesn't have a lot of people in her life that pay some attention to her other than the adults, that sometimes anybody who pays attention to her in some way, or she chooses that particular person as someone she wants to be her friend.

The questioning of Renee's concept of who a friend was illustrated the nature of her relationships not only with her peers but also with her mother and teacher.

Lived human relation was evident in Steve's life experiences with his circle of friends. As his mother described, "The circle has grown and changed. It is very fluid and people are coming in and out of it, which is just the way it should be. It's just, it's natural friendship." Previous to high school, the circle would be reinitiated each year. Kids would be invited and reinvited to join at the start of every year. However, in high school, the process was modified, as Steve's mother explained:

We do reinvite every year, and at high school we will have to go in the way that the kids invite their friends in, which is what happened with a couple of kids in

his circle. Like Chad came in because Peter is there, and that's the way basically - friendships, groups, develop. So that's pretty normal.

Steve had developed many relationships and friendships through his structured circle of friends.

Yule, a youth with a multiple disability, indicated by pointing at a picture of his teacher's aid, that she was a close friend to him. Yule's teacher's aid verified that she felt she was one of his closest friends when she said, "Well, he has one really good friend, me." Yule's mother further supported the choice. "Oh yeah, Yule definitely sees her as a close friend! He was all excited when he knew Mrs. Zoha [his teacher's aid] was coming over." The identification of a teacher as a close friend to a youth who was 13 years old demonstrated the thematic statement that friendships are far from perfect.

To Have a Friend you Have to be a Friend

"Being a friend" need not necessarily be natural, simple, or easy. Being a friend is mediated by the parents, appearance, degree of interdependence, level of communication, self-confidence, and experience. Examples of lived body, space, time, and relation issues relating to being a friend will be presented below using the words of the participants.

Lived Body

Relationships are affected by how one uses his or her body. Through examples of life experiences, the youth and their triad participants shared how behaviour, body language, and physical fitness influenced friendships.

An example of lived body was illustrated through Steve's friendship with Peter, a friend from Steve's "circle of friends." Steve's mother felt that his friends would occasionally encourage Steve to act inappropriately. For instance, when Steve went to

camp with Peter, Steve got into a lot of trouble for inappropriate behaviour. One of his behaviours was mooning (pulling his pants down). When discussing Steve's behaviour in the car with Steve and Peter, Peter stated, "I guess that was my fault." Steve's mother decided to make Peter aware of his responsibility in Steve's actions. She explained, "Peter, you weren't there to make sure he stayed out of trouble, you were just there as his friend. But of course if you put him up to any of that stuff he was doing, that was your fault then." By encouraging Steve to misbehave or act inappropriately, Peter could have been interfering with Steve's ability to make new friends.

Yule, who had a multiple disability, demonstrated lived body through his physical expression of his feelings. Yule's teacher's aid stated that she could always tell how Yule was feeling by how he touched her. "That's how he interacts [by touching]. He lets me know how he is and if he is happy with me today or not happy. When he is really happy, he thumps me." Wade used body language to distinguish between close friends and not-so-close friends. If someone were considered a close friend, they would be a person Wade would hug. If he or she were a not-so-close friend, Wade would shake hands or wave. Wade's mother explained when she stated, "A close friend is someone he would consider that he would give a hug to. It would be very limited, you know, probably a select few people."

Yule's lack of physical fitness was identified as a barrier to his development and maintenance of friendships with male peers. Due to his poor muscle development and energy level, he was unable to keep up with the other kids in the schoolyard. As Yule's father explained, "I try to get him to climb around and just play. I take him for walks. We go into the bush and things like that." Yule's teacher's aid agreed that working on his

physical fitness was necessary when she said, “That’s a big one,” referring to physical fitness as a barrier. She continued to explain,

He is not as capable of playing the sports. So boys his age are out there playing sports. They are playing baseball, basketball, or whatever, and he just can’t handle it. It is a little much for him. He’ll kick the ball, but he won’t run after it, and he won’t get right into the thick of it. So he draws back from that type of physical contact outside.

Yule’s inability to be as physically active as his male counterparts illustrated how his physical limitations influenced his ability to be a friend.

Lived Space

Where we spend our time affects the relationships we build. The life experiences of the youth in this study provide examples of how lived space affects the thematic statement, to have a friend you have to be a friend.

William’s mother provided an example of lived space when she discussed how ensuring that William was integrated in his neighbourhood school helped him develop relationships.

Yeah, he has got a pretty normal life you know. The nicest thing out of 10 years or 11 or 12 or whatever is that he spent, in a regular neighbourhood school, is that he has a bunch of little people that he can go visit, and that he can telephone. Kids, people, look out for him in the neighbourhood, because they know him, because he has been in the neighbourhood programs and he has been at the neighbourhood school.

Steve was also integrated in his neighbourhood school for many years. Being in the neighbourhood school and developing friendships there influenced his friend's opinion of what his future would be like. Steve's mother shared Mark's view of Steve's future:

You forget that kids are kids and they don't really have the same concept of the things that we do. He imagined Steve going on to university or something, which is nice. You would rather be imagined well than imagined poorly.

An example of lived space was also evident in the way Yule's parents felt about Yule spending time at a friend's house. They felt strongly that it was better if Yule had Howard over to their house, rather than Yule going to Howard's. As Yule's mother explained:

Howard's father had told me to send him over, right, but I could see that I know Yule. If he went over there, he would more be getting into things. So I thought people don't understand. It's nice for them to ask, but they don't understand, you know, what Yule would do.

The refusal of Yule's parents to let him go to his friend Howard's house, even though he was invited, would affect his ability to be a friend to Howard.

Where the youth spent time with their friends was an important consideration when the participants were identifying the closeness of a friendship. When Steve described how he spent time with his peer helper Patricia, he mentioned both at school and outside of school activities. For instance, Steve talked about when she once took him to a baseball game, "A Blue Jay game! And Patricia bought me fries, pop, and hot-dogs. Cheese-dogs, oh I love those!" Even though Patricia spent time with Steve outside of

school activities, she was not considered a close friend by any of the triad participants due to the peer helper nature of their relationship.

Lived Time

The concept of lived time was evident in all of the relationships of the youth in this study. The time spent with friends affected the youth with a disability's ability to be a friend.

When discussing their friendships, the youth with disabilities shared that the time they spent with their friends determined why people were friends. Renee shared examples about the time she spent with her friend Yvonne in her home, "we watch movies, do homework, listen to fast music, and talk about things." William described how he spent time with his friend Neil, who also had a disability, "On Saturday I could bring Neil over to play with me. We play basketball, play Sega, go swimming, play hockey, and go biking." William also explained that he and Neil have sleepovers and talk on the telephone. Spending time with their friends in their homes allowed the youth with disabilities to be a friend to their friend.

Steve's teacher's description of how Steve distinguished between who was and who was not a friend provided a vivid example of lived time.

I think he has an intuitive sense ... I don't think it is a linear kind of rational thing that he could really explain. I might be wrong about that, but he has an intuitive sense about who is there for him, what the quality of that contact is; and frequency of that contact would be important to him as well. He would know the quality and whether it is meaningful or not.

Yule's parents shared that they felt they needed to encourage Yule to actively participate with his friends. Yule's mother provided an example of lived time when she discussed a time when Howard, a nondisabled friend of Yule, had come to the house for a visit.

Howard had come over one evening and I had seen how Andy and I had to keep on with, "Come on Yule, you know Howard is here to do something." But you know, Yule would rather go watch television or, you know, he soon lost interest. Yule's short attention span and his inability to stay focused on his friend Howard affected how much of a friend he could be to Howard. Yule's triad identified that the largest barrier to Yule's development and maintenance of friendships was his apparent lack of ability or desire to initiate interactions with other children. Those other children did not always understand that just because Yule didn't initiate contact or continue to spend time with them, it didn't mean he didn't like them. As Yule's mother explained,

I think children see that they, where they may want to be Yule's friend, and they notice it is hard to interact with him. Then they may feel, well, it's me, maybe Yule doesn't like me. But it is the way Yule is. He has a hard time interacting with people. But it is hard for a child to understand that.

A final example of lived time was the influence of age and life stage on Wade's friendships. Wade's mother stated that she felt that friendships were harder at this age (grade 9, early teenagers). "It definitely is harder." Wade's teacher explained his thoughts about the influence of age on friendships.

It almost appears that the younger the group, the more close friendships, and the older the group, the tendency it raises to have friends drift. That's what appears to be happening in the overall picture of things with Wade at this time.

Lived Human Relation

Through the disclosure of the life experiences of the youth's friendships, examples of the influence of their lived human relation was evident in the youth's ability to be a friend.

The existence of reciprocity in a relationship was often one of the main determinants of whether or not the relationship was a friendship. When discussing Mark, it became clear that Steve had a lot to offer his friend in their friendship. For example, Steve's mother explained how Steve provided down time for Mark.

Mark, when he wants to get relieved of the pressure of living up to being the only son of an Irish family and oldest and a smart kid, you know and all that, super hockey player, he will come over and just crash with Steve, and he would, you know, just lie on the bed and goof around. Steve provided good down time for him.

The willingness of William and Neil to "stick up for" or to defend one another was identified as a characteristic of their close friendship. As William's mother explained, "The other kids may tend to pick on one or the other. They are sort of each other's protector." William added that when "boys are mean" he and Neil would "stick up" for each other.

Renee's teacher provided an example of lived human relation when she explained that Renee "doesn't know what the rules or boundaries of a friendship are." She then

provided an example of a situation that happened between Renee and her close friend Yvonne, who also has a disability:

Today at lunch time [Renee] just decided to be mean to [Yvonne] and she was. Yvonne was in tears. She doesn't have a lot of remorse there for friends. If she just decides to be mean she will be mean.

Renee also seemed to have a lack of confidence in herself in social situations, as her mother explained:

Even with Renee, sometimes we will be in a situation where she knows people and she will want me to help her to go over to say hello or to talk to someone because she still doesn't feel her own self-confidence in stuff.

Renee's lack of confidence and understanding of friendship affected her ability to be a friend.

Patty was identified as possessing a number of qualities that would make her a good friend. As her mother explained:

Patty has all the qualities of a good friend: she doesn't have any others, she is looking for somebody to spend time with; she gives them anything, if someone wants to look at any old book or anything; she wants your time and your attention; and she wants the connectedness of people way more than she wants the thing.

Patty described why she considered Yola to be a friend: "she is funny, happy, friendly, and exciting about me, and always wants to be my best friend too forever." Patty described Edna as a friend because "I really like Edna, she is funny, nice, and popular,

and has a great attitude. I always like her. I like her because I think she always gives me a lot of attention."

Steve's "circle of friends" demonstrated what it means to be a friend on Steve's first day of high school. Steve's mother was grateful for the support she and Steve received on his first day of grade 9. She was feeling a little overwhelmed as there had been no special arrangements made for him. Then, as she explained,

A bunch of his friends from grade 8 said, hi Theresa, you know and they hi'd him and all that. And I asked a question, and they said, "Oh we'll take care of it, we'll see that he gets where his is supposed to go." And that was that.

Steve's teacher also shared her opinion, "as a high school teacher, to have Steve arrive with a circle already intact, he is there with his friends. It was such a great help to ease his transition to grade 9." Not only did Steve benefit from his circle friends, Steve's friends who participated in his circle also benefited from their time in his circle and learned a lot. Steve's mother described one of Steve's closest friends, Peter: "He is proud to be the longest member of Steve's circle." And Steve's mother had learned about a two-sided outcome: "I, from a mother's perspective, think friends don't get you into trouble, but that is not really true. Friends lead you astray all the time." She identified that Steve's friends act the same with him as with their other friends.

An example of lived relation was provided when two of Wade's closest girl friends, Nora and Amy, were discussed. In elementary school, they always sat with Wade during lunch. Wade's mother and teacher had realized that Wade needed a bit more time to eat than others and that occasionally he needed help to clean up. As Wade's teacher explained, "Nora and Amy were always there for that. And that was not an assigned

thing. That was the real friendship and the reaching out that was coming from these two ladies.” These two girls had continued their tradition of eating lunch with Wade at high school. They had shown the initiative and joined Wade for lunch and were doing it on a regular basis.

Parents as Choreographers of Friendship

Each level of analysis in this study bears out the unfortunate but necessary truism that parents are critical ingredients in the creation, nurturance, and continuance of friendships for their children who have disabilities. This level of analysis confirms this. Examples of lived body, time, space, and relation from people’s stories will be shared to confirm this theme.

Lived Body

The influence of the parent on the youth’s life experiences as related to lived body was very apparent throughout the triads. The appearance and behavior of the youth in this study affected the relationships they had with their nondisabled peers. One of the parent’s roles in helping facilitate the friendships of their youth was to teach them how to dress and behave appropriately. The parents were also tasked with providing opportunities for the youth to participate socially with their nondisabled peers.

Renee's mother identified that a key role of hers was to help Renee "fit in" with society while allowing her to become her own person with her own identity. She explained her role in the following quotation:

I have to physically take all the clothes off her and put on what I want...And when it's a civvies [non-uniform] day and she chooses what she wants, I at least make sure she doesn't get some of the more ridiculous stuff she would probably

wear if I let her...If [Renee's] not having friends and being accepted anyway, you know by the group. You know, making her into this perfect little person is not going to make it any different.

Steve's mother acknowledged that his behaviors were partly her responsibility. "I saw as my job at home, and I still do, to teach him appropriate responses and behaviors, so he knows how to keep friends sort of thing, and you know, just general things on how not to be offensive."

A final example of lived body was Wade's mother's encouragement and provision of opportunities for Wade to socialize. Wade had been involved in a number of recreational activities in order to encourage socialization. As his mother shared, "He did some swimming, he did some golf lessons, he also took a music program, the band." However, there was not a lot of opportunity for socializing at those activities, so there were no friendships to speak of. At the time of the interviews, Wade's mother was deciding which recreational activities to have Wade involved in which would provide the most opportunity for Wade to socialize.

Lived Space

The parents of the youth with disabilities demonstrated examples of lived space through the disclosure of their life experiences. Renee's mother indicated she felt as a parent that she needed to stay away from Renee's high school:

As a parent you don't want to be dropping by and in class and doing stuff, because other parents don't do it. It just points out the fact that that person has to have a parent around too much.

Deciding how much time was spent at Renee's high school could be seen as a balancing act or a dance to ensure that Renee was not singled out any more than was necessary.

The willingness of the youth's parents to invite and welcome their children's friends into their homes was a prime example of lived space. Patty's mother would often call to invite the parents of two of Patty's friends over for a visit, and thus the girls would come too. She described herself as "the great coordinator of Patty's friends." Patty's mother explained why it was necessary to have other kids over to their house:

If they come into our house and they see her as a person instead of just seeing how different she is. They see her bedroom, they see that she has parents, they see that she has toys. I don't know how to explain it. And she is much more outgoing because she feels so safe in her house.

Steve's mother also supported Steve's friendships by being receptive to his friends. As she stated, "I feel that I need to be very receptive to the kids and make them very welcome in the house, so that they will feel that they are welcome anytime."

Lived Time

Time is a precious commodity. Parents of youth with disabilities often find that a significant amount of their time is necessary to help their children develop and maintain relationships.

Patty's mother explained an example of lived time when she described the need for her to find the time to provide opportunities for Patty to socialize with other kids.

It is not a question of just having somebody over for an hour or two for Patty. It always factors into a huge amount of my time to orchestrate these things. It's not just an hour, it ends up being 3 or 4 hours. So even when I feel guilty and I want

to set something up for Patty, I have to look at the watch and the date and the - calendar and everything else. Do I have 4 hours that I want to devote for this 25 minutes worth of play?

Renee's mother also felt that she played an ongoing role in providing her daughter with socialization opportunities. As she identified, "It's a lifelong thing...you try to see if you can work in where they can find friends and put them in situations."

Another example of lived time was the schedule that William's family was forced to have, due to the divorce of his parents. The modified schedule was identified as a barrier to William's friendships. As William's mother explained:

It is difficult because I only have William and Nick every second weekend. They have to go visit their father and they also go on Wednesdays. So [William] is not around that much and his life is really departmentalized because of his father's home and here.

The disclosure of the parents' life experiences regarding the provision of transportation for their children with disabilities demonstrated lived time. Transportation was one of the ways that Steve's mother felt she supported his friendships. As she explained:

I think from my perspective that building relationships, I sort of feel that I have to do a lot of the driving and picking up. And because it is my interest that the circle flourishes, lasts, I end up doing a lot of that, and trying to fade into the background, but also there for the transportation, there to keep an eye on it [the circle of friends].

Steve's teacher felt that Theresa's support of his "circle of friends" helped not only his friendships, but also his academics. "Theresa structuring and supporting the circle directly supports his curriculum. Steve loses the negative behaviors because of the natural integration that occurs because his friends are there. So it really is essential in terms of parental support."

Lived Human Relation

The parents of the youth with disabilities in this study were very aware of the obstacles to friendships that their children were facing. They demonstrated lived human relation through their descriptions of the challenges facing their youth and their role in helping their youth face those challenges.

William's mother felt responsible for ensuring that he was given ample opportunity for socialization outside of school. She identified that it was time to consider hiring a family support worker for William to encourage the development of age appropriate friendships outside of school. The majority of William's neighbourhood friends were younger than he was. As William's mother explained:

He is getting so much older, and it's time to get him away from the younger children, just so that he is doing things that are more age appropriate. So that's another thing that I know I want to look into now. Even though time wise it is difficult.

Renee's mother provided an example of lived human relation through her opinion of Renee's chances of developing friendships.

What you hope as a parent is that somewhere there will be some people who kind of accept and like your child and want to do things with them. Because by the

time they get to be an adult, it is too late to start making those friendships, because it just doesn't happen. [Friendships] will never happen as adults either, unless it is paid adult people working with your adult person.

Steve's mother felt that she had a role in teaching him how to act in a relationship with his friends. She felt that Steve's closest friends were those who would initiate contact and where reciprocity was a part of the friendship. Thus, she explained,

I try to teach him a little reciprocity himself. Like he tends to be very focused on himself often, me me me. Like when someone comes over, I say to him quietly, let Mark choose what you are going to do.

In other words, she felt that teaching Steve how to be a good friend was important.

Teachers as Reluctant Partners in Friendship Facilitation

This thematic statement is especially textured because of the surprisingly polar tendencies among the teacher informants, that is, some teachers believe that facilitating friendship is no more than an extension of their pedagogical conduct, whereas other teachers see this as an intervention beyond the scope of their responsibilities. Teachers can be allies and partners, they can be the bearer of helpful information for parents, and they can be disinterested or minimally involved.

Lived Body

The teachers of the youth with developmental disabilities have a role in teaching the youth appropriate ways to use their bodies. As mentioned earlier, the way one acts affects whom they associate with or who will associate with them. The development of relationships is often dependent on whether a person is socially acceptable.

Renee's teacher was responsible for teaching Renee appropriate social skills in her personal life management course. Renee's teacher elaborated, "we actually role-play how to talk to friends, ... even to physical appearance, what is appropriate, what isn't, blowing noses, anything that could turn people off." Patty's mother and teacher agreed that Patty needed to learn how to act appropriately in order to develop friendships. Patty's mother explained how she saw the teacher's role as affecting Patty:

I think by teaching Patty what is acceptable and what's not, you are really helping her have a chance at friendships. Because the other students won't put up with it; as they get older they are less and less likely to put up with things she does naively.

Steve's mother also felt that his teachers were partly responsible for teaching him appropriate behaviour responses. As she stated, "I always thought it was unsuccessful at the elementary school. I used to say to teach him some repertoire-appropriate responses to deal with these kids." She provided an example to demonstrate how Steve would occasionally respond inappropriately to a situation. "You could call it a delayed fuse. He has figured out he has been had, so the next kid that came along, he would either slap him or, you know, give him the four letter word." Yule's teacher shared an example of how she taught Yule appropriate behaviour. She explained, "Every time he would lick his hands, I would make him go wash his hands. I think he finally got tired of washing." By dedicating time to teaching appropriate behaviours, the teachers of the youth with disabilities were helping them prepare for social relationships, especially friendships.

Lived Space

- The school is a prime location for the opportunity for students with disabilities to socialize and to develop friendships with nondisabled peers. Thus, the teachers and the support systems at the school have a role in facilitating the relationship building of the youth.

Renee's mother expressed that she felt it was the school's responsibility to provide the opportunity for socialization with students without a disability through structured facilitation of friendships, such as a "circle of friends." She explained that:

As a parent you don't want to jump in and try to create [a circle of friends]. You hope that the school and the kids and stuff will kind of do that a little bit because they are right in the situation.

In Steve's case, his coordinator from Extend-A-Family (EAF) had played a crucial role in the initial and ongoing development and maintenance of his "circle of friends" in both elementary school and high school. As Steve's mother outlined, EAF was a key player in introducing and maintaining circles at his schools.

The fact that our coordinator was doing the facilitating with the circle was much better [than the teachers] in the sense that the kids weren't as free in front of whoever the classroom teacher was. And our coordinator could say a lot more.

The teachers were not inclined to say, "you are not acting like a friend" or "what's going on here?" or challenge them a little bit in terms of what the relationships were.

A final example of lived space was provided through the description of the tremendous support network at Steve's high school for students with a disability. The

people available to Steve when he needed support consisted of both adults and students.

As his teacher outlined:

There are quite a number of people around period by period, and that circle changes. So that if you talk about his period one experience, you have his classroom teacher, he has Laurel his peer helper, he has the facilitator peer helper teacher, he has me as special education resource, and he also has an educational assistant.

Lived Time

The amount of time students with disabilities spend at school is not as important as how they spend their time. The life experiences of the youth at school demonstrate how the time spent at school influences the development of relationships with nondisabled peers.

For Patty, her discomfort with being at school was identified as being a barrier to her development of friendships because she was a different person at school. Patty's discomfort at her new school stemmed from her difficulty being at school. Patty's mother explained:

School is not positive for Patty; they ask her all day long to do stuff she can't do, tell time, you know, and get to where you are supposed to, that's just the beginning of it. It's all hard, who likes to do what is difficult? This is really a difficult thing for her to do. She is asked to go from place to place, constantly being given work that she can't do or is different from what everybody else has.

When Patty was at school, she spent her time doing things that she found difficult; thus her time at school was not productive. Patty was not happy at school. This influenced her ability to make friends.

Steve's teacher shared an example of lived time when she explained that relationship building was identified as a priority in his curriculum. As she explained,

I think that the starting point for Steve's curriculum is relationships, and that as a teacher in organizing his day, it is really my responsibility and I see it as really the starting point for him to frame his curriculum is relationships.

Having relationships as part of his curriculum allowed Steve's classroom teacher to embrace and support Steve's "circle of friends," which had led to many friendships.

Wade's teacher explained that he would facilitate opportunities where Wade's circle friends would be able to "work with Wade either in class, academic such as reading or scribing for him. Or being a friend where they played with him in some sort of game or activity out in the playground." The teacher usually monitored the interaction to gauge the success of it, as he explained,

I need to be there to facilitate, and if it didn't go well, then I guess I would have to modify the situation and make sure that the next situation is one that would work out. And I would have to facilitate differently.

The time that Wade's teacher dedicated to Wade's social interactions helped to facilitate his relationships.

Lived Human Relation

The teachers of the youth with disabilities often have convenient opportunities to have a role in the friendship network of the youth. Whether they seize the opportunities

provided to them affects the degree that the teacher can assist with the development or maintenance of relationships at school.

Initially, Patty's teacher stated that she didn't feel she had a role in Patty's friendships: "I personally don't feel that I have much of a role in making friendships or helping Patty make friendships." As the discussion continued, she realized that she was assisting Patty by teaching her socially acceptable behaviour. However, this attitude of Patty's teacher could be part of the reason why Patty was not developing friendships at school.

Steve's teacher provided an example of lived human relation when she explained how a couple of his peer helpers, specifically Laurel and Patricia, were interested in spending more time with Steve outside their peer helper role. As she explained,

Laurel came to me the other day and asked for Steve's telephone number and permission to make contact with him over the summer. She wants to keep in touch over the summer and beyond, as she is graduating. She says she doesn't want Steve out of her life.

Being a contact between the youth with disabilities and their nondisabled peers was identified as a role of the teacher.

A final example of lived relation was the facilitation of appropriate modifications to Wade's social circle by his teacher. Shortly after Wade's teacher joined the school, he realized that Wade needed more independence. He had too much structure because his circle friends were with him for the majority of the day. Wade's mother indicated that she and the other teachers had noticed that Wade's "circle of friends" was too structured and too large. "He had almost too many friends in his circle, because there were core people

that would help him each day, which was almost too many.” Thus, Wade’s teacher decided to modify Wade’s social circle.

I started to wean him off those set friendships that you called the “circle of friends” [to mother] who did things always at the same time for him. And I thought, let’s get away from that and give Wade more responsibilities and make him independent. And I thought I saw the type of growth in Wade that was important for Wade.

CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This study focused on the effect of school integration on the friendships between youth with and without developmental disabilities. By exploring the perspectives of the youth, their parents, and their teachers on the friendships of the youth, an in-depth look at the friendships of youth with developmental disabilities was gained. The purpose of this study was to describe the friendships of the youth, as well as the necessary supports required for the facilitation of these friendships.

Summary

An examination of the literature revealed the need for research on the friendships between youth with developmental disabilities and their peers without disabilities. The inclusion of the perspectives of various stakeholders (i.e., the youth, their parents, and their teachers) was important in this study. The literature review focused on school integration and friendships of persons with developmental disabilities.

The research design, data collection, and data analysis used in the study were based on phenomenological reflection to ensure that the subjective experiences of the youth were captured in relation to how they perceive, create, and interpret their world (Cote et al., 1993). In-depth interviews with the youth, their parents, and their teachers were conducted to collect the data. Phenomenological analysis of the data was conducted. The elements, categories, patterns, and themes emerged during the analysis and were not predetermined (Cote et al.; Hycner, 1985).

The data collected through both the within-case (i.e., individual triads) and cross-case (i.e., consistent qualitative themes from across the triads) analyses were presented.

There were six triads, each consisting of a youth, his/her parent(s), and his/her teacher. A summary of the demographic information collected on the youth from their parents and teachers was provided. Next, brief descriptions of each youth and their triad were presented. Finally, the cross-case thematic findings based on the lifeworld existential framework were presented. The thematic statements that emerged across the cases were (a) friendships are far from perfect, (b) to have a friend you have to be a friend, (c) parents as choreographers of friendship, and (d) teachers as reluctant partners in friendship facilitation.

The present chapter provides a discussion of the connections between the research questions, current literature, and the major findings that emerged during the study. Throughout the discussion, the triads are referenced using the following coding system: Tr1 for Triad One, and so on. Detailed information on the triads may be found in the triad profiles: Triad One, William (See Appendix K), Triad Two, Renee (See Appendix L), Triad Three, Patty (See Appendix M), Triad Four, Steve (See Appendix N), Triad Five, Yule (See Appendix O), and Triad Six, Wade (See Appendix P). In concluding this chapter, a number of recommendations for practice and further research will also be provided.

Discussion

The following research questions guided this research study:

1. How does school integration affect friendships between youth with disabilities and their peers without disabilities?
2. How do the youth, their parents, and their teachers define friendship for the youth?

3. Who do the youth, their parents, and their teachers perceive to be the youth's friends?
4. What do the youth's parents and teachers perceive to be the parents' role in the facilitation of the youth's friendships?
5. What do the youth's teachers and parents perceive to be the teachers' role in the facilitation of the youth's friendships?
6. What are the barriers to the development of friendships for these youth?

The Effect of School Integration on Friendships

School integration provided an opportunity for the development of friendships between youth with a developmental disability and peers without a disability when the appropriate supports were provided (Tr1, 2, 3, 4, 5, 6). There are two main supports for successful integration identified in the literature that were also recognized during this study. These supports were teacher attitude and cooperation in Triads 3 and 4 (Dyson, 1994; Stanley, 1993; Staub, 1998) and parental involvement in Triads 1, 2, 4, 5, and 6 (Brown, 1992; Dyson, 1994; Stanley 1993; Staub, 1998).

The active participation of both the parent and teacher of the youth with developmental disabilities in the facilitation of the youth's friendships was also reinforced through this study (Tr1, 2, 3, 4, 5, 6). Similarly, the literature stated that adults should play an active role in the facilitation of friendships between youth with and without disabilities (Hamre-Nietupski et al., 1994; Hunt et al., 1997; Salisbury et al., 1995). The roles of the parent and teacher in the facilitation of friendships will be discussed in more detail later in their specific sections.

Socializing with their peers without a disability increases the chance that friendships will be developed between the youth and their peers (Hunt & Goetz, 1997; Salisbury et al., 1995). All of the youth in this study had developed relationships with peers without a disability (Tr1, 2, 3, 4, 5, 6). Not only were the youth developing friendships with their peers at school, but because of being integrated at a home school, the youth also socialized with the children in their neighbourhood and developed friendships with them (Tr1, 3, 6), a finding supported by Kennedy and Itkonen (1994).

Previous research has found that school integration increased the social skills of the youth with developmental disabilities (Fryxell & Kennedy, 1995). The development of social skills was identified in this research as a factor in the development of friendships with peers without a disability. Previous research also identified social skill development as a factor in friendship development (Gold, 1986). Within this study, the social skills development of the youth varied. Those youth who had been integrated longer and had more social support from their teachers and parents tended to have more advanced social skills and thus more friendships (Tr3, 4, 6). Conversely, those youth who had a number of problems related to social skills had fewer friendships with their peers without a disability (Tr1, 2, 5).

Defining Friendship for the Youth

There was no definition of friendship provided for the participants of this study, they were to define it themselves. This was consciously avoided in order to ensure that there was less bias or preconceived ideas. However, there were three terms used to determine the depth of the youth's friendships. These terms were close, not so close, or

casual. The participants interpreted these terms themselves when identifying the youth's friends.

The youth used a number of descriptive words to describe why a person was a friend. Some of those words were as follows: "makes me feel very happy" (Tr1); "is nice to me" (Tr2); "because she gives me a lot of attention" (Tr3); "he does things for me" (Tr4); and "I feel good" (Tr6). Two of the youth identified who their friends were through body language. One youth distinguished the closeness of a friendship by either hugging the person or shaking the friend's hand (Tr6). The other youth, who was nonverbal, indicated a friend by thumping or touching his friends (Tr5).

The perception of what made a person a friend varied from youth to youth; however there were a number of common characteristics. These characteristics were reiterated by the literature: time spent together in Triads 1, 2, 3, 4, 5, and 6 (Heyne et al., 1993); closeness and reciprocity in Triads 1, 4, and 6 (Day & Harry, 1999; Gold, 1986, 1995; Green et al., 1995; Grenot-Scheyer et al., 1998); there for each other in Triad 1 (Hughes & Lyles, 1994; Lutfiyya, 1991; Staub, 1998); and common interests in Triads 1 and 6 (Day & Harry, 1999; Hughes & Lyles, 1994). Additional characteristics identified from this study that will add to the literature were: frequency of contact (Tr1, 4); duration of friendship (Tr1, 2); person was friendly towards the youth (Tr3, 5); and time was spent together outside of school (Tr1, 2, 3).

Differing Perspectives

All of the youth in this study were identified as having friendships with peers without a disability. However, the perception of who the youth's friends were varied according to whether it was the youth, parent, or teacher speaking. The youth had

firsthand knowledge of who they considered their friends to be, whereas the parents and teachers both had setting-specific perspectives on who were friends. That is, the parent often identified more friends in the neighbourhood or outside of school, whereas the teacher identified mostly friends from school. Hence, the parent validated the youth's perception on outside-of-school friends, and the teacher validated in-school friends. Given these differing perceptions, it is essential that research and practice on friendships of youth with developmental disabilities include the voices of both parents and teachers, as well as the youth themselves (Day & Harry, 1999; Kishi & Meyer, 1994). The findings regarding diverse stakeholder perspectives (i.e., parent, teacher, and youth) were reinforced in the literature (Gersten, 1997).

The majority of the youth's friendships were setting specific (i.e., school-only friends) unless there was a high level of parental support for the friendships to cross settings. The findings suggested that when the parents played an active role in the facilitation of the youth's social integration, both at school and outside of school, there was an increase in the number of friendships which crossed settings (Tr4, 6), a finding also reported by Dyson (1994). The main tool used in this study and the literature to help support the friendships of youth was the "Circle of Friends." In order for a "Circle of Friends" to be successful, the parent(s) of the youth need to be actively involved as seen in Triads 4 and 6 (Falvey et al., 1994; Gold, 1995; Staub, 1998).

The friendships that carried over from the school setting to the community were with friends who were considered to be close friends to the youth (Tr1, 2, 3, 4, 5, 6). Previous research has shown that almost half of school-based friendships extend into the community (Guralnick et al., 1995; Hamre-Nietupski et al., 1994). The findings in this

study support those research conclusions, in that over half of the youth's school friendships extend outside of school. However, an addition to the current literature is that those friendships which cross settings are classified as close friends to the youth.

The majority of the youth were identified as having friends both with and without developmental disabilities (Tr1, 2, 3, 6). An interesting finding was that the youth participated in similar activities with their friends without a disability as they did with their friends who had a disability. Some of the activities the youth participated in with their friends, whether they had a disability or not, were: eating lunch together (Tr1, 2, 6); spending time at one another's homes (Tr1, 2, 3, 6); talking about confidences (Tr2, 3); listening to music (Tr2); swimming (Tr1, 3); basketball (Tr1, 6); hockey (Tr1); board games (Tr2, 3); watching television or movies (Tr2, 3, 6); attending school dances (Tr1, 2); and playing computer games (Tr1).

Parents Facilitated Friendships

The degree that the youth's parent(s) were involved in the facilitation of their friendships corresponded to the depth and breadth of the youth's friendship network. The youth whose parents had very active roles in their friendship networks tended to have closer friends and a larger friendship network (Tr1, 3, 4, 6) than those youth whose parents felt that they should not have a large role in facilitating friendships (Tr2, 5).

Previous research has utilized a friendship facilitation framework which classifies the role of parents in the facilitation of friendships into three main categories: finding opportunities for socialization, making interpretations for the child, and making accommodations (Turnbull et al., 1999). The majority of the findings in this study on the parents' role may also be divided into those three categories. Using Turnbull et al.'s

(1999) analysis, the following strategies emerged: advocating for inclusion in the neighbourhood school (Tr1, 2, 3, 4, 5, 6); supporting participation in community activities (Tr1, 3, 4, 6); and initiating and supporting a circle of friends (Tr4, 6). Their second category was also evident in this study, encouraging others to accept their child (Tr1, 3), and ensuring an attractive appearance (Tr2, 3). The third category, making accommodations, involved the actual changes or adaptations in the physical environment that help to involve an individual in some way (Tr1, 5).

Another finding on the role of the parent in the facilitation of their youth's friendships (Tr1, 2, 3, 4, 5, 6) which was also supported by the existing literature was the encouragement of the youth to socialize by inviting friends to their home (Hamre-Nietupski et al., 1994; Heyne et al., 1993). A finding from the current study not present in the literature on the parent's role in the facilitation of friendships involved the nurturing, supporting, and coordinating of the youth's friendships (Tr2, 3, 4, 6).

This research study found that the teachers of the youth needed the support and cooperation of the youth's parents to effectively assist with the facilitation of the youth's friendship network. This finding is consistent with the literature stating that a partnership between the teacher and parent(s) of the youth is crucial to the success of social integration in the classroom (Dyson, 1994).

Teachers' Role in Facilitation of Friendships

This study demonstrated that teachers need to have an active role in the support and facilitation of youth's friendship networks in order for the youth to be successful at developing and maintaining friendships (Tr1, 2, 3, 4, 5, 6). This finding, that when teachers teach the youth with disabilities appropriate social skills they are preparing the

youth for friendships with their peers, was well supported (Salend & Garrick, 1999; Stainback et al., 1992). Through the encouragement, nurturing, and maintenance of existing friendships, teachers were facilitating the friendships of youth with developmental disabilities (Tr1, 2, 4, 6).

Findings indicated that a number of structured strategies were used by teachers to facilitate the friendships of youth with developmental disabilities, such as peer helping/tutoring (Tr2, 4, 5, 6); “Circle of Friends” (Tr4, 6); and “MAPS” (Tr6). All three of these strategies were supported in the literature as being effective in facilitating the friendships of youth with disabilities. In this study, peer helping/tutoring initiatives helped youth socialize with peers without disabilities (Tr2, 4, 5, 6), but few developed friendships from the interactions (Tr2, 5). Current literature has indicated that peer tutoring is an effective strategy to facilitate friendships (Begg, 1993; Hamre-Nietupski et al., 1994; Salisbury et al., 1995). However, in this study, less than half of the youth developed friendships with peer helpers.

Findings from this study confirmed that the creation and maintenance of a “Circle of Friends” was an effective structured approach to facilitating friendships (Tr4, 6). This, however, required the active participation of both teachers and parents (Dyson, 1994; Gold, 1995, 1999; Staub, 1998). Findings identified the need for the parents to support and cooperate with the teachers’ efforts to facilitate the friendship network of the youth with disabilities (Tr2, 3, 4, 6).

The McGill Action Planning Systems (MAPS) had been used in one triad (Tr6) prior to the development of a “Circle of Friends.” Literature stated that MAPS is often used to identify friendship needs, then to develop strategies to respond to those needs

(Stainback et al., 1992). In this triad, a “Circle of Friends” was identified as the suitable strategy.

Barriers to the Development of Friendships

There were a number of barriers to the development of friendships between youth with developmental disabilities and their peers without disabilities. In this study, the barriers to friendship might have occurred due to the youth’s parents, and/or teachers, the youth, and/or their peers (Tr1, 2, 3, 4, 5, 6) These findings were supported in the literature (Dyson, 1994; Heyne et al., 1993; Hurley-Geffner, 1995).

Characteristics of the youth were identified throughout this study as a barrier to friendship development. The characteristics identified were the youth’s disability (Tr1, 5, 6); the youth’s behaviour (Tr1, 2, 3, 4); the youth’s lack of physical fitness or athletic ability (Tr5, 6); and the youth’s discomfort at school (Tr3). A lack of social skills has also been identified in the literature as a barrier (Heyne et al., 1993; Siperstein et al., 1997; Stainback et al., 1992), findings supported in this study (Tr1, 2, 3, 4, 5, 6). Previous literature also stated that, due to a lack of understanding of the developmental disability, there is a low expectation for the development of friendships (Heyne et al.; Hutchison, 1990). The barriers to friendship development occurred due to a lack of understanding of the youth’s characteristics by others (Tr1, 2, 3, 4, 5, 6).

Another contribution this study will make to the literature is that the life stage and/or attitudes of the peers was a barrier to the development of friendships between the youth with developmental disabilities and their peers without a disability (Tr2, 3, 6). The transition years in school appeared to create barriers to the development of the youth’s friendships. The transition years identified in this study were: from elementary school to

middle school (Tr3), from grade 8 to grade 9 (Tr6), and the last year of high school (Tr2), although there are many other transition times in a child's life.

As mentioned earlier in this discussion, the role of the parent in the youth's friendship network was crucial to the successful development of friendships. Findings indicated that barriers to friendship development also occur at home. The busy schedule of the family (Tr1), the minimal support from family for social opportunities (Tr2), and the overprotectiveness of the parents (Tr4) were all barriers under the control of the youth's parents. Literature confirms that the lack of opportunity to meet peers without a disability is a barrier to the development of friendships with those peers (Heyne et al., 1993; Hurley-Geffner, 1995; Hutchison, 1990). In this study, the parents and family of the youth had a role in the provision of opportunities for the youth to meet and socialize with peers without a disability.

Findings indicated that barriers to friendship development also occurred at school when the youth was in an unsupportive school environment (Tr4) and if there was a lack of communication between parents and the school (Tr2). As stated in the literature, the parents and teachers of the youth need to work in partnership to ensure successful integration (Bennett et al., 1998; Hunt & Goetz, 1997; Stanley, 1993) and the facilitation of friendships (Hamre-Nietupski et al., 1994; Hunt et al., 1997; Salisbury et al., 1995).

Conclusions

This study examined the friendships of six youth with developmental disabilities. More specifically, it explored their friendships with peers without disabilities. Not only have the friendships of the youth been examined, but the necessary supports to facilitate these friendships and to overcome barriers to friendships have also been explored. The

inclusion of the voices of various stakeholders (i.e., the youth, their parents, and their teachers) provided a rich and informative discussion of the youth's friendships.

As educators and parents continue to strive toward the full integration of youth with developmental disabilities, their role in the process must be realized. Not only should teachers and parents be concerned with full integration in the classroom, they should also focus on the development of friendships. Findings from this study support the need for active participation by teachers and parents in the facilitation of friendships. Parents and teachers are challenged to continue the fight for full integration in school and in the community of persons with developmental disabilities. It is through their efforts that children with developmental disabilities will have equal opportunities to those without disabilities.

The development of friendships between youth with developmental disabilities and their peers without disabilities are happening in integrated school settings. The findings in this study demonstrate that not only are these friendships developing at school, the majority of the friendships continue outside of the school environment. These findings demonstrate why school integration is so important. Friendships which originate at school but continue in the community have much broader impact on people's lives. Without school integration, the youth may not have opportunities to meet and befriend each other—a disservice to both youth with disabilities and those without.

It is imperative that strategies and supports are implemented in inclusive schools to ensure the development of social networks and friendships for all youth. In particular, the unique role that each partner or stakeholder plays, from the youth with disabilities, to parents, to teachers, to the youth without disabilities, needs to be well understood. When

all of these roles and strategies are maximized, school integration contributes towards an inclusive life for all.

Recommendations

There are two types of recommendations which result from this study, recommendations for practice and recommendations for future research.

Recommendations for Practice

The following six recommendations for practice which emerge from this study may be useful to youth, parents, teachers, school officials, community recreationists, and other human service personnel. There are five recommendations that are related to the necessary supports in the development of friendships for youth with developmental disabilities.

Recommendation 1: Active Participation of Parents in Facilitation of Friendships

The active participation of parents in the facilitation of the friendships of youth with developmental disabilities is imperative and must be encouraged to the fullest extent. There are many ways in which parents may choose to be involved in the facilitation of their child's friendships. All of them involve some planning and time commitment by the parent, whether they are structured (i.e., a circle of friends) or unstructured (i.e., inviting friends to the home) strategies for developing friendships. The more active role the parents play in the facilitation of the youth's friendship networks, the greater the depth and breadth of the youth's friendships. School administrators, teachers, and community groups interested in facilitating inclusive communities need to support parents to be actively involved in school integration and friendship development.

Recommendation 2: Open Communication Between Parents and Teachers

- When facilitating the development of friendships in an integrated school situation, the parents and teachers of the youth must be encouraged to have open communication. They need to ensure that they are open and honest about their goals for the youth, from both an educational and social standpoint. When parents and teachers ensure that they are “on the same page” with regards to their roles in and expectations for the development of friendships, there is a higher chance of success for both the adults and the youth. School administrators play an important role here, as well as more experienced teachers, parents, and community partners.

Recommendation 3: The Use of a “Circle of Friends” to Facilitate Friendships

The use of a “Circle of Friends” may be considered when developing friendships for youth with developmental disabilities. When a “Circle of Friends” was used to help facilitate the friendships of youth in this study, the results were favorable. The youth had developed a strong network of friendships and had acquired some social skills necessary to initiate and maintain friendships. Not only did these youth develop friendships, but those friendships tended to continue into high school, where it has been shown that friendship development is much more challenging. Both schools and community groups that have experience or a mandate to facilitate circles should be used to maximize these opportunities. However, when considering the use of the “circle of friends” strategy to facilitate friendships people should be aware of the shortcomings of this approach identified in recent literature (Gold, 1995).

Recommendation 4: Ongoing Support of School Initiated Friendships to Encourage the Continuation Outside of the School Setting

Much more encouragement is needed for friendships to continue beyond the school setting. The majority of children's friendships originate in the school setting, as that is where they spend the majority of their time with peers (Staub, 1998). The challenge for teachers and parents is to help the youth carry those friendships into the community outside of school time. With support and nurturing by the youth's parents and teachers, there is a higher chance of the friendships between youth with developmental disabilities and their peers without disabilities to cross settings. The teacher can assist by acting as a liaison between the two sets of parents to initiate the relationship outside of school. The parents may play many roles in the nurturing and support of the friendships, whether it be arranging transportation or encouraging the youth to invite the friend over to the house.

Recommendation 5: The Full Participation of the Youth in the Facilitation of Friendships

It is important to remember, when discussing the facilitation of friendships, that the key stakeholder is not forgotten. The youth (both with and without disabilities) can be full participants in the facilitation of their own friendships. They must be consulted on a continuous basis to ensure that they are interested in and satisfied with what is occurring. They can be active in any circles or other formal planning strategies. The youth have to be full participants in the development and maintenance of their own friendships in order for them to be successful and in order for the process to be empowering. Parents and teachers alike have to realize that their main goal should be to assist, not control, the

youth and their friendships. Participants in this study indicated that too often either they or others would try to control the youth's friendships rather than encourage them.

Recommendation 6: Time Dedicated to Teaching People with Disabilities Social Skills

All people need to learn acceptable social skills in order to develop and maintain relationships with others. This study demonstrated that the teaching of social skills is the responsibility of both parents and teachers of people with disabilities. In order for people with disabilities to develop and maintain friendships, social skills need to be taught and consistently reinforced from an early age. Every child is taught social norms, however, for people with disabilities, it may take longer for them to learn. Time needs to be dedicated specifically to teaching the person with a disability acceptable social skill.

Recommendations for Further Research

There are ten recommendations for further research into the development of friendships between youth with developmental disabilities and their peers without disabilities that can be made as a result of this study.

Recommendation 1: Ensure that the Youth have an Active Role in the Group Interviews

Youth need a more active role during research interviews. In this study, the youth with developmental disabilities participated first in an individual interview with the researcher and then in a group interview with the parent, teacher, and researcher. The intentions were sound in having the youth in the group interview--to learn their perspective on the roles of the parent and teacher and barriers to friendship. In actuality, the youth did not contribute as much as was hoped to the group interview. The parents and teachers tended to dominate the discussions, and the youth, when asked, did not say a lot. Therefore, it is recommended that in future research, the literature be searched for

more specific strategies for ensuring active involvement by the youth with developmental disabilities. For example, including questions regarding the parents' and teachers' roles in the individual interview might create more opportunities for input from the youth. The researcher would have fuller attention of the youth. The youth did speak more freely in the individual interviews when compared to the group interviews.

Recommendation 2: Explore the Father's Versus the Mother's Role in the Facilitation of the Youth's Friendships

The role of the father, not just the mother, needs to be explored in future research. In this research study, only one youth had both his mother and father present for the interviews. For the other five triads, only the mother of the youth was present. The researcher did not request the presence of the mother or for there to be just one parent. The participation of the parent(s) was left up to the participants. Further research needs to be conducted on the difference in the role of the father versus the mother in the facilitation of the youth's friendships. A gender analysis could possibly add insight to the role of the parent in the facilitation of friendships. At a minimum, the mother could be asked to discuss or clarify the role of the father.

Recommendation 3: Include the Youth's Friends in the Research Study

A missing stakeholder, the youth's friends, need to be included in future research. A main goal of this study was to include the voices of various stakeholders with regards to the friendships of the youth with developmental disabilities. The study did include the perspectives of the parents, teachers, and youth; however, a key stakeholder was missing. The voice of the youth's friends, another key stakeholder, would add a new dimension to the research study, especially their viewpoint on the closeness of the friendships (Gold,

1995). Another way the friend of the youth could be included in future research would be through observation of the friendships in action.

Recommendation 4: Explore the Role of Recreation and Leisure Opportunities in the Development of Friendships

The role of recreation and leisure opportunities in the development of friendships was briefly addressed in this study. The participants were asked if they participated in any recreation and leisure activities, both at school and outside of school. A couple of the youth participated in segregated activities and others in integrated activities. However, it is unclear whether participation in structured recreation and leisure activities was not seen as a priority or if the opportunity to participate in integrated activities was limited. A study dedicated to the exploration of the role of these activities in friendship development would be beneficial to encourage the participation of these youth in integrated activities.

Recommendation 5: Explore the Best Way and Time to Implement a Circle of Friends

This research study supported the literature by demonstrating that a "Circle of Friends" is a valuable tool in the facilitation of friendships. However, this study did not explore the strategies used to implement a "Circle of Friends" or when the best time to implement one would be. In preliminary analysis, it appeared that the use of a "Circle of Friends" in elementary school was necessary to ensure the development of social skills as well as friendships prior to the challenging high school years. Further research could explore the best way and the most appropriate time to implement a "Circle of Friends." As well, research which compares the "Circle of Friends" approach to other formal approaches would be most useful for understanding the friendship development process.

Recommendation 6: Examine the Effect of Gender on Friendships

The effect of gender on the friendships of youth with disabilities needs to be explored in future research. Gender did not emerge as a theme in this research study. However, there were indications that the gender of young people may affect their friendships. Future research could look at the intersection of disability and gender and friendship development.

Recommendation 7: Examine Whether the Type or Level of Disability Effects Friendship

The participants in this study were identified as having developmental disabilities. Five of the youth had Down syndrome and one was identified as having a multiple disability. Further research could explore how the type and level of disability affects friendship development between people with disabilities and their nondisabled peers.

Recommendation 8: Explore the Nature of “School-only” Versus Outside School Friends

This study concluded that there were many setting specific friendships, specifically “school-only” friends. Further research could explore the nature of setting specific friendships, specifically school versus outside of school friends.

Recommendation 9: Explore the Role of Agencies in the Facilitation of Friendships

A couple of the youth in this study had the opportunity to work with a number of agencies whose mandate involves persons with disabilities. Further research could look at the role of such agencies in the facilitation of friendships for persons with disabilities.

Recommendation 10: Examine the Educators Role in Friendship

Further research is needed to examine the implications cutbacks in education will have on the educator’s role in friendship facilitation and support.

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Appendix A
Covering Letter

June 1997

Dear *Parent, Teacher and Youth,*

Thank you for your participation in the individual and group interviews for the study on the friendships between youth with and without developmental disabilities. I am continuing to work on the research project and have completed the transcriptions of the interviews.

Enclosed in this package are the verbatim transcriptions from both the individual interview with the youth and the group interview with the youth, parent, and teacher. Please read through the transcriptions and note if there are any misrepresentations or corrections you would like made.

Once you have each had an opportunity to review the transcriptions, please send back the changes you would like made. If you are satisfied with the transcriptions as they are, then there is no need to return the package to me.

Thank you for your ongoing assistance,

Julie Campbell

Appendix B

Letter to Organizations Requesting Assistance

May 28, 1996

To Community Agency Board of Directors,

Thank you for showing interest in helping to recruit participants for a Master of Education thesis at Brock University on friendship development between youth with and without developmental disabilities. If you are interested, the researcher, Julie Campbell, and her research advisor would be available to attend an upcoming board meeting to discuss the research study in more depth. This letter briefly outlines the study for you.

The intent of this study will be to investigate the development and maintenance of friendships at school between youth who have developmental disabilities and their peers without disabilities. Specifically, close friendships in an integrated school setting will be examined. The presence or absence of facilitation by parents and/or teachers will also be explored. The main research question will be:

How does school integration affect the friendships of youth with developmental disabilities and their non-disabled peers?

We would like to request your assistance in contacting the families in your community that you feel would be interested in participating in this research. We are asking that you contact the families and either: 1) have them call the researcher Julie Campbell at (905) 641-0423, or depending on the family, you might prefer to 2) ask them for permission to give Julie Campbell their telephone number so that she can contact the family directly.

Due to research question outlined above, there are several conditions which the youth must meet for selection. They must: be between the ages 12 and 18 years of age and/or be in grade 6 to 13; have been identified as having developmental disabilities; be fully integrated at school; and have a parent and teacher who are willing to participate. For the purpose of this study, fully integrated at school refers to the youth spending all or most of their school day in their neighbourhood school.

The time frame for the data collection stage of this study is approximately one month, starting mid May to mid June. There are three stages to this study:

1. Initially the parent(s) and teacher will be asked to complete a short demographic survey on the youth and the known friendships of the youth.
2. The second stage will be the individual interview with the youth, focusing on his/her friendships. The researcher, Julie Campbell, will be conducting this interview. This interview will be approximately a half an hour to an hour and will take place in a location suggested by the participant.
3. The third stage of the study will be a focus group interview. The focus group interview will consist of the youth, his/her parent(s), one of his/her teachers, and the researcher. It will focus on general questions regarding the friendships between the youth with and without developmental disabilities. The focus group interview will last between one and one half hours. Possible locations are the youth's school or home.

We are very excited about having the opportunity to interview youth, parents and teachers in your community. We feel this study is going to make an important contribution to better understand the friendships of youth who are integrated into regular schools. Thank you for your assistance in the project.

If there are any questions you or your board members have, please call Julie Campbell at (904)641-0423 or Dr. Peggy Hutchison at (905)688-5550 ext. 4269.

Sincerely,

Julie Campbell
Researcher

Dr. Hutchison
Research Advisor

Appendix C
Information Letter to Participants

May 28, 1996

To Potential Participants,

Thank you for showing interest in this research study. The intent of this study will be to investigate the development and maintenance of friendships at school between youth who have developmental disabilities and their peers without disabilities. Specifically, close friendships in an integrated school setting will be examined. The presence or absence of facilitation by parents and/or teachers will also be explored. The main research question will be:

How does school integration affect the friendships of youth with developmental disabilities and their non-disabled peers?

Due to research question outlined above, there are several conditions which the youth must meet for selection. They must: be between the ages 12 and 18 years of age and/or be in grade 6 to 13; have been identified as having developmental disabilities; be fully integrated at school; and have a parent and teacher who are willing to participate. For the purpose of this study, fully integrated at school refers to the youth spending all or most of their school day in their neighbourhood school.

The time frame for the data collection stage of this study is approximately one month, starting mid May to mid June. There are three stages to this study:

1. Initially the parent(s) and teacher will be asked to complete a short demographic survey on the youth and the known friendships of the youth.
2. The second stage will be the individual interview with the youth, focusing on his/her friendships. The researcher, Julie Campbell, will be conducting this interview. This interview will be approximately a half an hour to an hour and will take place in a location suggested by the participant.
3. The third stage of the study will be a focus group interview. The focus group interview will consist of the youth, his/her parent(s), one of his/her teachers, and the researcher. It will focus on general questions regarding the friendships between the youth with and without developmental disabilities. The focus group interview will last between one and one half hours. Possible locations are the youth's school or home.

We are very excited about having the opportunity to interview youth, parents and teachers in your community. We feel this study is going to make an important contribution to better understand the friendships of youth who are integrated into regular schools.

If there are any questions regarding the research, or your participation in the study, please call Julie Campbell at (904)641-0423 or Dr. Peggy Hutchison at (905)688-5550 ext. 4269.

Sincerely,

Julie Campbell
Researcher

Dr. Hutchison
Research Advisor

Appendix D
Ethics Board Approval Letter



Brock University

Research with Human Participants

Extensions 3573/3127, Room B31

FROM: D. Butz, Acting Chair
Standing Subcommittee on Research with Human Participants

TO: P. Hutchison
Recreation and Leisure Studies

FILE: 95-251

DATE: June 4, 1996

The Brock University Standing Subcommittee on Research with Human Participants has reviewed the research proposal:

**Friendships Between Youth with Developmental Disabilities
and their Non-Disabled Peers
Juliann Campbell**

The Subcommittee finds that, overall, this proposal conforms to the Brock University guidelines set out for ethical research. The researcher may proceed with the work as soon as the following issue is addressed:

1. Please revise the consent letter to include statements advising participants of their right to withdraw without penalty, and to decline to answer any question.

Please submit a letter indicating how you have addressed this concern.

*Letter
m.
file - OK.*

Appendix E
Informed Consent Form – Youth

**BROCK UNIVERSITY
DEPARTMENT OF EDUCATION
YOUTH INFORMED CONSENT**

Title of Study: The Development of Close Friendships between Youth with Developmental Disabilities and their Non-Disabled Peers.

Researcher: Julie Campbell; **Advisor:** Dr. Peggy Hutchison

Name of Participant: _____ (please print)

I understand that this study in which I have agreed to participate will involve one individual interview, and one focus group interview. During the individual interview I will be asked questions about my friends both at school and outside of school. For this interview only Julie Campbell (the researcher) and myself will be present. I realize that if I decide that I want one of my parents to be present for the interview that Julie will ask them to come into the room. Otherwise one of my parents will be present within the building that the interview is taking place. This interview will take approximately one hour to complete.

I understand for the focus group interview that myself, Julie Campbell, one or both of my parents, and one of my teachers will be present. During this interview we will be asked to discuss my friends and possible issues we see affecting my friendships. This interview will last between one hour and an hour and a half. Once again I realize my right to at any time decide to end my participation in the interview. Both interviews will be audio taped and will be transcribed verbatim after the completion of the interviews.

I understand that my participation in this study is voluntary and that I may withdraw from the study at any time and for any reason without penalty. I also understand my right to decline to answer any question that I do not feel comfortable answering.

I understand that all personal data will be kept strictly confidential and that all information will be coded so that my name is not associated with my answers. I understand that only the researcher and advisor named above will have access to the data.

Participant Signature

Date

Parent or Guardian (youth under 18 years)

Date

If you have any questions or concerns about your participation in this study, you can contact Julie Campbell (905)641-0423 or Professor Hutchison at (905)688-5550 ext. 4269. Written feedback about the use of the data collected will be available during the months of June, July, and August, 1996. Thank you for your help!

I have fully explained the procedures of this study to the above volunteer.

Researcher Signature

Date

Appendix F

Informed Consent Form – Parent / Teacher

**BROCK UNIVERSITY
DEPARTMENT OF EDUCATION
PARENT/ GUARDIAN and/or TEACHER INFORMED CONSENT FORM**

Title of Study: The Development of Close Friendships between Youth with Developmental Disabilities and their Non-Disabled Peers.

Researcher: Julie Campbell; **Advisor:** Dr. Peggy Hutchison

Name of Participant: _____ (please print)

I understand that this study in which I have agreed to participate will involve one demographic survey, and one focus group interview. For the demographic survey I will be asked to list the friendships I am aware of, of the youth participating in the study.

I understand for the focus group interview that the youth, Julie Campbell (the researcher), one or both of the youth's parents, and one of the youth's teachers will be present. During this interview we will be asked to discuss the youth's friends and possible issues we see affecting those friendships. This interview will last between one hour and an hour and a half. I realize my right to at any time decide to end my participation in the interview.

I realize the interview will be audio taped and will be transcribed verbatim after the completion of the interviews. I understand that once the interview is transcribed that I will be asked to look at a copy to ensure that I have been represented accurately.

I understand that my participation in this study is voluntary and that I may withdraw from the study at any time and for any reason without penalty. I also understand my right to decline to answer any question that I do not feel comfortable answering.

I understand that all personal data will be kept strictly confidential and that all information will be coded so that my name is not associated with my answers. I understand that only the researcher and advisor named above will have access to the data.

Participant Signature

Date

If you have any questions or concerns about your participation in this study, you can contact Julie Campbell (905)641-0423 or Professor Hutchison at (905)688-5550 ext. 4269.

Written feedback about the use of the data collected will be available during the months of June, July, and August, 1996.

Thank you for your help! Please take one copy of this form with you for further reference.

I have fully explained the procedures of this study to the above volunteer.

Researcher Signature

Date

Appendix G
Demographic Survey

Demographic Survey

This survey is part of a research study on friendships, conducted by a Master of Education student at Brock University. We are interested in studying the friendships of youth who are integrated in school, and request your assistance by participating in this research and by completing this survey.

You are not obligated to participate in this study. If you choose to participate, you may leave blank any question that you do not wish to answer and may discontinue your participation at any time without fear of penalty. Your survey responses will be kept anonymous. The surveys will be destroyed once the research has been completed. If you agree and fully consent to participate in this study by completing this survey, please continue. If not, please return the survey to Julie Campbell. Thank you.

I am the youth's parent/ guardian _____ or teacher _____ (please check one).
Youth's name: _____

Section A:

1. What grade is the youth in? _____
2. How old is the youth? _____
3. Does the youth have the same courses as other students in the same grade?
 Yes No
4. Is the youth in age-appropriate courses?
 Yes No
5. Does the youth leave his/ her classmates for any other classes?
 Yes No
6. Does the youth have a developmental disability?
 Yes No
7. Does the youth participate in any recreation and/or leisure activities at school or in the community?
 Yes No If yes, what are they? _____

Section B: Please identify as many of the youth's friendships as possible.

Name of friend: _____ (first name is fine)

Are they in the same class? Yes No

What grade is he/she in? _____

How old is the friend? _____

How did they meet? _____

How long have they been friends? _____

Is this friend considered to be: close not so close casual

Who initiated the friendship?

the youth the friend a teacher a parent a sibling

How do they spend time together? _____

Name of friend: _____ (first name is fine)
 Are they in the same class? Yes No
 What grade is he/she in? _____
 How old is the friend? _____
 How did they meet? _____
 How long have they been friends? _____
 Is this friend considered to be: close not so close casual
 Who initiated the friendship?
 the youth the friend a teacher a parent a sibling
 How do they spend time together? _____
 Name of friend: _____ (first name is fine)
 Are they in the same class? Yes No
 What grade is he/she in? _____
 How old is the friend? _____
 How did they meet? _____
 How long have they been friends? _____
 Is this friend considered to be: close not so close casual
 Who initiated the friendship?
 the youth the friend a teacher a parent a sibling
 How do they spend time together? _____

Name of friend: _____ (first name is fine)
 Are they in the same class? Yes No
 What grade is he/she in? _____
 How old is the friend? _____
 How did they meet? _____
 How long have they been friends? _____
 Is this friend considered to be: close not so close casual
 Who initiated the friendship?
 the youth the friend a teacher a parent a sibling
 How do they spend time together? _____

Name of friend: _____ (first name is fine)
 Are they in the same class? Yes No
 What grade is he/she in? _____
 How old is the friend? _____
 How did they meet? _____
 How long have they been friends? _____
 Is this friend considered to be: close not so close casual
 Who initiated the friendship?
 the youth the friend a teacher a parent a sibling
 How do they spend time together? _____

Name of friend: _____ (first name is fine)
 Are they in the same class? Yes No
 What grade is he/she in? _____
 How old is the friend? _____
 How did they meet? _____
 How long have they been friends? _____
 Is this friend considered to be: close not so close casual
 Who initiated the friendship?
 the youth the friend a teacher a parent a sibling
 How do they spend time together? _____

Name of friend: _____ (first name is fine)
 Are they in the same class? Yes No
 What grade is he/she in? _____
 How old is the friend? _____
 How did they meet? _____
 How long have they been friends? _____
 Is this friend considered to be: close not so close casual
 Who initiated the friendship?
 the youth the friend a teacher a parent a sibling
 How do they spend time together? _____

Name of friend: _____ (first name is fine)
 Are they in the same class? Yes No
 What grade is he/she in? _____
 How old is the friend? _____
 How did they meet? _____
 How long have they been friends? _____
 Is this friend considered to be: close not so close casual
 Who initiated the friendship?
 the youth the friend a teacher a parent a sibling
 How do they spend time together? _____

_____ If there is not enough space to add
 more friends, please write on the back of this page.

Thank you for your time and effort in filling out this survey. Please return it to:

Julie Campbell c/o Dr. Hutchison
 Department of Recreation and Leisure Studies
 Brock University
 St. Catharines, Ontario, L2S 3A1

Appendix H
Interview Protocol – Youth

Interview Protocol - Youth

How does school integration affect the friendships of youth with developmental disabilities and their non-disabled peers?

Section One: School

I would like to ask you a few general questions about school.

Probes:

What grade are you in?

How old are you?

Do you have the same courses as other students in the same grade?

Do you leave your classmates for any other classes? If so, what?

Section Two: Close Friends at School

Let us talk about your close friends at school.

Probes: (for each friend)

How did you meet?

How long have you been friends?

How old is your friend?

What grade is your friend in?

How do you spend time together?

Why do you consider this friendship to be close?

Do your parents know this friend?

Do your brother/ sister(s) know your friend?

Does this friend have a disability?

Section Three: Friends at School

Probes: (for each friend)

How did you meet?

How long have you been friends?

What grade is your friend in?

How do you spend time together?

How do you spend time together outside of school?

Why don't you consider this friendship to be close?

Do your parents know this friend?

Do your brother/sister(s) know your friend?

Does this friend have a disability?

Section Four: Close Friends Outside School

Probes: (for each friend)

How did you meet?

How long have you been friends?

How old is your friend?

What grade is your friend in?

How do you spend time together?

Why do you consider your friendship to be close?

Do your parents know this friend?

Do your brother/ sister(s) know your friend?

Does this friend have a disability?

Section Five: Friends Outside of School

Probes: (for each friend)

How did you meet?

How long have you been friends?

How old is your friend?

What grade is your friend in?

How do you spend time together?

Do your parents know your friend?

Does your brother/ sister(s) know your friend?

Does this friend have a disability?

Section Six: Recreation and Leisure

Probes: (for each friend)

What recreation and leisure activities do you participate in?

How often do you go?

Do you have any friends there?

Appendix I
Interview Protocol – Group

Interview Protocol – Group

How does school integration affect the friendships of youth with developmental disabilities and their non-disabled peers?

1) What do you perceive the youth's definition of a close friendship to be?

Youth

Parent

Teacher

2) Who do you perceive to be the youth's close friends?

Youth

Parent

Teacher

3) What did/ do the parents expect their youth to gain by being fully integrated at school? Are their goals being met?

Youth

Parent

Teacher

4) What do you see as the parent's role in the facilitation of their youth's friendships?

Youth

Parent

Teacher

5) What do you see as the teacher's role in the facilitation of the youth's friendships?

Youth

Parent

Teacher

- 6) Is the youth having problems with developing or maintaining friendships? If so why? If not why? What is working for him/her?

Youth

Parent

Teacher

- 7) Are there any barriers to the development of the youth's friendships? If so, what are they?

Youth

Parent

Teacher

- 8) Does the youth participate in any recreation or leisure activities? If so, what are they? Are they integrated or segregated?

Youth

Parent

Teacher

Appendix J
Triad Category Content

Content for Youth's Friendship Category

Cluster

- Close friends (^aTr4, 6)
- School friends (Tr1, 2, 3, 5)
- Friends initiated through structured opportunities (Tr4)
- Neighbourhood friends (Tr1, 3, 6)
- School-only friends (Tr2)
- Not-so-close friends (Tr6)
- Recreational friends (Tr3)
- Youth's concept of friendships (Tr2)
- Family (Tr5)
- Teachers (Tr5)

^aTr = Triad.

Content for Parent's Role in Friendship Network Category

Cluster

- Provide opportunities for socialization (^aTr1, 2, 3, 5)
- Nurture / support/ coordinate youth's friendships (Tr2, 3, 4, 6)
- Help youth integration/ fit into society and/ or school (Tr2, 4, 6)
- Encourage youth to socialize (Tr2, 6)
- Provide opportunities to participate in sports (Tr1)
- Encourage active participation (Tr5)
- Facilitate social opportunities at school (Tr1)
- Educate self on down Syndrome and circle of friends (Tr3)
- Keep track of and help with youth's progress in academics (Tr4)
- Ensure youth does not overstay welcome (Tr5)

^aTr = Triad.

Content for Teacher's Role in Friendship Network Category

Cluster

- Reinforce/ teach positive social skills (^aTr1, 2, 3, 5)
- Encourage/ maintain/ nurture existing friendships (Tr1, 2, 6)
- Encourage social interaction in the classroom (Tr1)
- Encourage students without a disability to socialize with youth (Tr2, 3, 5)
- Support/ be involved/ modify youth's support network to facilitate friendships (Tr4, 6)
- Respect youth (Tr3)
- Assist with youth's academics (Tr4)
- Facilitate youth's friendships (Tr4)
- Develop youth's physical fitness (Tr5)
- Develop youth's communication skills (Tr5)

^aTr = Triad.

Content for Barrier to Friendship Category

Cluster-

- Youth's behaviour/ inappropriate behaviour (^aTr1, 2, 3, 4)
- Youth's developmental disability (Tr1, 5, 6)
- Life stage / attitudes of peers without a disability (Tr2, 6)
- Busy schedule of family (Tr1)
- Minimal support from family for social opportunities (Tr2)
- Parent's over protectedness (Tr4)
- Youth's lack of physical fitness/ athletic ability (Tr5, 6)
- Lack of communication between parents and school (Tr2)
- Youth's discomfort at school (Tr3)
- Unsupportive school environment (Tr4)
- Youth doesn't initiate contact (Tr5)

^aTr = Triad.

Appendix K

Triad Profile - William

William: Triad One Analysis

- William, who has Down syndrome, participated in an individual interview and group interview with his mother and teacher. William was a quiet, friendly young man who greeted me with a handshake and a smile. He was 17 years old and was in grade 10 at a Catholic high school. William was very comfortable at his high school partly due to the fact that both his parents had been teachers there for a number of years, and he had often visited the school before becoming a student. The individual interview took place in his home in an upper middle class neighborhood in a small town outside of the city in which he went to school.

In the individual interview, he was eager to answer all questions. At times it seemed that he was trying to please me with his responses. For instance he would provide a long list of friends' names, but when probed, the list would be shortened. His appearance was thin and short in stature. He looked younger than his age.

The group interview took place at his school. William was tired during the group interview. He did not say much and tended to drift off to sleep occasionally. His mother also participated in the group interview. She was very eager to share her thoughts and experiences with William's friendship network. The teacher who participated in the study was a teacher from the educational resource room. She was very familiar with William, and often during the group interview, tended to "mother" him by asking him to sit up straight or to speak louder.

William had lived with his mother and brother in their neighborhood for almost one year. William had one younger brother who lived with him and two stepbrothers who did not live with him. His natural parents were divorced, and both had remarried.

Characteristics of William

-A number of characteristics were identified about William's personality that contributed to his ability to develop friendships. These characteristics included: initiating contact with others, being friendly, and working well with others. Both William's teacher and mother found that he initiated contact with others in the classroom and in his neighborhood. For example, at school he would walk over to somebody who was not doing anything and sit down and talk. William was also very friendly and got along well with other students.

William was at a point in his life where he was becoming more aware of himself and his surroundings. William's teacher stated, "He is thinking more about who he is with and who he is not with. And how he is the same and how he is different from other people." The importance of William's awareness of who he was spending time with was evident when he identified who was or was not a friend. When William explained why one boy was not considered a friend, he stated, "sometimes he bugs me and sometimes he is a bully."

William was also aware of the age difference between his friends and himself. William's mother stated, "William is very aware of the older and younger friends too." She reminisced about an incident when older boys in the neighborhood had invited William to play street hockey with them. She remembered William exclaiming, "Hi mom, I'm playing with the big boys."

William's School Situation

William's mother and teacher (resource teacher) identified that limitations in his situation at school affected his opportunities to develop friendships. These limitations

included: the degree William was integrated into the regular classroom, the scholastic focus of high school, and the physical layout of his high school. William was more segregated than integrated at school. He spent the majority of his time in a resource room. As explained by his teacher:

He was integrated more last semester but we had some difficulty with some behaviours from William and from other students and we had meetings with mom and it was decided that they would prefer that he come back in here (the resource room). I would say that the possibility of integration is every year kind of renewed and we say okay what are we going to try this year.

William's mother acknowledged that each semester the degree William would be integrated into the regular classes was reassessed by his parents and teachers.

A number of reasons were identified to explain William's lack of full integration at school. The focus in high school was identified as a main obstacle, as William's teacher stated, "It is a little bit harder to do integration all the time in high school, cause it is so subject oriented." She explained that the degree of integration for William also depended on the subject and time slot available. Related to that obstacle was the fact that William's school had two campuses. There were shuttle buses between the campuses, which for William presented a problem. William had difficulties following a schedule and physically getting from class to the bus to class quickly enough, so he would miss the bus. Thus, his program for second semester had been changed to avoid his need to travel to the second campus.

William's Friendships

- A number of people were identified as friends by William, his mother, and his teacher. The categories of friends were school friends and neighbourhood friends. One close friend from school and a number of friends from the neighbourhood were identified. William's "school-only friends" were considered to be acquaintances rather than friends by all three participants.

Being in high school was identified as a deterrent to the development of friendships for William. As William's teacher stated, "I think it is hard to make, to have a friend, a really close friend, when you are in high school." The rotation of classes and the minimal time available for socializing were identified by this triad as a reason why it was difficult for all students to make close friends at school.

Neil, the only friend identified from school, was considered a close friend by William, his mother, and teacher. In fact, Neil was the only person William's teacher could think of that was a close friend. William's mother agreed. Neil was one year younger than William but was in the same grade as him. Neil had also been identified as having a developmental disability. William's mother felt that Neil was more integrated, active, and outgoing than William.

There were many reasons why Neil was considered a close friend to William. These reasons were: duration of the friendship; amount of time spent together; reciprocity of the friendship; and common interests. The duration of their friendship was identified as one reason why they were friends, as they had known each other for several years. William's mother also explained that the two families were close friends: "They have similar backgrounds, like I have known Neil's parents for years. I went to university

actually with his dad. And so there is that comfortableness there for me too. I know them well.”

Another reason why Neil was considered a close friend to William was that they spent as much time together as possible. William and Neil often attended school dances together and were locker partners and lunch time companions. As Mrs. Simpson, William's teacher, stated:

[William] spends most of his nonclass time with Neil. Any time there is something at school where it is an activity or free time, like an assembly. They kind of look for each other, and if it is possible to sit with each other they do. William and Neil also spent time together outside of school. According to William's mother, if there was someone William was going to do something with, it was usually Neil. When asked how he spent time with Neil outside of school, William mentioned, "On Saturday I could bring Neil over to play with me. We play basketball, play Sega, go swimming, play basketball, hockey, and biking." William also explained that he and Neil have sleepovers and talk on the telephone.

William and Neil were also considered to be close friends because their friendship was reciprocal. For example, William said he called Neil and Neil called him. He would go to Neil's house and Neil would go to his house. William's mother and teacher both felt that the friendship between William and Neil was reciprocal because they stayed overnight at each other's homes, they ate lunch together, and they seemed to enjoy each other's company.

Aside from a number of common interests, like basketball and Sega, the two boys had some characteristics which enabled them to complement one another. For example,

in explaining about a trip to an amusement park, William's mother found that William was frightened of rides and Neil liked them, but Neil was able to get William to go on the rides. This was an indication that William felt very safe with Neil and that the boys seemed quite comfortable with one another. The willingness of William and Neil to "stick up for" or to defend one another was also a characteristic of their close friendship. As William's mother explained, "The other kids may tend to pick on one or the other. They are sort of each other's protector." William added that when "boys are mean" he and Neil would "stick up" for each other. William summed up why he considered Neil a friend when he stated, "he makes me feel very happy."

William's "school-only friends" were considered by William, his teacher, and mother to be acquaintances rather than friends. There were students William clearly liked, and if he saw them doing something interesting, he would either say "hi" or go over and be with them. Both his mother and teacher acknowledged that William knew a lot of people who were "school-only friends." For example, William's teacher stated:

There are lots of people that William knows, even on a first name basis, in the hallway that would probably stick up for him in a pinch if they needed to, or to help him out in a situation. But they are not really close friends...Friends that you spend a lot of time with, they would be your best friends, close friends. We all have friends that we see every day, but they are not our very closest friends that we tell all our special information to.

William identified a school friend from his past as a close friend. His mother explained that she was a friend from his past for whom he still had a fondness. However,

they attended different schools and did not see each other regularly. When asked how he and Elaine spent time together, William replied that they used to play games.-

A number of neighbourhood friends were identified by William. William participated in a number of activities with his neighbourhood friends, such as hockey, swimming, basketball, and biking. Throughout the interviews, William tended to identify the younger friends as just friends rather than close friends. William's mother was also very aware of the differences in age between William and his friends. All of William's friends were younger than him by at least one year and were considered to be playmates rather than friends by his mother.

William's mother identified a number of times that she felt William was lacking friends and was in a way desperate for friends. She said a friend had to be around a little bit more and that there was no one she could think of in the neighbourhood. William's teacher reiterated this concern and added that from her observations, guys tend to socialize in groups and during activities. As identified earlier, the activities William participated in with his friends were mostly active and/or group activities.

Parent's Role in William's Friendship Network

Both William's mother and teacher identified a number of roles that William's parents could play in his friendship network. These roles were: facilitating socialization opportunities at school, providing opportunity for socialization outside of school, and providing William with the opportunity to participate in sports. William's parents played a role in the facilitation of William's opportunities for socialization at school. William was in a unique situation because his parents had taught at his high school for a number

of years. They knew a lot of the coaches, and as a result William was asked to be manager of the basketball team. However, he declined and Neil became the manager.

A number of times William's mother had been a social contact between him and other students at the high school. She would volunteer William when students asked for experience working with someone with a disability because she thought it was beneficial for both. William's mother reminisced about a young man named Noah, who William identified as being a friend at school:

Before basketball season started he was doing weights and he approached me and said that "I am doing weights two nights a week and I would be glad to have William come to the weight room with me and you know we will work out and everything." I said sure that's excellent, and it didn't work out that it was always twice a week, but we were trying for at least once a week.

William's mother had also approached religion teachers at his school to see if there were any students who were interested in working with William for their required community service time. However, this option did not work out because students had often already selected other placements.

William's mother also felt responsible for ensuring that he was given ample opportunity for socialization outside of school. She identified that it was time to consider hiring a family support worker for William:

He is getting so much older, and it's time to get him away from the younger children, just so that he is doing things that are more age appropriate. So that's another thing that I know I want to look into now. Even though time wise it is difficult.

Finally, William's mother had considered the possibility of William's participating in an age appropriate sport program for youth with developmental and physical disabilities. William had been participating in integrated basketball and baseball leagues; however, his mother stated that she felt it was time for him to move on to other activities:

He's over the age now, but again, he doesn't give an unfair advantage to a team, so they have permitted him to play for years and years. He has gotten to know a lot of the guys that way and everything. But I think it is time to get him involved in maybe some sports where he can truly compete.

The parent's role in facilitating the opportunity for socialization was considered an ongoing, continuous process. However, the parents also had a dilemma of what a parent could or could not do. As William's mother stated, "it's difficult, I mean there is always the encouragement you know to socialize, but I can't really organize it."

Teacher's Role in William's Friendship Network

The teacher's roles in William's friendship network were identified as: encouraging existing friendships, encouraging social interaction in the classroom, and reinforcing positive social skills. William's high school had not attempted any formal or structured facilitation of William's friendships or social network. His resource room teacher believed that while it was hard to cultivate a friendship, there were a number of things she considered to be her role.

Part of the teacher's role was to encourage friendships. If someone seemed to be getting along with someone else, she would encourage the relationship. The teacher also tried to encourage social interaction with students in the classroom situation by verbally

reinforcing William when he did something positive related to social interaction.

William's teacher described a situation in the resource classroom where they practice friendship skills:

We try and work on how to get along in social situations. We might play a game and everybody had to sort of take their turn and get along and say the appropriate things to the other person. And we try to work on if someone is aggravating you, like if they took their turn out of turn. You can't tell them something that would hurt their feelings, or whatever. So in that way I suppose you try and foster friendship.

For William's teacher, her role in his friendship network was very informal. She tried to prepare the students for social situations, with the hope that they would be able to develop friendships on their own.

Barriers to Friendship

A number of barriers to William's friendships were identified by his mother and teacher. These barriers were categorized into the following: William's Down syndrome, William's behaviours, and the busy schedules of family and friends.

Having Down syndrome was identified as a major barrier to William's friendship development. Down syndrome was identified as having had an effect on William's independence, energy level, and comprehension level. William was not as independent as he would be if he did not have Down syndrome and as his mother explained, "because of the Down syndrome he isn't as independent as he would be to allow these friendships to happen." William's mother also stated that his energy level was not very high. He was tired at the end of the day, would fall asleep in the car on the way home from school, and

often had to be wakened up after school and encouraged to do something physical, like going outside and playing. As well, William's teacher identified that William's comprehension level was not as high as the other students: "William doesn't always understand everything that you are saying to him. He misses some things in the translations as people talk over his head about things, you know, that other students might be talking about."

Down syndrome also affected William's behaviour, which in turn was considered a barrier to friendship development. These behaviours included being content to play by himself and having different interests than same-age peers. William's mother explained that he had tended to be a loner. If there was the opportunity to play with a group or play by himself, he would rather watch television or play Sega or read. As well, William did not have the same interests as his peers in many cases. William was identified as having the same interests as youth who were younger than him. His teacher explained that William had things he liked to do or he was happy to do which would lead to his socializing with somebody a little bit younger because of their common interests.

Busy schedules were identified as a barrier to William's friendships. Both the schedules of students at William's school and William's family's schedule were considered to be barriers to William's friendships. William's mother felt that other students were so busy that they didn't see how to be a friend with somebody like William.

William had only lived in the new neighbourhood for around a year, which was a barrier to continuing his past friendships. Because of a divorce, the family home moved, and William was forced to leave some same-aged friends behind. They were still friendly toward one another when they saw each other, but everybody had gone their own way.

The schedule that William's family was forced to have, due to the divorce, was identified as a barrier to William's friendships. As William's mother explained:

It is difficult because I only have William and Nick every second weekend. They have to go visit their father and they also go on Wednesdays. So [William] is not around that much and his life is really departmentalized because of his father's home and here.

William's mother identified her desire to spend more time cultivating William's friendships and for William to have more time with his friends, but it is difficult because they have him only every second weekend, so don't have the time that they would like to build friendships.

Appendix L

Triad Profile - Renee

Renee: Triad Two Analysis

Renee, who has Down syndrome, participated in an individual interview and group interview with her mother and teacher. The individual interview took place in her home in an upper middle class neighborhood in a suburb of a medium sized city. Renee was polite and courteous to me when I arrived, however she was very shy. During the interview, she seldom made eye contact, and she held her hands in front of her mouth when she spoke. Renee's mother was present for the interview and often added to Renee's comments and encouraged her to speak. Renee was 18 years old and was in grade 11. She was medium height and very thin and frail in appearance. She had one brother who was younger than her. Her family had lived in their neighborhood for 31/2 years.

The group interview took place at her Catholic high school during the last class period of the day. Renee was very tired during the group interview. She did not say much and she tended to drift off to sleep. Her mother was very eager to participate in the interview. The teacher who participated in the interview was from the educational resource room, where Renee spent some of her time. She seemed a bit defensive at times but opened up as the interview progressed.

Renee's Friendships

A couple of friends were identified by Renee, her mother, and her teacher. When discussing Renee's friendships, a number of patterns emerged. These patterns were: school friendships, "school-only" friends, and Renee's concept of friendship. Renee identified two girls from school who she considered to be her friends, Yvonne and Anna. There were differing ideas on whether or not Renee considered Yvonne to be a close

friend or just a friend. Both Renee's mother and teacher considered Yvonne to be a close friend to Renee, even though Renee wasn't sure. When asked if Yvonne was a close friend, Renee replied, "I don't know."

Yvonne was considered Renee's closest friend, based on the amount of time they had known each other and how they spent time together. Renee and Yvonne were both 18 years old and attended the same high school. Both had Down syndrome and were considered fully integrated at school. They spent time together in the resource classroom, regular mainstream classes, as well as outside of school.

Renee's mother considered Yvonne to be a close friend because she was a relatively long time friend, as they had been friends for 21/2 years. At school, Renee had a few classes with Yvonne, and she ate lunch with her every day. They also spent time doing a variety of things at one another's homes outside of school time. As Renee explained, at her home they would watch movies, do homework, listen to music, and talk about things. At Yvonne's home they would play games, often with Yvonne's brothers. As an example Renee explained, "It is just like a pretend, when you play cops and robbers, when you have a gun in your hand, you have to shoot the boys."

Another reason Renee's mother felt that the friendship between Yvonne and Renee was close was because there was reciprocity. She stated, "[Renee] has talked to Yvonne several times on the phone and initiated it on her own and asked her over, and Yvonne has called and asked Renee over sometimes." Both Renee and Yvonne appeared to value their friendship.

Renee identified Anna as a close friend however; Renee's mother felt that Renee had just recently started to consider Anna as a friend. Renee had known Anna for about 2

months. They were in the same grade, but Anna was one year younger. Anna, who also had a developmental disability, spent time with Renee in the resource room, as well as in a number of regular classes. Renee and Anna did not spend any time together outside of school. Renee's mother had met Anna once at school, and identified that she felt Renee was trying to make new friends. "I think Renee is trying to, you know, branch out into other people now that she thinks Anna is her friend." An interesting observation that Renee's mother made was that Renee was not as eager to spend time with Yvonne, but rather wanted to spend time with Anna. This was probably due to the usual excitement and interest that comes with having a new friend. We tend to spend more time with the new person because he or she is someone different and we want to get to know the person.

When Renee was asked why she considered Anna to be her friend, she replied that "she's nice to me." Renee's teacher explained that Renee had a group of friends from the resource room, including Anna and Yvonne, with whom she had lunch on a daily basis. "There's about four of them that eat lunch together in a certain group. I think that group would probably be her friend group."

These students were identified as "school-only" friends of Renee by her mother and teacher; however, Renee did not identify them. For example, her teacher discussed a youth named Ethan: "The friendship is not reciprocated her way, but Ethan is a friend to everybody. So that's why I would put him in her friendship group". She also identified a peer helper as a possible friend of Renee's when she stated, "Dianne will work one-on-one with Renee, and so that might be considered a friend, within Renee's world of

course." Renee's teacher seemed to feel that Renee's definition of friendship was different from everyone else's.

Renee's concept of friendship emerged through the discussion of her friends. She identified her friends as those who she spent time with and had common interests. A further discussion of her friends will be provided under the category friendships. Renee's mother and teacher also shared their viewpoint on Renee's concept of who was a friend. Renee had identified a few girls who she knew as friends who didn't go to school with her. All three girls were at least 4 years younger than Renee and appeared to be acquaintances rather than friends. Renee had spent only minimal time with the three girls, mostly at church, where she had met them. Renee's mother explained that Renee spent time with only one of the girls at church. The two other girls identified by Renee were sisters who were 10 and 5 years old respectively and had been to Renee's house once with their family. Both Renee's mother and teacher felt that Renee would consider anyone she spent time with as a friend. As Renee's mother explained:

I think because Renee doesn't have a lot of people in her life that pay some attention to her other than the adults, that sometimes anybody who pays attention to her in some way, or she chooses that particular person as someone she wants to be her friend.

Renee's teacher felt the same way when she stated, "I think Renee would think someone is a close friend that eats lunch with her and spends time with her at lunch time. Because that would be the time when she's most social."

Renee's concept of friendship could also be seen in her ability to admit when she did not think a person was a friend. For instance, when Renee's mother identified one

friend, Renee replied, "I don't know if she is my friend." As with another girl identified by her mother, Renee stated, "Ethel, I don't know if she is my friend." The only two people from school that Renee identified as friends were Anna and Yvonne.

Both Renee's mother and teacher felt that Renee didn't really understand friendship. Her mother stated that "it is very difficult to define [how Renee defines friendship] because I don't think she knows." Renee's teacher explained that Renee "doesn't know what the rules or boundaries of a friendship are." She then provided an example of a situation that happened between Renee and Yvonne:

Today at lunch time [Renee] just decided to be mean to [Yvonne] and she was. Yvonne was in tears. She doesn't have a lot of remorse there for friends. If she just decides to be mean she will be mean.

Renee's mother also provided an example of a similar situation with Renee and Yvonne at home,

There have been times when [Renee's] been wonderful, they have had wonderful times together, and sometimes she just decided that she just doesn't want Yvonne around or whatever, and she will do something, and Yvonne is in tears, and then we have to apologize.

Renee was characterized by her teacher as being "quite fickle with her relationships" due to Renee's tendency to change her mind on whether or not a person was a friend. Renee's teacher explained, "one day she'll like someone and the next day she won't." Renee's mother summed up her perception of who Renee considered to be a friend in the following statement: "I think Renee perceives a friend as someone she chooses to be a friend at that time."

Parent's Role in Renee's Friendship Network

- The parent's roles in Renee's friendship network were categorized into: helping her fit into society, providing opportunities for socializing, encouraging her to socialize, and nurturing friendships. Renee's mother identified that a key role of hers was to help Renee "fit in" with society while allowing her to become her own person with her own identity. She explained her role in the following quotation: "From the time [Renee] was born, I've always tried to help her modify her behaviours and things she would do, and wear the appropriate thing. So that, you know, she could fit in more." Renee's teacher agreed when she stated, "As part of the parent's role, I believe you have to try and get her to fit in to the social as much as you can, and that goes with clothing or makeup or whatever."

Since Renee was over 18 years old, her mother expressed her confusion at how to help Renee fit in with society while letting her become her own person. "After a while you get to a point where you think, gee you know, I am trying to form and mold her into something that she is not." Every day she struggled with Renee about what to wear to school, even though there was a school uniform. Her thoughts on molding Renee were:

I have to physically take all the clothes off her and put on what I want...And when it's a civies day and she chooses what she wants, I at least make sure she doesn't get some of the more ridiculous stuff she would probably wear if I let her....If [Renee's] not having friends and being accepted anyway, you know by the group. You know, making her into this perfect little person is not going to make it any different.

Renee's mother also considered herself to play a large role in Renee's friendship network by providing opportunities for Renee to socialize. Renee's parents played an ongoing role in providing her with socialization opportunities. As her mother identified, "It's a lifelong thing.... You try to see if you can work in where they can find friends and put them in situations."

Renee's mother also felt her role was to encourage socialization, which she tried to do by teaching Renee how to make the social contacts. For example, Renee's mother would encourage her to get the telephone numbers of people with whom she would like to spend time. Often Renee would have liked to invite people over to her house, but she didn't always know their names and their telephone numbers.

Renee's mother would also occasionally have to participate in the social activity as a means of encouraging her daughter to socialize. The realization that there were common interests that Renee and Yvonne shared led Renee's mother to find and participate with them in a social event the girls would enjoy. As Renee's mother explained in the following example:

One time I took Renee and Yvonne to school for a school dance, it was a couple of years ago and I decided that they should go. I mean they both like dancing, both like music and so on. So I went with them and I walked around the school with them.

The provision of socialization opportunities while Renee was in her school-age years was identified as vital for the development of her friendships. As Renee's mother explained:

What you hope as a parent is that somewhere there will be some people who kind of accept and like your child and want to do things with them. Because by the time they get to be an adult, it is too late to start making those friendships, because it just doesn't happen. [Friendships] will never happen as adults either, unless it is paid adult people working with your adult person.

Renee's teacher identified the parent's role as hiring a family support worker to help provide Renee with social opportunities outside of school when the family was too busy. She explained, "School only runs 5 1/2 hours a day and [a family support worker] at least broadens her horizons in her community." However, Renee's mother expressed her desire to hire a student Renee's age to take her out once a week rather than an older family support worker. Renee's teacher explained that the family could request that the support worker be the same age as Renee. Because Renee's mother had always pictured a family support worker as an adult who was paid to be a friend, rather than a person the same age as her daughter who would choose to be a friend, she had never looked into hiring a support worker.

The final role of Renee's parents in her friendship network was the nurturing of established friendships so that they would continue. Renee's mother nurtured the friendship between Renee and Yvonne in a number of ways. She explained that often she would ask Renee if she would like to have Yvonne over for a visit. If Renee was unsure, she would encourage her to invite Yvonne over anyway. Providing transportation for the friends was a vital role in the maintenance of the friendship. Renee's mother explained that since Renee and Yvonne both would "probably never drive" that they would "always have to have someone help with the physical manipulation of how to get together." All of

Renee's and Yvonne's visits were arranged by their parents due to the need for carpooling; as Renee's mother explained, "it is too far for either of them to walk, and the bus system is not good."

When there were rough times in Renee's and Yvonne's friendship, Renee's mother would often help facilitate the interactions between the two friends. For instance, Renee's mother shared an example when Renee had hurt Yvonne's feelings and she encouraged Renee to apologize. Once Renee apologized, the girls "would reconcile and everything would be fine."

Teacher's Role in Renee's Friendship Network

The teacher's roles in the friendship network of Renee were identified as: providing opportunities and encouraging students without a disability to socialize with Renee, nurturing existing friendships, and teaching Renee appropriate social skills.

Renee's mother expressed that she felt it was the school's responsibility to provide the opportunity for socialization with students without a disability through structured facilitation of friendships, such as a "circle of friends." She explained that:

As a parent you don't want to jump in and try to create [a circle of friends]. You hope that the school and the kids and stuff will kind of do that a little bit because they are right in the situation.

Renee's resource teacher explained that the teachers had tried to create a "circle of friends" for a number of years. However, through her description of the "circle of friends," it was shown that the attempts at creating a circle had not been very structured and thus were unsuccessful:

We have tried a "circle of friends." It doesn't seem to last very well. We have tried to run it. Most years we try and get it off the ground. This year my department head has been pregnant so she has been away. So we haven't really tried a "circle of friends." But "circle of friends" is voluntary; the students come in and work with our high needs at lunch-time and take them to clubs or whatever is available within the school.

Another strategy to provide the opportunity for Renee to socialize with students without a disability was for the teacher to facilitate peer helping. The school that Renee attended had a "peer management" class. Each year the resource teacher would be given three students to pair up with students with special needs in their various classes. Renee had a peer helper who was earning a credit in helping peers. Renee's teacher explained that there were benefits for both the student with special needs as well as the peer helper. "It is a good skill for the student to have, dealing with other people that are not so lucky as they are. And to teach compromising and how to get along with other people." For the student with special needs, peer helping was seen as a way to encourage friendships for Renee; as her teacher explained: "We try and find friendships that way." However, in Renee's case, no friendships had developed with her peer helpers.

Renee's mother felt that peer helpers were necessary to provide opportunities for socialization, but she expressed that the relationships needed to be taken a step further. She explained, "They know them and work with them and all that, but you know, as soon as school is over, it's my life and my friends and everything else, and so [friendship] is very rare."

Another class within Renee's school that provided an opportunity for Renee to socialize with students without a disability was the grade 12 religion class. Her teacher explained that the peer helpers were encouraged to work with Renee and spend time socially with her at lunch-time. However, both her teacher and mother felt that "it is nice for [Renee], but it still doesn't cultivate a true friendship." Renee's mother felt that the teachers needed to take the encouragement a step further. She felt that:

If the kids aren't invited and supported and helped you have to go out of your way because these kids are not going to go out of their way to make them [youth with disabilities] their friend.

One way Renee's teachers tried to encourage socialization was at lunch-time. Every lunch-time during the week, one of the resource room teachers would give up their lunch to take Renee and the other students with disabilities to the gym to play basketball with the rest of the students. The reasoning behind the socializing at lunch was, as Renee's teacher explained "because we believe in total integration."

When identifying how she could help facilitate Renee's friendships, Renee's teacher explained that she was willing to help facilitate the obtaining and sharing of telephone numbers from students who Renee would like to socialize with outside of school. She explained that the numbers could be shared through an existing notebook. Renee's mother was encouraged by the teacher to use the notebook which was sent home on a daily basis to ask the teachers for names or phone numbers of other students. However, Renee's mother had not been aware of the teacher's willingness to obtain phone numbers, so this method had not been used for Renee.

Another role identified as the teacher's was the nurturing of existing friendships. At lunch-time, Renee and the other students with a disability ate in the cafeteria with the other students. As an example, Renee's teacher explained how she facilitated lunch-time to nurture Renee's friendships:

I try and pair them so that they are sitting with other students or friends of theirs. I make sure that they are kind of together so that you are kind of helping along the friendship.

Since all of Renee's friends also had a disability, she was in a sense still segregated. Although she would eat lunch in the cafeteria, she was not being encouraged to socialize with the other students, just her friends who also had disabilities.

Renee's teacher was also responsible for teaching Renee appropriate social skills in her personal life management course. Renee's teacher elaborated, "we actually role-play how to talk to friends, ... even to physical appearance, what is appropriate, what isn't, blowing noses, anything that could turn people off."

Barriers to Friendship with Students without a Disability

Barriers to Renee's friendships were categorized into: Renee's inappropriate behaviors and appearance; the minimal support Renee received from her family for social opportunities; the lack of communication between Renee's parents and the teachers; and the life stage and attitudes of students without a disability.

Renee's lack of social skills was identified as a barrier to her development of friendships. Her mother expressed her concern that Renee had not learned how to make friends. "How does this group of kids especially, that don't always learn by osmosis. How do they learn skills to actually go into some place and try making friends?" Renee also

seemed to have a lack of confidence in herself in social situations, as her mother explained:

Even with Renee, sometimes we will be in a situation where she knows people and she will want me to help her to go over to say hello or to talk to someone because she still doesn't feel her own self-confidence in stuff.

Both her mother and teacher identified Renee's inappropriate behaviours as a barrier to friendships. Renee did not know how to be selective in the behaviours that she emulated from other people. Thus she often used inappropriate language to express her feelings as her teacher explained, "today in the cafeteria [Renee] just literally blasted everybody with the f-word." Renee's mother explained that Renee was often "modeling other people when she gets angry she thinks she should use the words that people use."

Another example of Renee's misuse of language was given by her teacher when she explained Renee's response to having to go to the washroom:

[Renee's] response isn't always proper. Today she had to go to the bathroom, and she talked more about having to go and feel herself. So we said to her, no this isn't a nice way to talk within mixed company... We give her alternatives to what she could say. But to a teenager hearing that, I mean they are so shocked. They just stay away from her.

When these situations happened at school, the other students did not always understand why Renee acted the way she did. However, as her mother explained, there were some students who would be okay with her behaviours.

Renee was going through a difficult time similar to any other teenager, becoming aware of her body. However, she seemed to be having more difficulty expressing her

feelings in a socially acceptable manner than other teenagers. Her mother described her feelings:

Sometimes I look at it and sit back and say, well I know other teenagers who go through the same stuff and everyone say, it is their hormones. So for [Renee] it could be her hormones too, but because she has a disability, that doesn't help her to, you know, just pick it up.

Renee's teacher identified that Renee's appearance was a major barrier to her developing friendships and to her being accepted by the other students. Renee was experimenting with makeup and with clothing; however, she was having a difficult time fitting into socially acceptable norms.

Renee comes [to school] with lipstick from here to here [all around her mouth] and the teenagers see her and then she is ostracized because she doesn't fit in because she is different. And that is sometimes hard, so I'll send her to wash her face and she of course, she thinks it's beautiful.

Not only did Renee have difficulty fitting in at school because of the way she wore her makeup, her choice of clothing was also considered a detriment to friendships. Renee's teacher explained the need for Renee to wear more socially acceptable clothing on the "civvies" day when the school uniform was not required. "If her clothing isn't blue jeans and a T-shirt on civvies day ... the outfits are ludicrous sometimes. So the kids look at her and stay away." Renee's mother shared her frustration with Renee's experimentation with clothing:

Six months ago [Renee] probably would of worn anything, or we could negotiate, - but right now it is dresses. Not only does she not want her own dresses, she wants to wear some of my dresses.

Her teacher's response was that Renee was "at that dress-up stage of a little girl."

The second category of barriers was identified as the minimal support Renee received from her family for social opportunities. Her mother explained that Renee's opportunities for socializing were restricted due to her family being too busy. The family being too busy was also the reason that Renee attended very few school dances: "For some reason, every time there is a school dance or whatever, it is on the same night as something else."

When Renee's teacher discussed the option of a family support worker to socialize with Renee and to support her in developing friendships, her mother was adamantly against the idea. Renee's mother felt "the worker is someone who is paid, and [persons with a disability] will see them as kind of like their friend too. But they are not really there as a friend." As the pros of having a family support worker were discussed in further detail, Renee's mother identified that it was an idea worth considering in order to provide Renee with more social opportunities outside of school.

Another barrier to Renee's friendships was the lack of communication between her parents and teachers. Due to this lack of communication, assumptions and misconceptions were being made by both Renee's parents and teachers regarding their personal role and the other person's role in Renee's friendship development. As Renee's mother indicated, she felt as a parent she needed to stay away from the school:

As a parent you don't want to be dropping by and in class and doing stuff, because - other parents don't do it. It just points out the fact that that person has to have a parent around too much.

Because Renee's mother was trying to treat Renee the same way she would treat a youth who did not have a disability, she was creating a barrier between herself and Renee's school. Not only did Renee's mother not spend time at her school with Renee, she also did not spend time communicating with her teachers. For example, as mentioned earlier, Renee's mother felt that facilitating a circle of friends for Renee was the teacher's role, and she assumed it was being done, but it wasn't.

Another example of the lack of communication was based on the way Renee wore makeup and which clothes she wore to school. Renee's appearance was often a detriment to her developing friendships at school and thus was a point of frustration for her teacher. Due to the lack of communication between the school and home, the teacher did not realize Renee's mother had been having difficulty influencing Renee to wear socially acceptable makeup and clothing. The teacher had assumed that Renee's mother didn't bother ensuring that Renee looked acceptable for school. Once Renee's mother and teacher had discussed the point further, her teacher stated, "Well, I'm glad you cleared that up, because it puts things in perspective. I have been wondering what you have been up to."

The final category of barriers to Renee's friendships involved the students without a disability: the stage of life they were at and their attitude toward friendships and their lack of awareness of how to include persons with a disability as a friend. As with Renee, the other students were at a very difficult point in their life. They were in their late

teenage years, finishing high school, and trying to understand themselves. Renee's mother explained:

To tell you the truth, I can understand they are going through a lot of things themselves, trying to figure out where they belong in the world. So for them to give Renee as much of a friendship is difficult.

Her teacher saw it slightly differently when she indicated that she felt the students were at a very selfish point in their life as she explained, "they are very fickle, it is all centered on what I can get out of the relationship, rather than what I can give." Renee's mother agreed when she stated, "I have just accepted the fact that this is what it is like in high school with friends and teenagers." The other students also tended to dictate what actions and clothing were considered socially acceptable, as Renee's teacher stated:

Teenagers see the outward appearance. I mean I can't change that, that's a fact, so she has to fit in even more than what a regular kid does. You know what I mean, so if she's different at all, it's hard.

The lack of awareness by students without a disability of how to include Renee as a friend was also a barrier. As Renee's mother explained:

They don't know how to include anybody outside of someone who kind of says, "I am going to be part of this group. I am coming over to you and I'm saying I'd like to be part of this group, will you accept me," and if you are accepted and you exchange telephone numbers and you do things, fine. But unless you do that you are still left out. And I don't know if that's just the way society has kind of trained us all to be or what.

In order for Renee to develop friendships with persons who do not have a disability, three things needed to happen. First, students without a disability needed to be open to friendships with persons with a disability. Second, Renee needed to learn how to interact in a socially acceptable manner. Finally, more facilitation and support were needed from Renee's parents.

Appendix M
Triad Profile - Patty

Patty: Triad Three Analysis

Patty, who had Down syndrome, participated in an individual interview at her home in a middle class neighborhood in a major city. Patty was a very friendly, happy, and outgoing child. She was 13 years old and in grade 6 at a Catholic middle school. During the interview, Patty was very eager to speak with me and shared a number of jokes and stories with me during the time I spent with her. Prior to the individual interview, Patty's mother spoke with me for about 20 minutes. She was very open and emotional about Patty and her efforts to help her have as "normal" a life as possible. She did not want me to tape the conversation, but I did record my thoughts in my journal.

The group interview took place at Patty's school during the school day. Patty was not present, as her mother and teacher felt uncomfortable with her there (because the teacher felt she had no friends, and it would make her feel bad to hear the teacher's opinion). The teacher who participated in the study was Patty's teacher's assistant who had known Patty for one year.

Characteristics of Patty

A number of characteristics were identified about Patty that were seen as being beneficial to her development of friendships. These characteristics included: possessing qualities of a good friend, being nonthreatening, and having a sense of humor. Both Patty's mother and teacher agreed that these three characteristics of Patty should have encouraged Patty's peers to be friends with her.

Patty was identified as possessing a number of qualities that would make her a good friend. As her mother explained:

Patty has all the qualities of a good friend: she doesn't have any others, she is looking for somebody to spend time with; she gives them anything, if someone wants to look at any old book or anything; she wants your time and your attention; and she wants the connectedness of people way more than she wants the thing.

Patty was also considered to be a nonthreatening little girl, another characteristic that should have attracted potential friends to Patty.

When Patty's mother and teacher were discussing her past relationship with a little girl (Nellie) in Patty's class who had behavioural problems and who had been working on improving herself, Patty's mother and teacher identified that being a nonthreatening person had allowed Nellie to develop a relationship with Patty. Patty's mother explained: "Nellie felt the security of Patty, she knew that Patty wasn't going to talk about her behind her back, she was going to be a secure thing." She continued to describe Patty as someone who would give a person a second chance.

It's what Patty brings to a friendship, she is just so happy to be included, she pretty much takes you at face value even if you have been horrible to her in the past. You know, she can put that aside.

Patty was also described as having a sense of humor. Her teacher stated, "Patty, has a sense of humor that would stop a clock." Both Patty's mother and teacher shared stories about Patty's sense of humor. During the individual interview Patty told a few jokes and shared one of her favorite friend activities, "laughing at my funny jokes."

Patty's School Situation

Patty's teacher and mother identified that Patty's school year had been one of transition, as it was her first year at the middle school. Patty's school situation was characterized by three factors: first year in new school, placement in a segregated classroom, and the low ratio of girls to boys in her class.

For Patty, her new school was full of changes, due to the changes her parents and teachers had decided not to place her in the "regular" classroom. A lot of time was spent with the teacher's assistant learning the layout and routines of the school. One of the routines which was new for Patty was the class rotation system. Patty's class placement was also new to her that year. As Patty's mother explained: "This is the first year Patty has been segregated in any way. She has always been in a regular classroom with all regular kids." Patty's placement for that school year was not in the regular classroom, nor was it in the class for children with developmental disabilities, but rather in a class for children with special needs (mostly behavioural). Patty's mother explained why she and her husband had always wanted Patty to be integrated in a regular classroom:

We gave up a low teacher-student ratio; she could have been in a class of five people for years, with an aid and all. She has so many labels we could have had her so segregated and so well served. But she would have been getting on a bus and going away from the community and out of the natural network of possible friends. It has been a forever goal for us to have Patty have community friends.

The last factor in Patty's school situation which was identified as being a change was the low ratio of girls to boys in her class. In Patty's class there had been 12 boys and

3 girls. The other 2 girls had developed a close friendship not including Patty. These were identified as being a possible reason for the lack of social networking for Patty in class.

Patty's Friendships

The participants of Patty's triad had varying opinions on who was considered to be a friend of Patty. Patty identified herself as having many friends, her mother indicated that Patty had a couple of friends, and Patty's teacher felt she had no friends. There were three groupings of friends which emerged from the discussion on Patty's friendships: school friends, neighborhood friends, and recreational friends.

When asked about her friends at school, Patty replied, "Well, I got a ton of best friends," whereas both Patty's mother and teacher felt that she did not have any close friends at school. The two girls Patty identified (Yola and Edna) as friends from school were also friends outside of school. The same two girls were also indicated by her mother as friends Patty would mention; however, she did not feel they were close friends.

There were a number of reasons why Yola and Edna were considered to be friends to Patty. Patty indicated that Yola was her friend because "she is funny, happy, friendly, and exciting about me, and always wants to be my best friend too forever." Patty described Edna as a friend because "I really like Edna, she is funny, nice, and popular, and has a great attitude. I always like her. I like her because I think she always gives me a lot of attention."

Patty's mother identified other reasons for Yola and Edna being considered friends to Patty: "Patty would think they are her friends because she has known them a long time. They go to her birthday parties, which are huge to her, even though she is 13."

She also explained that she was friends with Yola's and Edna's mothers; "they are not incidental friendships, their mothers have a set of values that would support it."

When discussing Yola, Patty's mother explained why she didn't consider Yola to be a close friend to Patty at school:

Yola is right here in the building and doesn't necessarily seek her out or spend time with her. But she still actively tries to keep their friendship alive, but it is harder and harder for her because the other girls that she hangs with aren't as ready to include Patty.

When Patty's teacher questioned who Yola was, Patty's mother replied, "isn't it telling that you don't know who Yola is. You see Patty that much and you don't know who Yola is. That's how much they are seeing one another here at school." Patty confirmed that she didn't spend much time with Yola at school when she explained: "We talk about a lot of stuff like, How you doing? How is my family doing? How's your family? They're fine. How about you, mine's fine, How about you?"

Patty's mother and teacher explained that even though Patty did not have any friends at school, she had a number of acquaintances who spent minimal time with her. As her mother stated, "There are kids who have an interest in Patty and there are lots of kids who are nice to her, and there are kids who for very short periods of time will spend a bit of time with her." Patty's teacher agreed when she explained, "in gym students will include Patty in whatever activities they are doing. They will call her over to participate with them, but outside of the gym atmosphere, you know, they don't seek her out." The time spent with these acquaintances had not developed into friendships.

Patty also identified three girl friends from outside of school. Patty's mother explained that all of the girls mentioned as friends were part of Patty's birthday party group and that they had been coming for the past 10 years. Patty shared how she spent time with her friends: "We talk on the phone or in private, we play a lot of games, playing cards;" she also stated, "swimming, laughing, giggling, tell my jokes, talk about boys, and sexy." When asked why she considered these girls to be friends, Patty replied, "she is really happy with me; she always comes over to my house and plays with me; she is the most popular girl I ever met; she is funny; and I really like her." All of the friends Patty mentioned were also 13 years old.

Patty participated in two recreational activities, swimming and Pathfinders. Pathfinders refers to an all female social group, which is part of the Girl Guide movement, which meets weekly and focuses on leadership and community activities. When asked if she had any friends from these activities, she indicated that she didn't have any at swimming but that she had two at Pathfinders. Patty briefly explained that she sang songs and did neat things with the girls at Pathfinders, but that she didn't spend any time with them outside of the structured activities. Patty's mother, who was the Pathfinder leader, did not consider these two girls to be friends of Patty. Overall, Patty's mother felt: "Patty sees people as great friends even if they are just kind to her for a minute and a half."

Parent's Role in Patty's Friendship Network

Both Patty's mother and teacher indicated that Patty's mother played an active role in her friendship network. In order to play an active role in Patty's friendship network, her

mother: provided opportunities for socialization, coordinated friendships, and educated herself on Down syndrome and a "circle of friends" friendship facilitation technique.

Patty's mother explained the need for her to find the time to provide opportunities for Patty to socialize with other kids.

It is not a question of just having somebody over for an hour or two for Patty. It always factors into a huge amount of my time to orchestrate these things. It's not just an hour, it ends up being 3 or 4 hours. So even when I feel guilty and I want to set something up for Patty, I have to look at the watch and the date and the calendar and everything else. Do I have 4 hours that I want to devote for this 25 minutes worth of play?

Unlike her brother, Patty would not call up a friend and ask them to go over to her house. Her mother would often call to invite the girls' parents over for a visit, and thus the girls would come too. She described herself as "the great coordinator of Patty's friends."

Patty's mother explained why it was necessary to have other kids over to their house:

If they come into our house and they see her as a person instead of just seeing how different she is. They see her bedroom, they see that she has parents, they see that she has toys. I don't know how to explain it. And she is much more outgoing because she feels so safe in her house.

Patty's mother also took on the role of a Pathfinder leader in order to provide opportunities for Patty to socialize with other girls. However, she stated that she would not continue the following year because she was not meeting Patty's needs.

What happens is they hand me half a dozen other kids, I make sure their needs are met, I take them rock climbing, and do stuff that Patty can't do. She hates it, she is

still left on the side, while I, her mother, is entertaining all these other kids. There have been times when I have taken the group somewhere and not taken Patty.

Now think of that. They are getting my time and she is not.

Patty's mother was determined that it was her role to provide opportunities for Patty to develop friends. "I don't mean to be taking all the pressure or responsibility, or blame, or credit, but I could do a better job of helping Patty network. I know I could."

Patty's mother was a teacher and believed in continually educating herself. Occasionally, Patty's mother would attend conferences focusing on disabilities, and when possible she would present sessions on topics she was familiar with, such as being a parent of a child with disabilities. By educating herself on issues related to Patty's disability, she was indirectly helping Patty. Everything Patty's mother learnt about coping with the disability or about socialization she would pass on to Patty.

Teacher's Role in Patty's Friendship Network

The teacher's roles in Patty's friendship were identified as: teaching and reinforcing socially acceptable behavior; respecting youth; and encouraging other students to socialize with Patty.

Initially, Patty's teacher stated that she didn't feel she had a role in Patty's friendships: "I personally don't feel that I have much of a role in making friendships or helping Patty make friendships." However, Patty's mother explained that the teacher had a very important role in the development of Patty's friendship network, teaching her how to act in a socially acceptable manner. Patty's mother and teacher agreed that Patty needed to learn how to act appropriately in order to develop friendships. Patty's mother explained how she saw the teacher's role as affecting Patty:

I think by teaching Patty what is acceptable and what's not, you are really helping her have a chance at friendships. Because the other students won't put up with it; as they get older they are less and less likely to put up with things she does naively.

Patty's teacher taught and reinforced acceptable behavior in a number of ways, the following is one example of how she would discourage Patty from certain inappropriate behavior:

I have been trying to help Patty with etiquette, things that are acceptable to do in public and things that aren't. When I get an opportunity I will take Patty aside and say, "you must not do that in public" or "you must not do that in front of the other students."

The importance of the teacher respecting Patty was also identified as helping in the development of Patty's friendship network. Patty's mother explained that it was vital that a teacher show respect for Patty because the other students would model their behavior after the teacher. Patty's mother acknowledged that the teacher had shown Patty respect during the current school year and that it had affected Patty positively.

The teachers have been wonderful in accepting Patty, wanting her, and treating her with some respect. She has had a good year. She didn't have that last year. She didn't have any respect from her teacher and that's really not a comfortable place to be.

Patty's teacher shared a story about a boy in Patty's class who questioned why Patty needed a teacher's assistant:

The boy was more innocent, and he wasn't asking in a mean way. He was asking in a very nice way. He couldn't see anything different from her than the rest of the kids in the class. Which I think is a positive thing.

The teacher had obviously fostered a classroom which respected all of its members and their differences. It might be interesting to ask why the teacher saw the need for a teacher's assistant, and whether this might pose a barrier to friendship.

The final teacher role which was identified by Patty's mother and teacher was providing opportunities for and encouraging socialization. Patty was given the opportunity to socialize during gym class. However, she didn't feel comfortable inviting herself into play like other students would. Therefore, Patty's teacher would go with her to initiate the contact with the other students. An example:

She doesn't feel comfortable, so we will walk over together, and I will say to the kids, "Patty will like to play basketball, is that alright with you, could you make room for another person?" They will say yes inevitably, whether it is because I am an adult or whatever.

Patty's teacher acknowledged that once the other students were given some encouragement, they were very good about including Patty. As she explained:

I watch and they are very good, they will tear around the court and Patty will stand there, and then every so often they will go over and give her the ball and tell her to shoot or bounce it or whatever. They make sure she has a chance, and she is very happy doing that.

Patty's mother summed up her impression of the teacher's role in Patty's friendship development when she stated: "The importance of numeracy and literacy may apply to

most children, but it doesn't apply to Patty. The most important skills to teach her are the ones that you are teaching her, like socially acceptable behavior."

Strategies to Developing a Friendship Network

When discussing Patty's friendship network, a number of suggestions or strategies were identified which had been or could have been implemented. These strategies were categorized as: educating fellow students and teachers about Patty's disability, fostering a circle of friends, and having a teacher's assistant for all of the students to share.

Patty's mother and teacher identified that educating the teachers and students about Patty was an important strategy which should have been implemented. When Patty started grade 1, the teachers asked Patty's mother to go into the school and speak to the class and to the teachers. Patty's mother described the teachers' meeting:

They asked me to come into a staff meeting and talk to the staff about Down syndrome and about her strengths and needs. They gave me some questions that the teachers wanted answered, and I answered them. I went in and I talked for 10 minutes and I left. It supposedly helped a lot; it was their idea.

That same year Patty's mother was asked to go into the grade 1 class. She shared that positive experience in the following way:

Well you know the way you can speak to grade ones. Short, simple, and brief, and they had little questions to ask and they never looked back. And those are the kids, Edna, Yola, and that group of kids, that enveloped her. Maybe I need to do that here, or somebody, it doesn't have to be me.

Patty's mother felt that speaking to the class of students helped them become friends to Patty. Patty's teacher agreed that speaking to the students was a good idea:

Perhaps the kids need to be told this is Patty, this is why she's the way she is, these are her strengths. These are some of the things that we could work on, one of those things may be friends. Instead the kids, some of the kids are very nice and some of the kids are very cruel.

Both Patty's mother and teacher stated that speaking to the teachers and students was a necessary component to assisting in Patty's friendship network.

When asked about "structured facilitation" of friendships, Patty's mother mentioned the strategy called "circle of friends". "I have read it all, seen it all, done it all, I hear people who have tried it, I know a lot about friendship circles." She explained that she had watched all the films and went to all the workshops about circle of friends. When asked why she had never tried developing a friendship circle for Patty she stated, "It takes time." She explained, "I guess I was sort of hoping it would happen on its own."

As the interview progressed, Patty's mother concluded that her time would be better spent developing a friendship circle rather than leading pathfinders. "If I took one night a week and devoted it to a friendship circle for Patty, it would be a better use of my time." She identified that she only needed to help Patty make a couple of friends, as she explained, "I need to orchestrate a little bit, find one or two boys or girls in her class next year that are willing little partners, cause Patty doesn't want a lot of friendships, she can't take a lot of anybody."

The final suggested strategy that was identified by Patty's mother and teacher was that the teacher's assistant should be present in the class for all of the students, not just Patty. This was the case for Patty; the teacher's assistant spent a designated amount of

time with each of the students; however, Patty did get some extra time with her between periods. As Patty's teacher explained:

I am only here in the afternoon, and we are on a 6 day cycle. In a 6 day cycle we have six homeroom periods, and each homeroom period I take out one student.

We come in here, because this room (small seminar room) is available in the afternoon, and I work one to one. So Patty gets one 15th of my time.

Patty's mother stated her agreement with the situation. "Now see, that for me is perfect.

Patty gets help but so do the other kids in the room. The other kids don't see Mrs.

Newman as being Patty's best friend."

Barriers to Friendship

Barriers to Patty's friendship development were categorized as: Patty's discomfort at school, Patty's inappropriate behaviours, and the life stage and friendship norms of Patty's peers without a disability.

Patty's discomfort at school was identified as being a barrier to her development of friendships because she was a different person at school. There were two main things identified as having caused Patty's discomfort at school, the first being that she found being at school difficult. Patty's mother explained:

School is not positive for Patty, they ask her all day long to do stuff she can't do, tell time, you know, and get to where you are supposed to, that's just the beginning of it. It's all hard, who likes to do what is difficult? This is really a difficult thing for her to do. She is asked to go from place to place, constantly being given work that she can't do or is different from what everybody else has.

As mentioned earlier, Patty was also new to her school. Her mother felt that this affected Patty's comfort level at school. "This whole year, this is a huge year for Patty, different school, different class, rotary. I mean she was really at risk this year." Patty's mother described how she saw Patty as being different at school:

I don't see Patty as being any more of a victim than anybody else. It's just that she has so many things, so many stumbling blocks already, you know she can become very shy. For a chatty, happy little girl, she comes to school and she is a whole different person in here. She is so insecure here, she is yakking to herself all the time, and her feet. She never lifts her feet much, but when she is here she shuffles, and it's, the body language, is unbelievable here.

Patty's mother and teacher felt that in order for her to develop friendships she would need to be more comfortable at school and to be herself.

The second barrier identified was Patty's inappropriate behaviour. Both Patty's mother and teacher felt that Patty was naive when it came to socially acceptable behaviour and that she didn't intentionally act inappropriately. For instance Patty's mother explained that Patty was emotionally immature for her age. "Patty still likes to climb up on her dad's lap; she weighs 185 pounds. She's 13, and yet she has the affection needs of a 6-year-old." She also stated that "other 13-year-old kids don't tell each other that they love each other."

Patty's teacher also provided an example of a common occurrence which she was working with Patty to correct:

Patty has trouble with her underwear sliding down, and so she has a tendency to walk down the hall with her hands down her pants trying to pull it up. Well, I

understand when she does it, that doesn't bother me. But other kids seeing that - will react differently. Some find it, I mean they will either know what she is doing and understand it, or they won't.

Working with Patty to develop socially acceptable ways of dealing with things will help to increase her chance of developing friendships.

The final barrier which was identified was the life stage and friendship norms of Patty's peers without a disability. Both Patty's teacher and mother indicated that they felt Patty and her peers were at an age which was not conducive to Patty's developing friendships. Patty's teacher explained the friendship norms of Patty's peers:

You are who you associate with, and at this age they are so preoccupied with themselves and how they look and who their friends are. I think even all through middle school, until about grade 8, the students seem to be very catty and backstabbing, and if you can serve my needs then you can be my friend.

Patty's mother agreed when she described Patty's peers:

The other kids become horrid; have you been around a grade 6 girl lately? It is exactly as you said (referring to teacher), "You are my best friend today and I love you and we are not going to tell anyone, blah, blah, blah." They are horrible to each other, typical kids. Aren't grade 6 girls just about unbelievable?

Patty's mother and teacher agreed that Patty had not had to deal with all of the usual horridness that comes along with being a 13-year-old. Her mother explained:

Patty has just been a victim, no differently than the kid who is a little geeky, the kid who can't hear, the kid who is poor, the kid who is the wrong color. That day

you know, it is the flavor of the day. Mostly they are not being mean to her. She hasn't experienced the same level of horridness.

Both Patty's mother and teacher felt that Patty needed to develop appropriate social behaviours and to mature emotionally so that she would be more acceptable as a friend to her peers.

Appendix N

Triad Profile - Steve

Steve: Triad Four Analysis

Steve, who had Down syndrome, participated in an individual interview with the interviewer; however, he was not present for the triad interview, as his mother did not feel he needed to be there. The individual interview took place in his home in a middle class neighborhood of a major city. Steve was a very well spoken, confident young man. He was very friendly and seemed excited to meet me. He appeared to have fewer support needs, socially, physically, or intellectually, than the other youth who participated in this study. Steve was 16 years old and was just completing grade nine at a Catholic high school. He had one brother and two sisters, all of whom were older than him.

The group interview was conducted at Steve's high school. The teacher who participated in the interview was the special education resource teacher for the school. She had known Steve for one year. Steve's mother participated in the interview. She was very eager to participate and to share her experiences with regards to Steve's integration and his friendships.

Steve's School Situation

There were a number of benefits found within Steve's school situation which were identified as contributing to his well-being and development of friendships. The benefits identified were: Steve was happy and doing well at school, Steve had a large support network at school, and integration was working for Steve.

Both Steve's mother and teacher felt that Steve was genuinely happy at school. His mother shared her feelings when she stated, "He is so happy here this year, it's wonderful." They felt that with Steve being happy they could concentrate more on his

schooling. Steve's teacher agreed when she stated: "He is happy, he really is. He is set, he is comfortable now. It is really time just to go forward with the academics. He is smart."

When discussing how Steve was doing in school, it was clear that he was a hard worker and that he took his studies seriously. An example was provided by his teacher when she was talking about a science test he had recently completed on the various parts of the microscope. "He had all the questions without it being open book, whereas a student who has 'normal intelligence' beside him, did not know it. He is bright." A large part of the reason that Steve was so happy and comfortable at school was due to the support network which was available for him.

The support network at the school for students with a disability was tremendous. The people available to Steve when he needed support consisted of both adults and students. As his teacher outlined:

There are quite a number of people around period by period, and that circle changes. So that if you talk about his period one experience, you have his classroom teacher, he has Laurel his peer helper, he has the facilitator peer helper teacher, he has me as special education resource, and he also has an educational assistant.

Steve was aware of the support he was receiving and what their roles were. For instance, when he was asked about his educational assistant he stated, "She taught me a lot of work to do. A lot of work!"

Overall, throughout both interviews, the main benefit of Steve's school situation was that he was integrated and that it was working. Not only were the principal and thus the school administration supportive, but also there were a number of individuals who

played a part in Steve's ongoing success at the school. The support Steve received at school stemmed from the beliefs and practices of the administration towards integration.

As Steve's teacher explained:

There is a standard in the interview to be on staff here that you be open to it and that you support it. It is very clear under legislation that it is your responsibility to modify and to support, but it is also your duty as a member of staff. It is totally inclusive.

Although Steve had the support of a number of people and was taken out of the regular classroom for one hour a day, he was considered to be fully integrated. As his teacher explained,

This year in grade 9 we chose to have him in a smaller, quieter context with some peers, individualized programming for one period in a day. So for a full period a day, he spends one hour in a quieter setting, but fully integrated.

The successful school integration was part of a larger overall picture discussed by his mother in the following quotation:

Yeah, he has got a pretty normal life you know. The nicest thing out of 10 years or 11 or 12 or whatever is that he spent, in a regular neighbourhood school, is that he has a bunch of little people that he can go visit, and that he can telephone. Kids, people, look out for him in the neighbourhood, because they know him, because he has been in the neighbourhood programs and he has been at the neighbourhood school.

The combination of the support he was receiving, as well as the benefits of being integrated at school, has helped Steve become a happy and content youth.

Steve's Friendships

- Through the interviews with Steve, his mother, and his teacher, two patterns emerged to describe Steve's friendships: his close friends and his friends who were initiated through structured opportunities.

When discussing Steve's friendships, the responses given by him, his mother, and his teacher were all relatively consistent. Steve's mother and teacher shared their impressions of how Steve distinguished between who was and who was not a friend. His teacher explained:

I think he has an intuitive sense ... I don't think it is a linear kind of rational thing that he could really explain. I might be wrong about that, but he has an intuitive sense about who is there for him, what the quality of that contact is; and frequency of that contact would be important to him as well. He would know the quality and whether it is meaningful or not.

Steve's mother also felt that he was able to make distinctions about whether people were close friends to him or just friends. She provided an example when she explained, "I can see it in his behavior. Kids that are just off-putting him, he knows that, because he will have a different set of reactions to their off-putting." He knew his closer friends would come through for him, like when a close friend says, "I have to go to hockey or I have to do this, but we will do it later, he knows they will come through. He has that experience with them."

The friends who were identified as being close friends to Steve were: Peter, Stephanie, and Mark. All three of them had been friends with Steve for 4 or 5 years. He

met all three of them in elementary school; however, only Peter attended the same high school as Steve.

Peter and Steve developed a friendship through a structured “circle of friends.” Steve identified Peter as a close friend. When asked, Steve explained that they were friends because “he does things for me, he is so cool, is a great shooter at hockey, going out together, he is a hunk and goes ‘hubba, hubba’ and is a funny guy.” Steve’s teacher stated that “if you ask me who (Steve’s) best friend is, I think it probably would be Peter.” She considered Peter a close friend of Steve’s because “he does look out for Steve, if there are events here in the building or there is a special schedule, he’ll seek Steve out. He will also seek me out to make sure Steve is okay.”

Steve’s mother did not feel that Peter was a great friend to Steve because she felt he did not initiate get-togethers with Steve outside of school. However, she still felt that Peter was one of Steve’s closest friends. When she heard Steve’s teacher explain why she felt Peter was a close friend to Steve, his mother stated, “it is easier to believe that Peter is a good friend, especially when you hear that he is looking out for him at school, not just teaching him how to whip his pants down at camp.” Peter had attended a summer camp with Steve the previous summer. Peter had been given financial support to go with Steve. The two youth spent time together both at school and outside of school. Steve explained how he spent time with Peter at school. “I eat with him (at lunch time), play crazy eights, poker, war, and spoons.” Steve’s mother felt that the majority of time that Steve and Peter spent together was during structured circle activities. Peter was proud to be the longest member of Steve’s circle and was almost always present at the circle activities. When asked how he spent time with Peter outside of school, Steve listed “(we)

go out with friends, go to movies, bowling, my house supper, play hockey, and Sega.” A number of the things Steve listed as spending time with Peter were circle activities.

Stephanie was also identified as being a close friend of Steve’s, both by himself and his mother. When asked who his friends in the neighbourhood were, he exclaimed “Stephanie!” Stephanie did not go to Steve’s high school but had attended elementary school with him. She had been an active participant in his circle in the past but was no longer a member. Steve and Stephanie still spent a lot of time together doing a variety of things. As Steve explained, “We... go swimming at her house, watch movies, play volleyball, hockey, baseball, go rollerblading, and go to movies.” Steve had also gone away to Stephanie’s cottage with her family and was planning on going again. When asked why Stephanie was a close friend, Steve replied, “Stephanie is a cool kid.”

Mark was also considered to be a close friend to Steve. Mark had never been in a “circle of friends” for Steve. He had always been a neighborhood friend who had gone to elementary school with him. Steve identified Mark as a close friend. Steve’s mother considered Mark to be a close friend to Steve because “he has always been there for [Steve] in the neighborhood.” Steve explained how he spent time with Mark. “We play baseball, hockey, went to the movies.” He also excitedly shared that they “jam” together. “I play drums and Mark plays electric guitar.”

When discussing Mark, it became clear that Steve had a lot to offer his friend in their friendship. For example, Steve’s mother explained how Steve provided down time for Mark.

Mark, when he wants to get relieved of the pressure of living up to being the only son of an Irish family and oldest and a smart kid, you know and all that, super

hockey player, he will come over and just crash with Steve, and he would, you know, just lie on the bed and goof around. Steve provided good down time for him.

On a more casual note, Steve would also help Mark meet girls. As Steve's mother stated, "Steve is the pick-up man because he will talk to all the girls."

Steve's mother was surprised that Mark didn't view Steve the same way that many adults might, that is, as having limited possibilities. Steve's mother considered Mark's view of Steve as another reason why he was considered a close friend to Steve. As she explained,

You forget that kids are kids and they don't really have the same concept of the things that we do. He imagined Steve going on to university or something, which is nice. You would rather be imagined well than imagined poorly.

The second pattern which emerged when discussing Steve's friendships related to the friendships which had been developed through structured "circle of friends" or the peer helper initiative. Steve, his mother, and his teacher were consistent in naming his friends at school, all of whom were either members of his circle or his peer helper.

Steve's circle friends were both male and female and were in grade 9 with Steve. The difference between these friends and his closer friends was that his circle friends spent time with Steve only during circle activities and meetings. Steve was aware of who the members of his circle were and appeared to value them as friends. Both his mother and teacher agreed that these students were his friends. As his teacher stated, "He has [circle] friends who he really values. He has lots of friends in fact." One female circle friend who Steve discussed was Alynn. He stated, "She is a circle of friends." When

asked how he spent time with Alynn, Steve listed a number of activities which he had participated in with her and the other members of his circle, such as “bowling, skiing, tobogganing, my birthday party and Christmas kindle [a gift exchange], and Christmas carol.”

Another friend from his circle was Joe. Steve, his mother, and his teacher all identified Joe as a friend. Steve’s mother explained why she felt that Joe was a friend to Steve.

Steve was in trouble for inappropriate touching of women. He said, “hey babe” and he patted her on the bottom. And said “nice butt.” But Joe was mentoring him and Joe is sort of hyper himself and gets into a lot of trouble. So he understands what it is like. So he says to Steve, look Steve, you can’t win with women, they have all the power. So Steve tells me this, and I said, you know, suddenly that was a good friend role. Steering him right, it is his own personal perception of right, but it is true.

The peer helper who was identified by all three of them as a friend of Steve’s was Patricia. Patricia was older than Steve and was in grade 12; they met through the peer helper initiative at Steve’s school. Steve’s teacher felt that Patricia was definitely considered a friend by Steve. “Patricia is big, she spends a lot of time with him.” Steve identified Patricia as being a friend, even though he knew her as his peer helper. When Steve described how he spent time with Patricia, he mentioned both school and outside school activities. For instance, Steve talked about when she once took him to a baseball game, “A Blue Jay game! And Patricia bought me fries, pop, and hot-dogs. Cheese-dogs,

oh I love those!” Even though Patricia spent time with Steve outside of school activities, she was not considered a close friend by any of the triad participants.

Successful Strategies Used to Facilitate Steve's Friendships

Steve's success in developing a network of friends at school and in the community was largely attributed to the support of his parents, teachers, and community agencies. The strategies used to assist Steve in the development and maintenance of friendships were identified as: Extend-a-Family; “circle of friends”; and peer helpers.

Extend-a-Family (EAF) had been working with Steve since he was 6 years old. Steve had had one woman who was his coordinator for almost 10 years. Steve's mother explained that EAF was “a group who facilitates friendships, and they might do it in a number of ways. One of the ways they do it is circles.” Steve's coordinator from EAF had played a crucial role in the initial and ongoing development and maintenance of his “circle of friends” in both elementary school and high school. As Steve's mother outlined, EAF was a key player in introducing and maintaining circles at his schools.

The fact that our coordinator was doing the facilitating with the circle was much better [than the teachers] in the sense that the kids weren't as free in front of whoever the classroom teacher was. And our coordinator could say a lot more.

The teachers were not inclined to say, “you are not acting like a friend” or “what's going on here?” or challenge them a little bit in terms of what the relationships were.

Steve's teacher agreed when she stated, “It is a very different dynamic, and teachers sometimes don't feel comfortable doing that because they would teach them in class.”

Steve's first formal "circle of friends" was when he was in grade 6. The use of circles in Steve's friendship network was identified as one of the main reasons why he had developed his existing friendships. Steve's "circle of friends" created natural friendships, provided support for Steve, and was beneficial for Steve's friends who were in his circle. Steve had two circles; the majority of the discussion focused on his second circle which was the one which was still active at the time of the interviews. Steve's mother said of the two circles, "While there were some good kids in that first circle, you know, this has been a gold circle."

Both Steve's mother and teacher viewed the circle as being an effective vehicle for developing friendships. The circles had been dynamic and constantly changing, as Steve's teacher stated, "The circle has grown and changed it is very fluid and people are coming in and out of it, which is just the way it should be. It's just, it's natural friendship." Previous to high school, the circle would be reinitiated each year. Kids would be invited and reinvited to join at the start of every year. However, in high school, the process was modified, as Steve's mother explained:

We do reinvite every year, and at high school we will have to go in the way that the kids invite their friends in, which is what happened with a couple of kids in his circle. Like Chad came in because Peter is there, and that's the way basically friendships, groups, develop. So that's pretty normal.

Steve's "circle of friends" provided support for Steve in a number of ways, including looking out for him at school and in the community. At school, his friends helped Steve, his teachers, and his mother with his transition into high school. As his teacher stated, "As a high school teacher, to have Steve arrive with a circle already intact,

he is there with his friends. It was such a great help to ease his transition to grade 9." Steve's mother was grateful for the support she and Steve received on his first day of grade 9. She was feeling a little overwhelmed as there had been no special arrangements made for him. Then, as she explained,

A bunch of his friends from grade 8 said, hi Theresa, you know and they hi'd him and all that. And I asked a question, and they said," Oh we'll take care of it, we'll see that he gets where his is supposed to go." And that was that.

Having his friends from grade 8 go to the same high school as him helped Steve's transition to high school. Another positive point about Steve's "circle of friends" was that they were all in the same grade as he was, so they were considered to be age-appropriate friendships.

Steve's friends who participated in his circle also benefited from their time in his circle and learned a lot. Steve's mother described one of Steve's closest friends, Peter: "He is proud to be the longest member of Steve's circle." And Steve's mother had learned about a two-sided outcome: "I, from a mother's perspective, think friends don't get you into trouble, but that is not really true. Friends lead you astray all the time." She identified that Steve's friends act the same with him as with their other friends.

When the issue of inappropriate behaviour arose, it was often handled in the circle meetings.

You know, I think that it is a good learning for the circle. Those are some of the things that Maria [EAF coordinator], if there was a problem in that area, she would raise those issues and talk about them. And the kids would learn how to deal with and how not to create inappropriate behavior.

Again, Maria would most likely be the adult who would discuss issues related to friendships with Steve's friends in his circle.

At high school, Steve also had the benefit of being part of the peer helper initiative. This strategy supported Steve in relationship-building as well as in his curriculum at school. The peer helping initiative was similar to a cooperative model in that there was a teacher who supported 20 students for a semester in acting as peer helpers. The students would receive specific training related to the peer helper role. As Steve's teacher explained, "They learn what it is to be a good communicator, what it is to modify a program, and what kinds of exceptionalities there are." Once the students completed their training, they were provided with a list of possible placements; Steve in class was an option.

Steve's peer helpers were in grade 11 and 12, so they were the same age or slightly older than him. A couple of his peer helpers, specifically Laurel and Patricia, were interested in spending more time with Steve outside their peer helper role. As Steve's teacher explained,

Laurel came to me the other day and asked for Steve's telephone number and permission to make contact with him over the summer. She wants to keep in touch over the summer and beyond, as she is graduating. She says she doesn't want Steve out of her life.

Similarly, Patricia has "just naturally sort of attached herself, and she just likes Steve. So she has attempted to do the circle get-togethers." Steve's mother and teacher also felt that the relationships developed by the peer helping initiative were natural. As his teacher explained,

... built-in relationships that are selected, that are chosen. They are natural, but they do have structure that will provide the support to the students together, Steve and his friend, to do the program modifications that are required.

The peer helping initiative was flexible in that the helpers could decide how best to provide support to Steve depending on his needs. For example, Steve's teacher explained that Patricia did not always go to Science class with Steve:

She would stay back in the resource room preparing program modifications and waiting for times when Steve needed some time out of the regular classroom to do some quiet work. It is really good. It is quite dynamic, really exciting.

Steve's teacher summed up the benefit of the peer helper initiative in the following quotation, "It is really important I think to the kids like Steve and for all kids. Just in terms of learning leadership skills, but particularly for integration and inclusion."

Parent's Role in Steve's Friendship Network

Steve's mother (Theresa) played a very active role in the facilitation of his friendships. She would support and encourage Steve's friendships, she would keep track of and help progress his academics, and she would support Steve's full integration into society.

As mentioned earlier, Theresa was very active in supporting the initiatives of Extend-a-Family, more specifically, Steve's "circle of friends." She was the main impetus behind having a circle started in Steve's school. As she indicated, "I did ask to have a circle within the school, because it made sense to me, that that was where friendships should happen." Steve's teacher felt that "Theresa's support is critical in developing his

circle of friends." There were a number of ways in which Theresa supported Steve's friendships, such as providing transportation. As she explained:

I think from my perspective that building relationships, I sort of feel that I have to do a lot of the driving and picking up. And because it is my interest that the circle flourishes, lasts, I end up doing a lot of that, and trying to fade into the background, but also there for the transportation, there to keep an eye on it.

Another way Theresa supported Steve's friendships was by being receptive to his friends. As she stated, "I feel that I need to be very receptive to the kids and make them very welcome in the house, so that they will feel that they are welcome anytime."

Theresa helped Steve develop and maintain his friendships by teaching him acceptable behaviours and reciprocity. Both of those skills were considered crucial for any friendship. As Theresa acknowledged, "I saw as my job at home, and I still do, to teach him appropriate responses and behaviors, so he knows how to keep friends sort of thing, and you know, just general things on how not to be offensive."

Theresa felt that Steve's closest friends were those who would initiate contact and where reciprocity was a part of the friendship. Thus, she explained,

I try to teach him a little reciprocity himself. Like he tends to be very focused on himself often, me me me. Like when someone comes over, I say to him quietly, let Mark choose what you are going to do.

In other words, she felt that teaching Steve how to be a good friend was important.

The final way that Theresa directly supported Steve's friendships was by getting to know his friends and by being a good role model for them. In order for Theresa to give Steve and his friends more freedom, she needed to trust his friends. Getting to know them

could only do this. When discussing the use of public transportation she stated, "With Steve, you don't want to give the total responsibility to another teenager, depending on who it is. If it is Megan, I trust my crown jewels with her and Stephanie and Mark." Theresa also indicated that she needed to be a good role model, not only to Steve, but to his friends as well.

Steve is a great imitator, so again, in terms of my role, I sometimes feel that I have to role model what is appropriate to these kids. I have to try and set some standards for them so that when they are with Steve, they are not modeling really inappropriately.

Theresa also had a role in monitoring and progressing his academics. Steve's teacher felt that Theresa's support of his "circle of friends" helped not only his friendships, but also his academics. "Theresa structuring and supporting the circle directly supports his curriculum. Steve loses the negative behaviors because of the natural integration that occurs because his friends are there. So it really is essential in terms of parental support."

Over the years, Theresa had also made sure she maintained ongoing, open communication with Steve's teachers to ensure that his academics were progressing. Sometimes this meant telling the teachers to keep his curriculum moving forward. An example provided by Theresa was: "One of the things I used to do with them, I used to feel it was my job to move people on. I used to say I'm really bored with this, do you think maybe he is?" Another way Theresa would encourage Steve's progress was by defining what Steve could be taught at home versus at school. For instance, her opinion

of the life skills curriculum was that it was "not life giving at all". She told Steve's teachers:

He helps his dad unload the groceries at home. You know, I think we can do that at home, and then there would be something else and I would say, I think we can teach him that at home. There are some things I'm skilled at [laughing]. Teaching him math isn't one of them. I think you could do that.

At home, Theresa would also check to make sure Steve was completing his homework. As she explained, she treated Steve just like her other kids. "My big line with him now when he won't do his homework, I say, what do you think, you are special or something? You know you're not special. Everybody else in that school does homework, get cracking".

The final role identified as being a role of Steve's parent was advocacy and support of his full integration into school and the community. As Theresa stated, "You advocate for your other kids too, you know. I think with a child with a disability, it is just more time consuming, and you have to push a little harder on things to get him included." Along with ensuring that Steve was included in the school and community, his mother also felt that one of her roles was recognizing the effort others were making. As she stated:

I think that I have to recognize the effort that other people are making. Because it is a significant effort, I mean I am making the effort too, but he is my kid. And I mean the people in the school are making an effort too. I can say it is their job, but you know, they don't necessarily see it that way. So I think sometimes it is important for me to make the effort to say thank you for Steve.

Over the years, Theresa made the effort to surround herself with people who also believed in and supported integration. As she explained, "I think it is important for Steve for me to make alliances with people who are like minded, because they give me hope and keep me on track." Theresa had been associated with Extend-a-Family, ComServe, Marsha Forest, and others who were active in the integration movement.

Teacher's Role in Steve's Friendship Network

There were three main components of the teacher's role identified: being involved in the network of people facilitating Steve's friendships, assisting with Steve's academics, and facilitating Steve's friendships.

Steve's teacher, Dianne, felt that successful integration and relationship-building relied heavily on the participation of the teacher. "The teacher is the key." Theresa, Steve's mother, agreed when she described how great the support was in Steve's high school. "His teacher now thinks the circle is important and helpful and beneficial and good for everybody and is willing to put some time in, and welcomes EAF and our coordinator with open arms." She had noticed a significant difference between Steve's high school teacher and the majority of his elementary school teachers.

Encouraging open communication between the teacher and Steve's parents was also considered part of the role. As Dianne stated, "With parental involvement, if it is lacking, if teachers are closed to it, then what we miss as teachers is the understanding of what the struggle is." Steve's mother expressed confidence in the teachers due to the way they kept her up to date on occurrences at school. As she explained in the following example:

At his high school this year, when there are problems, one of his teachers will say, I hope you support me on this. We have this problem and this is what I want to do, about it. And it is always a solution that is oriented toward teaching Steve appropriate behaviour responses, consequences so that he won't repeat that behaviour and get in trouble. She is never punitive just for the pure pleasure of being punitive.

It was the checking in and the explanation of what they were enforcing with Steve that helped Steve's mother feel included.

The teacher's role was also identified as assisting with Steve's academics. Dianne did this through the peer helper program and by providing curriculum support for Steve's regular classroom teachers. As mentioned earlier, the support Steve received from his peer helpers was important for his academics, as well as friendship-building. Dianne's part in the peer helper initiative was as follows:

My role as his curriculum facilitator for Steve's peer helper relationships is important. So as special education resource, I spend a lot of time in the instructional component in the classroom for peer helping during the in-school training with the peer helper teacher.

Dianne also provided academic support to Steve's classroom teachers to help them understand what level Steve was working at in school and to provide them with a curriculum which would challenge him. As she explained, "What I see with Steve is that teachers tend to underestimate his skill level, rather than meet him where he is and maybe challenge him further. So I see that as a role." Dianne's support to the peer helper

program and to Steve's regular classroom teachers helped Steve to feel comfortable and challenged at school.

Facilitating Steve's friendships was also mentioned as a role of the teacher. The various ways that Steve's teacher did this were by: teaching Steve appropriate behaviour responses, working with Steve's friends, and stating in Steve's curriculum that friendships were a priority.

Steve's mother felt that his teachers were partly responsible for teaching him appropriate behaviour responses. As she stated, "I always thought it was unsuccessful at the elementary school. I used to say to teach him some repertoire-appropriate responses to deal with these kids." She provided an example to demonstrate how Steve would occasionally respond inappropriately to a situation. "You could call it a delayed fuse. He has figured out he has been had, so the next kid that came along, he would either slap him or, you know, give him the four letter word." Steve's mother felt that teaching appropriate responses was a shared role, that the teachers and parents should both view it as their role. This was mainly because the most appropriate time to teach proper responses was when the situation occurred.

Similarly, the teacher's role was viewed as working with Steve's friends to help them clearly understand their role as a friend. Steve's mother stated that role clarification for Steve's friends was the teacher's role. She provided an example about one of Steve's female friends who would often come to her and express concern about Steve. "She is a little girl who tends to feel responsible, and I wanted her role as a friend defined for her, what the expectations were." Dianne did not disagree that this was part of her role as one of Steve's teachers.

Steve's mother also believed that the teacher should define appropriate behaviour and language for Steve's friends. There was an example provided from Steve's time in elementary school when Steve's mother went to his teacher to ask for some assistance. "I said, I am having a problem, do you think you can take the boys aside and tell them to sort of tone that kind of talk down in front of Steve, because he doesn't know when it is appropriate to use it." The teacher responded by having a discussion with the boys around appropriate language and behaviour.

The final way that Dianne helped to facilitate Steve's friendships was to ensure that relationship-building was identified as a priority in his curriculum. As she explained, I think that the starting point for Steve's curriculum is relationships, and that as a teacher in organizing his day, it is really my responsibility and I see it as really the starting point for him to frame his curriculum is relationships.

Having relationships as part of his curriculum allowed Steve's classroom teacher to embrace and support Steve's "circle of friends," which had led to many friendships.

Barriers to Friendship

The barriers to friendship development identified by Steve's mother and teacher were categorized as follows: an unsupportive school environment; Steve's parent's protectiveness; and inappropriate behaviour.

The impact of an unsupportive school environment was identified as a barrier to friendship development. Steve's high school environment was recognized as being more supportive than his previous schools. As his mother stated, "They were never very keen on doing the circle of friendship thing." Steve's teacher explained her point of view:

Barriers to relationship-building for kids like Steve are change of administration. If you do not have the leadership from the top, you can see it decimated in a matter of months. If you don't have a principal who is willing to hire peer helper teachers or make it a priority in the curriculum, who is willing to have outside agents come in to be in partnership with the school, then forget it.

Steve's mother agreed with the need for top-down support when she explained why she chose this high school for Steve to attend. Describing the principal, she stated:

There was that whole attitude, the principal works with the teachers. But he also respects them, he doesn't strong-arm them. He provides leadership, but you know he says, "I can't say everybody is on board here." And again this is true, but that is better to hear as a parent than to hear the good story, or we will do wonderful things for your child. But we don't tell you what we are doing and don't ask.

She indicated that at Steve's previous school, the principal had left. With the change, the environment was not as supportive toward inclusion as it had previously been.

Another aspect of the school environment which was identified as being a barrier was an overbearing educational assistant (EA). Steve's teacher explained:

If you have an EA who is more of a mother hen and the hovering kind of person, an authoritarian, as opposed to an integration facilitator and someone who invited other kids into the relationship with the child, that can be a huge barrier. The child, student, becomes very attached to the EA, not by choice, but because that is the only thing possible.

Steve's mother provided the example of Steve having to sit with the EA on class trips.

"They would go on class trips and he would have to sit with this lady who was 60."

Steve's mother felt that in the past Steve's EAs were not sure of their role in the classroom. This depended on the leadership from the top and the attitude and support of the classroom teacher. "A lot of classroom teachers were very threatened by having someone in the class. They didn't know what to do with them. They didn't always want them in there, and they probably didn't want the kid in there either." Steve's teacher agreed that the attitude of the classroom teacher was vital when she explained, "In having heard stories and lived experience, you can see how awful it is when either the words are right and the actions are wrong or the doors are closed and kids aren't allowed in." The responsibility of providing a supportive school environment belonged to the administration, the teachers, and the educational assistants.

Another barrier to Steve's friendships was identified by his mother as herself. Steve's mother stated, "Well, sometimes I am a barrier because I don't believe the friends are sincere, so I have to really be careful not to put my judgments in place." Her tendency not to trust Steve's friends interfered with his socializing outside of his home. As his mother explained:

For instance, the two boys who are in the circle, their family circumstances, I judge them from a distance to be maybe a little precarious or a little dangerous for Steve, in the sense that you know the standard is not the same as mine. And I don't know if the supervision would be there. I don't know whether they might get into some sort of mischief that they would lead Steve into and he wouldn't know the difference. So I am not inclined to drop him off there.

The attitude of Steve's mother is connected to the final category of barriers which were identified as Steve's inability to distinguish between appropriate and inappropriate behaviour.

Steve's mother indicated that Steve's friends do not always model appropriate behaviour and that he will imitate their behaviours at inappropriate times. For example, she shared a story about when Steve was in grade 8. "Steve was having some trouble with language that was pretty inappropriate. Well, for using in church, it was certainly inappropriate! It might have been appropriate some place else, like in the boy's locker room or some place." She stated that not only could Steve "embarrass parents, but he can also embarrass his friends if he is inappropriate."

Steve had also had difficulty handling his feelings related to the stage of life he was at, puberty. As his mother explained, "His hormones are running. He is interested in girls. He is interested in the subject, but he is not as sophisticated as the other kids." Steve's teacher agreed when she stated, "They [the other kids] know how to hide their behaviour a lot better than he does." Steve would occasionally say or do something that was inappropriate in social settings.

The final aspect of Steve's inappropriate behaviour as a barrier to friendships was that his current friends might interfere with the development of new friends. Steve's mother felt that his friends would encourage Steve to act inappropriately. For instance, when Steve went to camp with Peter, Steve got into a lot of trouble for inappropriate behaviour. One of his behaviours was mooning [pulling his pants down]. When discussing Steve's behaviour in the car with Steve and Peter, Peter stated, "I guess that was my fault." Steve's mother decided to make Peter aware of his responsibility in

Steve's actions. She explained, "Peter, you weren't there to make sure he stayed out of trouble, you were just there as his friend. But of course if you put him up to any of that stuff he was doing, that was your fault then." By encouraging Steve to misbehave or act inappropriately, Peter could have been interfering with Steve's ability to make new friends.

Appendix O
Triad Profile - Yule

Yule: Triad Five Analysis

Yule was considered by his parents to have a multiple disability. He had physical disabilities, i.e. an uncoordinated walk, as well as intellectual limitations. Yule was thin in appearance and of medium height. He was nonverbal and his communication skills were very limited. Therefore, his mother, father, and teacher provided the majority of information on Yule. Yule participated in the individual and triad interviews. When Yule did respond to questions, he would either point to diagrams or pictures in his picture book or he would use signing. His parents and teachers acted as interpreters when the interviewer needed clarification.

Both interviews took place in Yule's home located in a low class area of a middle size city. The teacher who participated in the interview was a teacher's aid who had worked with Yule for over 3 years. Yule's father and mother participated in the interviews. They were both very interested in sharing their experiences. Yule was 13 years old and was in grade 7 at a Catholic elementary school. Yule had two brothers, one older and one younger than himself.

Yule's School Situation

There were three patterns which emerged throughout the discussion on Yule's school situation: the presence of ongoing communication between Yule's parents and the school, Yule's full integration at school, and changes to Yule's support system.

Yule's parents were very active in his academic life. They ensured that they touched base with Yule's teachers and teacher's aids on a regular basis. As Yule's father explained, "It is the same with any teacher. When we see them, we check in and see how

things are going. We have good relationships.” Yule’s teacher’s aid stated, “I chat with them when it is good and I chat with them when it is bad.” Both Yule’s parents and teacher’s aid felt that Yule’s parents had good relationships with the teachers at school.

Yule’s parents were strong advocates of full integration into the regular school system. Yule’s father explained why they integrated Yule:

If you want a good society, you have to include anyone, or you are going to get an ethnic cleansing that you have never seen before. If you don’t start to live with the least of us, then you are going to have a real problem in the future. We wanted Yule to be around other children in his own community, instead of locking him up in a cage. He might as well stay home if he is going to do that.

Yule’s mother stated, “I thought that he could learn more being integrated, and I think he can learn better from seeing how everybody acts.” When asked if they felt their goals for integrating Yule were being met, they both indicated that they did. A main reason why they felt integration was working was that Yule knew other people in the neighborhood. He would see different children from school at church or at the store, where they would say hello and be friendly to him.

Yule’s support systems at school had recently changed at the time of the interview. Up until the current school year, Yule always had a teacher’s aid with him throughout the school day. Having this support system was good for Yule’s academic progress, but was seen as limiting his interaction with other children. The teacher’s aid would occasionally organize opportunities for Yule to work with other students.

In the current year, there had been budget cuts and teacher’s aids were required to spend time with a number of students, rather than just one. The regular classroom teacher

was hesitant about integrating Yule into the everyday rhythm of the classroom without the assistance of a teacher's aid. On a positive side, without intensive support from a paraprofessional, there seemed to be more of an opportunity for Yule to interact with other students. As Yule's mother explained:

Peer helping is more so, I would say this year, like they are relying a lot more on children because of cutbacks, and the teacher's aid is not assigned to him on a one-to-one all the time. They [peer tutors] do games with him, yeah, and it would be tutoring, you know, getting him to look at his numbers and alphabets.

Yule's parents and teacher's aid indicated that more support should be given to Yule in the classroom. Yule's mother and teacher shared a story of one day in French class when Yule fell asleep and the French teacher actually let him continue to sleep. Yule's mother explained her feelings on the situation:

It's that teacher, even though she thinks Yule doesn't get anything out of it (French). It is kind of her responsibility to say "Well Yule, you have to do something." You know not necessarily the same as the other kids, but she shouldn't just let him go to sleep. It is the same as the other kids that are not learning in her class. She has a responsibility to Yule too.

Yule's teacher's aid considered the above example to be a relatively accurate description of the involvement of Yule's regular classroom teacher in the development of him as a student as well as his social interaction. Both Yule's parents and teacher's aid were concerned that Yule was not getting as much academic support as he needed because of the new changes.

Yule seemed to like his teachers at school. His mother stated, “He really enjoys the teachers, looking at pictures of the teachers and the rest of the people, you know, other adults at the school.” Yule took out his picture book and flipped to the pictures of teachers and pointed them out to the interviewer. He physically displayed happiness, i.e. by bouncing in his seat and smiling, at being able to show the interviewer the pictures of his teachers.

There was a definite bond between Yule and his teacher’s aid (Mrs. Zoha). The current situation had been quite an adjustment for Yule and for Mrs. Zoha. Mrs. Zoha was very proud of Yule as she spoke of his accomplishments at school. She explained how he had progressed on the computer:

He is learning. He is really slow, but he is learning. When I think back to when I first started with him and what he can do on the computer now. He is learning. It is really, really slow, but it is over and over and he is learning. I can spell words now and he will type them out on the computer, where a year ago he couldn’t.

Overall, both of Yule’s parents were satisfied with his situation at school.

Yule’s Friendships

Through the two interviews with Yule, his mother, father, and teacher, three key groups emerged to describe his friendships: his family, teachers, and other children. When discussing his friends, Yule was very responsive in indicating whether or not he felt someone was a friend. His parents and teacher would help further explain the depth of the friendship. When asked who his friends from school were, Yule opened his picture book and pointed to his older brother Nathan. It was quite clear that Yule considered his brother to be his closest friend. Yule’s parents were surprised at first, more because they

had prepared him prior to the interview that the discussion would focus on his school friendships. Yule's mother explained her reaction:

I was kind of telling him before that they (the interviewer and teacher's aid) are coming to talk about your school friends. But when you asked him and they were both here (pictures of classmates and family), he went to that book and pointed to Nathan and then to us (parents). So I thought then that that is what he himself is thinking, that we are more his friends.

Yule's relationship with his brother was described as similar to any other sibling relationship. Yule's father described Yule, and Nathan's relationship: "It is a brother relationship. Yule gets into Nathan's room, touching his stuff, and Nathan gets wild at him. They play-fight a lot. Nathan gets a little rough with him at times." Yule's mother verified that Yule felt Nathan was a friend. "He definitely thinks he (Nathan) is a friend, because he pointed to him. It was the first person he went to." Yule and his family spent a lot of time together in the evenings and on weekends. Both his parents were very involved and dedicated to Yule's well-being. The closeness of their relationship was very evident throughout the interviews.

Mrs. Zoha, Yule's teacher's aid, was also identified as being a friend to Yule. Yule pointed to her picture during the individual interview, and then to her during the group interview. Mrs. Zoha verified that she felt she was one of Yule's closest friends when she said, "Well, he has one really good friend, me." Yule's mother further supported the choice. "Oh yeah, Yule definitely sees her as a close friend! He was all excited when he knew Mrs. Zoha was coming over." Mrs. Zoha demonstrated how close she was to Yule when she described how they interacted. She could always tell how Yule

was feeling by how he touched her. “That’s how he interacts (by touching). He lets me know how he is and if he is happy with me today or not happy. When he is really happy, he thumps me.” Yule’s father also felt that Mrs. Zoha was a friend to Yule. “They have built a relationship together over the past 3 years.”

Yule’s mother also indicated that she felt one of Yule’s past classroom teachers would be considered a friend by Yule. “I have noticed that Yule has always taken such an attraction to him. But it must be he noticed Mr. Roberts paid him a lot of attention and that’s why he picked up on it. Mr. Roberts is great with him and he knows.” Yule verified his feelings that Mr. Roberts was a friend when he pointed to his picture in the yearbook.

Both Yule’s parents and teacher’s aid felt that Yule definitely knew whether or not someone was friendly to him. His teacher’s aid stated, “He is very observant at knowing whether someone cares for him or not. He soon picks up on that.” Yule’s mother felt that “anyone who is friendly to him, he would consider a friend. Yeah, I would say that is how he would perceive it.” She also stated, “He would be friends with anyone as long as he knew they were happy with him.”

Yule also had a couple of children from school whom he considered friends, Howard and Elaine. Yule pointed out both Howard’s and Elaine’s pictures to the interviewer when asked who his friends were at school, neither of them had a disability. Howard and Yule had been friends for almost 4 years. They had been in the same class over the years. The boys would spend time together, mainly at school, with Howard helping Yule with his schoolwork and hanging out in the schoolyard. Yule’s father explained that occasionally the boys would see one another outside of school. Howard had been to Yule’s house a number of times. Yule had been to Howard’s house once for a

birthday party. Yule's father felt that Howard wanted to be more of a friend to Yule, but that because Yule didn't respond like other kids would, they were not as close.

I think Howard is kind of, like, he has wanted to get close to Yule, but Yule, he didn't have that relation, so he kind of drifted away a little bit. But Howard is still friends with him, but he knows Yule doesn't make contact like a friend.

The other friend from school identified by Yule was Elaine. Yule's parents and teacher felt that Elaine was a friend but was not as close a friend as Howard. Elaine had also been in classes with Yule for a number of years. However, Elaine and Yule spent time only at school in the classroom. Occasionally, Elaine would help Yule with his work or play games with him.

There were no friends outside of school identified by Yule, his parents, or teacher. Yule's closest friends listed by degree of closeness were his family, then his teacher's aid, and then Howard and Elaine.

Parent's Role in Yule's Friendship Network

When discussing Yule's parents' roles in his friendship network, three main activities emerged: provision of opportunities to socialize, encouraging active participation, and ensuring Yule didn't overstay his welcome.

Yule's parents provided a number of opportunities for Yule to socialize. One such way was the use of a care worker. The government funded 4 hours a week for a care worker for Yule through the Special Services at Home Program (SSAH). Yule's mother explained how they would spend time together. "They go swimming for a couple of hours one night. Then another night, he goes to the library, or kids world, or the park, and out for a snack for the other night."

The role of Yule's parents was not only to make use of a care worker, but also to ensure that he had a good care worker. As Yule's mother stated,

We make sure he has a good care worker, because he is like a 2-or 3-year old, and you can't just let him just go down the street and play with the other kids. The worker has to be responsible.

The care workers were usually university students. Due to the turnover of the students facilitation of friendships by the care worker appeared to be difficult.

Other opportunities Yule had to socialize were through recreational activities. The activities Yule participated in were all with other children with disabilities only. The activities Yule participated in were segregated swimming, skiing, and horseback riding. Yule's mother described the activities.

Horseback riding, that is, disabled children. There are five in his group, and they ride once a week. In the winter time, he goes to Track Three, and that is with physically and mentally challenged children skiing. And they always have a support worker with them who helps on the hill and that.

When discussing Yule's friendships, there was not any mention of friends from these activities; however, Yule's parents indicated that he was friendly with the other kids and they were friendly with him. These recreational activities were seen as a positive step toward providing opportunities for socialization. His mother explained, "I know he knows one child who goes to the Track Three too. Now, this boy is physically handicapped where he can talk to Yule, and say, 'Hi Yule, how is it going?' that sort of thing."

Another role of Yule's parents was to encourage him to actively participate.

Yule's mother provided an example of when Howard had come to the house for a visit.

Howard had come over one evening and I had seen how Andy and I had to keep on with, "Come on Yule, you know Howard is here to do something." But you know, Yule would rather go watch television or, you know, he soon lost interest.

Yule's parents also encouraged Yule to be more physically active. Due to his poor muscle development and energy level, he was unable to keep up with the other kids in the schoolyard. As Yule's father explained, "I try to get him to climb around and just play. I take him for walks. We go into the bush and things like that." Yule's teacher's aid agreed that working on his physical fitness was necessary when she stated, "If it is a group of boys, he can't keep up."

The final role which was discussed when looking at the parents' role in Yule's friendship network was ensuring that Yule did not overstay his welcome at other people's homes. Yule's parents felt strongly that it was better if Yule had Howard over to their house, rather than Yule going to Howard's. As Yule's mother explained:

Howard's father had told me to send him over, right, but I could see that I know Yule. If he went over there, he would more be getting into things. So I thought people don't understand. It's nice for them to ask, but they don't understand, you know, what Yule would do.

Yule's father also felt they had to be aware of wearing out Yule's welcome:

That's where you have to balance it out, you don't want to wear out your welcome. You don't just take him there and say, "Yule is here for the day" and you leave him there for 5, 6 hours, you just wore out your welcome big time.

Because both of Yule's parents felt that they had to limit the time Yule spent at other people's homes, Yule rarely went to anyone else's house.

Teacher's Role in Yule's Friendship Network

There were four main patterns which emerged through discussions on the role of the teacher in Yule's friendship network: encouraging students to interact with Yule; teaching Yule socially acceptable behaviour; developing Yule's physical fitness; and developing Yule's communication skills.

Yule's teacher's aid played a role in Yule's friendship network by encouraging other students to interact with Yule. When she worked with Yule on a full-time basis, she would schedule the other students into time slots to spend with Yule. When her time was cut down to an hour a day, she no longer had time to schedule the students; however, they continued on their own. As Mrs. Zoha explained, "When they finish their work and they have free time, and if Yule is on his own, they will go up and read to him or play with a puzzle or play dough or the alphabet." Mrs. Zoha also made it clear that the children volunteered their time to spend with Yule. "It is by choice. It is their free choice to do that. No one is made, and there doesn't seem to be any shortage."

Yule's teachers originally encouraged students to volunteer to be a "buddy" to Yule in the schoolyard at recess. Yule's mother felt that it was good that the students were volunteering to be Yule's buddy, but that it was difficult for them to keep his attention. Mrs. Zoha explained, "These children have volunteered their time to be a buddy. He stays with them but then wanders off too, so it's difficult. He seems to be quite content to just wander and look around and see what's happening."

Another role of the teacher in Yule's friendship network was to help Yule learn socially-acceptable behaviour. Mrs. Zoha spent time with Yule over the years teaching him what was and was not socially acceptable behaviour. Most recently, she had been working with Yule on changing his greeting to her from a hug to a handshake. Mrs. Zoha felt that Yule was too old to be hugging her whenever they saw one another. Yule was doing well; he greeted Mrs. Zoha and the interviewer with a handshake. A second example which was shared regarding appropriate behaviour was teaching Yule not to lick his hands. Mrs. Zoha explained, "I used to make him go wash his hands. Every time he would lick his hands, I would make him go wash his hands. I think he finally got tired of washing." By dedicating time to teaching appropriate behaviours, Yule's teacher was helping Yule prepare for social relationships, like friendships.

The third role of the teacher in Yule's friendship network was identified as developing his physical fitness. Over the years, Mrs. Zoha spent time working with Yule on developing his muscles and becoming more active. One way she had worked with him on fitness was running. He earned a ribbon for running in track and field. She explained her efforts:

Yule is not a runner, like he moves slowly. I run him on the track when the weather is good. And I know what I am saying, he is not a runner, because I have to push him from behind. And when you get to be my age, and you try to push him from behind, everyone is laughing. We did it- -we got a ribbon. He didn't run it all, he walked most of it, but he did it by himself once he started, all the way around. That was an accomplishment.

Yule's achieving the ribbon was a proud moment for him, which was shared by his parents, teachers, and other students. Yule's mother explained one teacher's reaction:

The Junior Kindergarten teacher said, you know we were in tears. She said Yule was so happy and proud at getting that ribbon when they called his name up at the end-of-the-year assembly. And she said, "we all had tears, how proud Yule was."

Yule's parents and teacher's aid felt that by working on Yule's physical fitness, he would eventually be able to keep up with other students more often.

A lot of time was spent working on Yule's communication skills. By focusing time and energy on communication, Yule's teachers and teacher's aids were helping Yule with his interactions with other people. Mrs. Zoha explained that the teachers and students did a lot of fine motor skill development with Yule to help with his signing. Yule also used picture symbols as a way of communicating with others. Mrs. Zoha made it one of her roles to continuously work with Yule to learn the symbols and to match them with words and letters. She would also ensure that his book of picture symbols was updated on a regular basis so that Yule's parents could also work with him. Mrs. Zoha described Yule's progress:

I have a binder with all these picture symbols in it, and then we put a symbol under all the words we possibly can, and then he can read it. I will say "Show me your house, where does it say house?", and he will show me because the picture is there. On the computer now I can say to him, "type cat for me", and he will.

The more signs and picture symbols Yule learned, the more he was able to communicate with others.

Barriers to Friendship Development

Yule's parents and teacher's aid all agreed that there were three main barriers to Yule's developing friendships: Yule's lack of initiation in contacting other children, Yule's lack of physical fitness, and Yule's disabilities.

The largest barrier to Yule's development of friendships was his apparent lack of ability or desire to initiate interactions with other children. Those other children did not always understand that just because Yule didn't initiate contact or continue to spend time with them, it didn't mean he didn't like them. As Yule's mother explained,

I think children see that they, where they may want to be Yule's friend, and they notice it is hard to interact with him. Then they may feel, well, it's me, maybe Yule doesn't like me. But it is the way Yule is. He has a hard time interacting with people. But it is hard for a child to understand that.

Yule's father provided an example of how Yule interacted with other children. "Like he will greet them when they come over, okay you're here. But then he will go back and do his own thing again." Mrs. Zoha also felt this was a barrier at school. The other children always had to initiate contact with Yule. She explained, "Even for Yule to sit down and play a game or something with the other children, you have to really encourage him to do it. And they have to make the initiating move, the first move, because he won't." Both Yule's parents and his teachers were aware of this as a barrier and were working at encouraging Yule to initiate contact with other children.

The second barrier identified was Yule's lack of physical fitness. This was considered a barrier because Yule was unable to keep up with the other children when

they were physically active. Mrs. Zoha indicated her thoughts when she said, “That’s a big one;” referring to physical fitness as a barrier. She continued to explain,

He is not as capable of playing the sports. So boys his age are out there playing sports. They are playing baseball, basketball, or whatever, and he just can’t handle it. It is a little much for him. He’ll kick the ball, but he won’t run after it, and he won’t get right into the thick of it. So he draws back from that type of physical contact outside.

Both Yule’s parents and teacher’s aid had identified their helping Yule to become more physically fit and active as one of their roles in Yule’s friendship network.

The final barrier to friendship development was Yule’s disabilities. Yule was identified as having multiple disabilities, two of which were developmental and being nonverbal. Yule’s father stated, “That’s what makes friendships hard. There is no communication. There is nothing there. The lines, the bridges are not there.” Yule’s mother felt that he wouldn’t have any more friends if he were verbal, but Yule’s father and teacher did not agree. Yule’s mother felt that the largest barrier was his cognitive ability:

You know, his cognitive level isn’t where children his age are. And I think that is probably why he wouldn’t interact any better with them if he could talk. So I don’t see that being a difference, that he is nonverbal to if he was verbal. It wouldn’t make him have any more friends than what he does now.

Both Yule’s parents and teacher’s aid realized the need to help Yule with his communication skills. They spent a lot of time teaching Yule how to sign and how to use the picture symbols in order to communicate with others.

Overall, it was clear that Yule's parents and teacher's aid were aware of the barriers to Yule developing friendships and were working on how to overcome those barriers.

Appendix P
Triad Profile - Wade

Wade: Triad Six Analysis

Wade, who had Down syndrome, participated in an individual interview and then a group interview with his mother and teacher. Wade was 14 years old and was in grade 9 at a Catholic high school. He was short and thin in appearance. Wade had one brother who was younger than him. His family had lived in their neighborhood for 9 years.

The individual interview took place at Wade's home in an upper middle class neighborhood in medium sized city. Wade seemed to be tired during the interview. He didn't laugh or smile much either.

The group interview took place at Wade's elementary school. The teacher who participated in the study was Wade's grade 7 and 8 classroom teacher. It was felt that he knew Wade better than any of his current teachers as the interview took place two months into his grade nine year. Wade's mother participated in the group interview.

Defining Friendship

Wade's mother and teacher both agreed that Wade distinguished between his close friends and those he considered friends. There were three patterns which emerged during the discussions on friendship; they were: Wade demonstrated who close friends were through body language, Wade demonstrated who friends were through initiating conversation, and why Wade considered friends to be friends.

Throughout the discussions, it was made evident that Wade distinguished between close friends and not-so-close friends through his body language. If someone were considered a close friend, they would be a person Wade would hug. If they were not so close a friend, Wade would shake hands or wave. Wade's mother explained when she

stated, "A close friend is someone he would consider that he would give a hug to. It would be very limited, you know, probably a select few people." His teacher agreed when he said, "I would echo that because I've seen Wade hug a certain amount of people that were in the class, and I think those people that he did hug were who I consider his close friends."

When discussing friends and close friends with Wade himself, he confirmed his mother's and teacher's impressions about his hugging close friends. For example, when asked what kind of friend he considered Mark to be, he said "hand shake," a distinction with which his mother agreed. However, when Wade was asked about two of his closest girl friends, he stated "shake hands," a distinction with which his mother and teacher disagreed. Wade's mother felt that perhaps he didn't quite understand the distinction when trying to verbalize it. Wade and his mother had been recently discussing the difference. She explained, "We discussed a sense of circles and who is close and who is further away. Real close friends are friends that you may hug, but then the next step would be a handshake, or a wave." When asked directly to verify if a person was a close friend of his, Wade was consistent with his teacher's and mother's choices.

Even if Wade was unable to make a clear distinction when speaking, participants stated that his actions usually spoke volumes. Wade's teacher shared a story about when he first realized Wade's way of identifying who his friends were:

The hugging aspect was a common thing for Wade. I think I was here for one month. I started here in January and it was sometime in February when we had a celebration in Religion class when Wade came to me and hugged me and he said "I'd like you to join in the circle and have you as a friend."

In this case, Wade was able to both verbalize and demonstrate his intention to include his teacher in his “circle of friends.”

The second way Wade demonstrated his distinction between close friends and not-so-close friends was through the level of conversation which he initiated. Wade’s teacher explained, “The time he takes to talk to you, with his close friends, he will talk, he will initiate conversations. With others, it is very difficult to have Wade initiate conversation.” Wade’s mother agreed when she stated,

I have noticed that he initially will say hi to people very readily and in a very friendly manner, greet people. But you soon find out whom he can actually communicate with, or whom he feels like communicating with, because there will be a select group that he will converse with.

Wade’s mother also explained that she felt his ability to initiate conversation with those with whom he felt most comfortable was an indication of their closeness, as she felt that “he doesn’t converse as naturally as you would expect most people at his age to be doing.”

There were a number of reasons shared with the interviewer on why Wade would consider friends to be friends. Wade shared that he considered friends to be friends because “she is a good person,” “says jokes,” “I feel good,” and “does chores, like jobs.” Wade’s teacher and mother felt that there was closeness and reciprocity which needed to be present in order for a person to be considered a friend to Wade.

Wade’s teacher provided an example of two of Wade’s closest girl friends, Nora and Amy. In elementary school, they always sat with Wade during lunch. Wade’s mother and teacher had realized that Wade needed a bit more time to eat than others and that

occasionally he needed help to clean up. “Nora and Amy were always there for that. And that was not an assigned thing. That was the real friendship and the reaching out that was coming from these two ladies.” These two girls had continued their tradition of eating lunch with Wade at high school. They had shown the initiative and joined Wade for lunch and were doing it on a regular basis.

Having reciprocity in a relationship was identified as important for any friendship. Wade’s mother explained that she felt Wade recognized when a relationship with a person was not a two-way effort. She shared an example of when Wade had invited a friend over and at the last minute the friend had cancelled because he had to do something else: “Wade had a feeling and he knew he didn’t like this, what had happened. So yeah, I think he does know.” Wade’s teacher reiterated the importance of a hug in identifying close friends. He felt that because a hug is reciprocal, a person would have to be a friend to participate in a hug. “The occasional hug is important because it’s a two way game [it takes two people to participate in a hug].”

Wade’s Friendships

Through the interviews with Wade, his mother, and teacher, it was determined that Wade’s friendships could be divided into three categories: Wade’s close friends, Wade’s not-so-close friends, and Wade’s neighbourhood friend.

There were two friends, Nora and Amy, identified as close by all three triad participants. Both girls had been friends with Wade since grade 1 and had continued their friendships throughout elementary school and into high school. The girls were both the same age as Wade and were in the same grade. However, it was noted that their friendships were changing. The interviews were done at the end of October in Wade’s

grade 9 year. Wade and his friends were no longer in classes together, and thus their friendships were changing.

Nora was considered to be Wade's closest friend. Their friendship was described as a big sister–little brother relationship. As Wade's teacher explained,

I really believe it is more of a big sister, motherly relationship. She is that good.

She knows how to work with Wade's mood on any given day, whether it is joy or sadness or some weakness that he is sort of allowing to be seen and the strength he is showing. She is on top of it.

Nora and Wade had spent time at one another's homes. As Wade explained, they would “play board games and computer games, build a snow castle, sit and talk, and dance.”

Wade also shared that Nora “visits and babysits me.” Nora had been to his house on one occasion to look after him while his parents were out. Wade's teacher stated that he felt Wade's and Nora's relationship would be long lasting:

She is super. That is the type of friendship I think you will see remaining a close friendship for a long time. And I think you are talking about something positive. I think you have to build on that positive issue [big sister relationship]. And I am sure that, and I would hope that, she would be able to continue that. I am thinking that Wade would see it as a close friendship that way too.

Wade had also shared how he spent time with Nora at school. In elementary school, they ate lunch together and monitored the grade 1 lunch period. Nora also helped Wade in the classroom. As he stated, she would help him on the “computer” and he would “read books” with her.

Amy, who was also considered a close friend of Wade's, did many of the same things with Wade as Nora at school. Wade shared these examples of how he spent time with Amy at school. We spend time at "recess and lunch break," we "play police chase, like you keep running and you freeze." However, they spent limited time together outside of school. This time usually involved birthday parties.

There were seven friends identified by Wade and his mother who were considered to be friends who were not so close to Wade. Wade's teacher had felt that three of them were close friends due to the way they interacted with Wade at school, but he agreed that the friendships had been changing. Wade's mother had explained that five of the friends, Elaine, Bonnie, Heather, Louise, and Vince, were longtime friends of Wade and used to be closer to Wade. "They are all pretty close, they all came through together. They still say hi, there is still that contact you know. But in the last year, it has sort of been once in a while." Those five friends were the same age and were in the same grade as Wade. All of the friends helped Wade out at school to some degree. For example, Wade's teacher explained how Heather and Wade spent time together,

Heather was one of the three girls who loved to do art, and when they were on the floor doing art with Wade, she was always there. Sort of a person that chose colors sometimes when Wade wasn't in the mood to coordinate colors and the picture.

Wade shared these school experiences with his friends. "I sometimes play basketball with Bonnie at school," and "Airband." Wade participated in the Airband competition with three of his friends. Outside of school, Wade spent limited time with this group of friends. He shared examples where everyone came to his birthday party. Vince had been

to Wade's house a number of times. As Wade explained, they played "Pogs and Leggo and Doom." Wade also shared that Bonnie would "just stop by to say hi" and to play basketball. Wade's mother stated that Bonnie will "come by and shoot baskets for a while."

Another not-so-close friend of Wade's was Mark. Mark had been part of Wade's "circle of friends" in grade 7 and 8. Mark was a year older and one grade higher than Wade. Wade identified Mark as a friend and also described him as "my helper." Mark spent the majority of his time with Wade helping him with his schoolwork. Mark had also made an elaborate golf game for Wade. Wade's mother indicated why she felt Mark was a friend. "I think that [golf] is where the friendship is, because Wade is keen on golf and Mark is as well. So this is why he considers him a friend because they have something they like that is the same." Mark and Wade had rekindled their friendship in high school. When asked how they spend time together, Wade said, "bus ride home, talk about golf."

The final school friend who was identified as a not-so-close friend was Tom. Tom and Wade met in high school and had been friends for a couple of months. Tom was the only friend of Wade's identified as having a disability. When asked how he spent time with Tom at school, Wade said, "We play basketball at lunch" and "classes." Wade had also been spending time with Tom outside of school. Wade had been to Tom's house to "watch a movie and ate bologna" and had gone with Tom's dad to watch Tom's swimming lessons. At the time of the interviews, Tom had not been over to Wade's house yet, but it was planned.

Wade had one friend in the neighbourhood named Walter who was discussed during the interviews. Walter and Wade had lived in the same neighbourhood for 7 years

and had been friends for 5 of those years. Walter was 4 years younger than Wade. When asked how Wade spent time with Walter, he shared that at his house they played “street hockey, basketball, and on the computer.” Wade also spent time at Walter’s house, “swimming and floor hockey.” Walter was considered to be not-so-close a friend. Wade said he would “wave” to Walter rather than hug him.

Parent’s Role in Wade’s Friendship Network

Wade’s mother (Ann) identified three roles that she played in his friendship network. These roles included: supporting Wade’s integration at school, encouraging Wade to socialize, and facilitating Wade’s friendship opportunities.

Wade’s parental support for his full integration in school was identified as one role in his friendship network. Wade’s mother explained why they supported integration:

The main reason why we chose integration was for him to have the opportunities and for him to have the environment that seemed more stimulating and would maybe give him a better direction as to how to deal with his life better, to learn about life.

When asked if she felt integration was meeting their goals for Wade, Wade’s mother said,

Socially, I really feel it has been very good socially. When I compare with other students I’ve seen in segregated settings, I feel he socially is quite farther advanced than what they might be at the same age. They may be at the same age academically, but socially I feel it’s very beneficial for him.

Wade’s teacher agreed when he stated,

I can see the multifaceted experiences that he would have in this type of a classroom setting—more positive for him and also helpful for him. I think he can try and manipulate some of these situations too and learn from them.

Wade's integration at school had helped him develop the skills and had provided the opportunities for him to develop and maintain friendships. Wade's teacher agreed when he said, "It is something that is evident in his circles at school and also outside."

A second role of Wade's parents in his friendship network was identified as encouraging Wade to socialize. Wade's mother shared that she felt she had a significant role in Wade's friendship network because she had to continually encourage him to socialize. As Wade's mother explained, "I feel that I do have to play quite a role, because I do have to encourage phone calling, to phone friends, to phone people he might like to have over." She continued to explain her involvement,

I think at this stage I find I still have to be quite a participant. I don't feel that he takes that responsibility. He doesn't automatically want to do that. So periodically I ask him, well if it is a PD day coming, or if there is a weekend coming, if he would like to have a friend come over and watch a movie or something like that.

Wade's mother was very active in both encouraging and providing opportunities for Wade to socialize. Wade had been involved in a number of recreational activities in order to encourage socialization. As his mother shared, "He did some swimming, he did some golf lessons, he also took a music program, the band." However, there was not a lot of opportunity for socializing at those activities, so there were no friendships to speak of. At the time of the interviews, Wade's mother was deciding which recreational activities to have Wade involved in which would provide the most opportunity for Wade to socialize.

The third role of Wade's parent in his friendship network was the facilitation of friendships. When discussing the changing nature of Wade's friendships due to his progression into high school, Wade's mother explained her role:

I will continue to help to try to facilitate by just starting with the basics. I would like to remain positive and think that in some way that we can still work at some friendships. It may not be as many as we would like, but maybe something can work out, you know, in the long run.

Wade's mother ensured that she played an active role in who Wade's friends were. For example, Wade's teacher supported her when he said,

I think it is important for you to do what you just pointed out, because there are times when all of us, and I am speaking as a parent now, we make suggestions as to with whom they are to be going out and with whom they are to associate.

Wade's mother also made sure she knew who Wade's friends were. For instance, when there was a new student who had befriended Wade, she contacted the teacher for information on the student. As Wade's teacher explained,

That is a concerned parent asking questions, and I think you need to do that for Wade, as well as anyone else here would do for their own. And I am glad you did that, because when the new student came, you certainly had no background, and you were looking for a little bit of background and guidance. And that is good. It is a positive way of dealing with your own and others who come into your neighbourhood.

Being involved in and being knowledgeable about who Wade's friends were was considered to be positive and valuable.

During the discussions, Wade's mother shared a strategy that she was considering to help facilitate Wade's friendships, now that there was a growing distance between Wade's social and intellectual abilities and those of his friends. Wade's mother would like his friends to consider a "simpler social structure." She explained her thoughts:

I think my thought is to make it a bit simpler, like if it is possible that there could be people that would be interested in a simplified activity for an evening, like going to the movie together. Maybe not going out after, coming back to the house if he has had enough at the end of the movie. That would be the end of his evening.

Wade's teacher agreed that it might work, when he stated, "We can suggest that and you know some people are receptive to that, others may not be." Wade's mother appeared to be continually thinking about ways to help facilitate Wade's friendship opportunities.

Teacher's Role in Wade's Friendship Network

There were three patterns that emerged during the discussion of the teacher's role in Wade's friendship network. These patterns were: helping to maintain existing friendships, facilitating socialization between Wade and other students, and facilitating appropriate modifications to Wade's social circle.

When asked what he felt the teacher's role was in Wade's friendship network, Wade's teacher's first response was, "I thought that my role was to (a) continue a friendship that he already had, and (b) sort of look at the types of friendships that he was involved in and try to keep them ongoing." Wade's teacher felt that his responsibilities included ensuring that both parties in the friendship were getting what they needed from and enjoying the friendship. He explained in the following quotation:

Being someone who looks at that [friendship] from the outside in, you have to weigh both parties' feelings and then judge and move from there. And everything has to be, you know, he needs to feel good about it, and his "circle of friends" have to feel good about it.

Wade's teacher explained that he would facilitate opportunities where Wade's circle friends would be able to "work with Wade either in class, academic such as reading or scribing for him. Or being a friend where they played with him in some sort of game or activity out in the playground." The teacher usually monitored the interaction to gauge the success of it, as he explained,

I need to be there to facilitate, and if it didn't go well, then I guess I would have to modify the situation and make sure that the next situation is one that would work out. And I would have to facilitate differently.

Wade's mother shared that she was comfortable with the way Wade's teacher facilitated Wade's friendships when she stated,

What George [Wade's teacher] has mentioned is what would be my idea pretty well of what I would, or what I would hope I should say, would be the way that they could be facilitated by the teacher, Wade's friendships.

The second role of the teacher was identified as being the facilitation of socialization between Wade and the other students. In elementary school, Wade's teachers had started and maintained a "circle of friends" from grade 6 to grade 8. As Wade's mother explained, "there was fairly big structure. He had, I think, friends throughout the day."

Wade's integration into the regular classroom in elementary school was very successful. The other students included Wade in their activities with minimal involvement from the teacher. For example, Wade's teacher shared how the kids would include Wade in baseball.

They wouldn't play the ball in the same way as they would for another competitive student. They would make sure he would run the bases and he would get some joy in it by having the ball go to all the bases, allowing Wade to safely reach home. They would make sure he would feel good about it.

He continued to explain his involvement, "Often that was of their own accord, but I think they also recognized when you give them body language or eye contact, now is the time."

In high school, both Wade's teacher and mother felt that the teachers should encourage socialization through hands-on, interactive assignments and group work. Wade's mother provided examples of how Wade was doing well interacting with other students in Science and in Music class: "The teachers say that in the Science class the kids are really friendly and seem to get along really well."

The final role of the teacher identified was the facilitation of appropriate modifications to Wade's social circle. Shortly after Wade's teacher joined the school, he realized that Wade needed more independence. He had too much structure because his circle friends were with him for the majority of the day. Wade's mother indicated that she and the other teachers had noticed that Wade's "circle of friends" was too structured and too large. "He had almost too many friends in his circle, because there were core people that would help him each day, which was almost too many." Thus, Wade's teacher decided to modify Wade's social circle.

I started to wean him off those set friendships that you called the “circle of friends” [to mother] who did things always at the same time for him. And I thought, let’s get away from that and give Wade more responsibilities and make him independent. And I thought I saw the type of growth in Wade that was important for Wade.

In Wade’s grade 7 year, he was in a split grade 7 and 8 class. This was the first year that Wade’s teacher was at the school. The way he decided to wean Wade from his existing “circle of friends” was to facilitate the creation of a new circle. The new circle consisted of grade 8 students and was more of a peer helper sort of relationship. Wade was still in touch with Mark, one of the six students who were in his circle for that year.

Barriers to Friendships

When discussing barriers to Wade’s friendships, Wade’s mother and teacher identified ones that were interfering with the maintenance of existing friendships and the development of new ones. The barriers were the age and life stage of his friends, Wade’s level of athletic ability, and Wade’s developmental level.

The age and life stage of Wade’s friends was identified as a barrier in the maintenance of Wade’s friendships. Wade’s teacher explained that he felt the age that Wade and his friends were at was affecting their friendships,

I think we need to look at the varied, many activities that a 13- and 14-year-old is getting into. They have all those opportunities, and they are going out and becoming involved in all of them, whereas Wade is not, like he is being limited in that situation. Therefore, if they would want him to come along, they probably see that as slowing them and limiting their experience.

Wade's mother stated that she felt that friendships were harder at this age. "It definitely is harder." Wade's teacher explained his thoughts about the influence of age on friendships.

It almost appears that the younger the group, the more close friendships, and the older the group, the tendency it raises to have friends drift. That's what appears to be happening in the overall picture of things with Wade at this time.

Wade's mother had noticed a change in the friendship between Wade and a few of his female friends. "I've just felt that maybe there was getting to be a little more distance possibly, but they're still, I know, friends." Wade's teacher had also noticed some distancing in the friendships. He attributed the change to the life stage the girls were in,

I think it is finding new friendships by these girls that are more interested in a different type of social grouping. I think it is the sexual affinities that they're drawing now, and this is something that Wade is not involved in and therefore we might see it as perhaps a type of a parting of friendships.

As mentioned earlier, the majority of Wade's school friends were female. Thus, this life stage was affecting a number of his friendships. Wade's teacher stated that he felt that the friendships hadn't been cut short, but rather they had changed,

Now a different type of friendship, because they have other friends that they have to give some attention to and that's important for them, and I believe I would vouch for them selecting that method and that mode right now.

Wade's mother agreed with his thoughts on the friendships.

The second barrier identified was Wade's level of athletic ability. Wade was very interested in sports and often played basketball, street hockey, and baseball; however, his ability level was not as high as others his age. Wade's mother felt that his lower level of

athletic ability was a reason why he had not developed more friendships with males. She explained in the following quotation,

Size and perhaps ability may be why there haven't been as many male friends develop. It happens I think that there have been a lot of really good sports people involved in sports in the particular grade level that Wade has been in. And because his level of sports is not quite as well developed as theirs, I think that has been a barrier for him to develop some friendships.

Wade's teacher agreed and stated that he felt the other boys were "at a competitive level," whereas Wade was not. For example, Wade loved to play basketball, as in throwing the ball in the basket, but he was not interested in following the rules of the game. Wade's teacher explained that he felt the gap in the ability levels between the boys was growing,

The range between what he is able to do and what the others are doing, that range is getting farther and farther apart. And that is putting a little bit of difficulty and pressure on his peers to still remain and do things with him.

Wade's interest in sports had helped him develop friendships with a couple boys in his class, but both his teacher and mother agreed that he would have more male friends if he were more physically capable.

The final barrier identified in the maintenance of his friendships was Wade's developmental level. Wade's teacher explained about this intellectual element.

He is just not advancing as quickly as the others, and some of them are really pretty involved, and there are so many things going on. The academic and the developmental are just beyond what he is able to reach at this age.

Wade's teacher continued to explain his thoughts through the use of a sample social situation. He discussed what would probably happen if Wade and a couple friends went to watch a movie. He felt that Wade could enjoy the movie like the others, but that the discussion afterwards would be where the differences would be evident. He explained,

Because the others see what is in between the lines, what message is conveyed.

Wade looks at it as the entertainment value for Wade. "I enjoyed this part of the movie and I was able to laugh or I became emotional". That is still where Wade is, where the others are beyond that now. They can discuss in depth, and I think that's why there is that separation or drift.

Wade's mother agreed that Wade and his friends were at different levels developmentally, but continued to be encouraged that she could figure out a way to keep Wade involved with those friends and peers his age.