2022

All IN PIX YPAR: A YOUTH PARTICIPATORY ACTION RESEARCH STUDY OF STUDENTS WITH SIGNIFICANT DISABILITIES IN HIGH SCHOOL

Jessica L. Jennings
University of the Pacific

Follow this and additional works at: https://scholarlycommons.pacific.edu/uop_etds

Part of the Accessibility Commons, Educational Leadership Commons, and the Secondary Education Commons

Recommended Citation

This Dissertation is brought to you for free and open access by the Graduate School at Scholarly Commons. It has been accepted for inclusion in University of the Pacific Theses and Dissertations by an authorized administrator of Scholarly Commons. For more information, please contact mgibney@pacific.edu.
ALL IN PIX YPAR: A YOUTH PARTICIPATORY ACTION RESEARCH STUDY OF STUDENTS WITH SIGNIFICANT DISABILITIES IN HIGH SCHOOL

By

Jessica L. Jennings

A Dissertation Submitted to the

Graduate School

In Partial Fulfillment of the

Requirements for the Degree of

DOCTOR OF EDUCATION

Benerd College
Educational and Organizational Leadership

University of the Pacific
Sacramento, California

2022
ALL IN PIX YPAR: A YOUTH PARTICIPATORY ACTION RESEARCH STUDY OF STUDENTS WITH SIGNIFICANT DISABILITIES IN HIGH SCHOOL

By

Jessica L. Jennings

APPROVED BY:

Dissertation Advisor: Robert Calvert, Ph.D.

Committee Member: Rod Githens, Ph.D.

Committee Member: Homer Johnson, Ed.D.

Assistant Dean: Laura Hallberg, Ed.D.
ALL IN PIX YPAR: A YOUTH PARTICIPATORY ACTION RESEARCH STUDY OF STUDENTS WITH SIGNIFICANT DISABILITIES IN HIGH SCHOOL

Copyright 2022

By

Jessica L. Jennings
DEDICATION

This dissertation is dedicated to my two daughters, Sophia and Emily, whose educational experiences galvanized my resolve to bring change to the world. The trials and tribulations I helped Sophie and Emmy navigate opened my eyes to hidden injustices of the current U.S. education system and inspired my journey to find solutions that are equitable for all. Frustration in missed opportunities gave rise to my becoming a paraprofessional teaching assistant, then a resource special education teacher, then a mild-to-moderate special education teacher, and now a moderate-to-severe special education teacher who is completing a doctorate in education to teach others about the power of inclusion. I choose to work with students who most need my help to get them out of segregated classrooms and into general education inclusive classrooms where they can grow into their fullest selves. Today, Sophie and Emmy are bright, beautiful, charming young women who are full-time college students thriving after overcoming the obstacles imposed by the kindergarten through 12th grade education system from which they graduated. I wish them the best and hope their children will be able to attend schools where they are taught as equals regardless of their learning styles or potential disability. May our future be built by us to make it brighter, more equitable, and more fulfilling for everyone.
ACKNOWLEDGEMENTS

I would like to acknowledge the people in my personal village who helped bring this study to fruition. My committee, Dr. Robert Calvert, Dr. Rod Githens, and Dr. Homer Johnson, thank you for the guidance, time, and support in this study. Dr. Delores McNair, thank you for always having answers. Thank you to my editors, Dr. Dennis Sheridan and Dr. Kristina Perrelli, who helped me get to the finish line. Likewise, thank you to my informal editors and contributors, Earlene Coldiron, Dr. Jeff Jennings, Virginia Henry, Angie Marks, Jennifer Marks, Sarah Gerber, Julie Gerbitz, and everyone else who read a version of a chapter or listened to me practice my proposal or defense. The insights my informal editors provided helped me frame my study, clarify it for people outside education, and check my spelling. Thank you.

I want to thank my organization, specifically Paul Orlando and Kathleen Walker, for allowing me access to the school site, students, and district materials; your graciousness made this study possible. Thank you to the parents and students who joined the study for helping me break down barriers in education. I wish to recognize my district teachers’ union, specifically, Rebecca LeDoux, who authorized the use of the Facebook page to distribute the teacher survey. To all the teachers who responded to my survey, thank you for doing something extra given all the demands already made of you.

Finally, I want to thank my fam-bam, Mike, Sophia, and Emily; you are my source of pride, strength, happiness, and motivation. Thank you for joining me on this journey. On the way, you were a constant source of joy, criticism, and companionship that made me work harder, strive for more, and seek a better future for all. This is a path I would not have walked but for you; I will change the world for you. Thank you for being so awesome. I love you.
ALL IN PIX YPAR: A YOUTH PARTICIPATORY ACTION RESEARCH STUDY OF STUDENTS WITH SIGNIFICANT DISABILITIES IN HIGH SCHOOL

Abstract

By Jessica L. Jennings

University of the Pacific
2022

Education facilitates community involvement, participation, and acceptance, but not for students with significant disabilities who are taught in separate settings. The policy of separate education derives from arcane beliefs, limited research, and misconceptions that result in people with disabilities having choices made for them not with them. The All IN Pix YPAR asked six high school students with significant disabilities to photo document a week in their high school yearbook class. Each day after school, the students discussed a single photo using a modified photovoice method in structured interviews using the SHOWeD questioning protocol. After data capture, during a Zoom focus group interview, participant photographers picked 10 pictures and identified themes. Study district schoolteachers opted into the All IN Pix Gallery Exhibit Survey and shared their reactions to the images and student comments. The teachers found the exhibit impactful in providing a view of the students’ world, giving voices to students, and teaching the teachers more about the people beyond their disabilities. Students felt empowered in classes where they had choice in their education. Student participants became advocates for change over the course of the study. Recommendations for practice include, adopting students’ requests for experiential and choice driven instruction, incorporation of photovoice into individualized education plan development, club involvement, and teacher development. The All IN Pix YPAR study empowered student participants through self-advocacy and personal autonomy, which
align to the study theoretical frameworks of empowerment education theory, critical disability theory, and the social model of disability theory (Kunt, 2020).

*Keywords*: significant disability, inclusion, photovoice, critical disability theory, social model of disability theory, empowerment education theory.
# TABLE OF CONTENTS

List of Tables ................................................................................................................................ 11

List of Figures ............................................................................................................................... 12

Chapter 1: Introduction ................................................................................................................ 14

  Problem of Practice .................................................................................................................. 15

  Purpose of This Inquiry ........................................................................................................... 19

  Researcher Positionality ......................................................................................................... 25

  Definitions of Terms .............................................................................................................. 26

  Organization of the Study ....................................................................................................... 28

  Chapter Summary ................................................................................................................... 28

Chapter 2: Literature Review ........................................................................................................ 30

  Statement of the Problem ....................................................................................................... 31

  Disability ............................................................................................................................... 33

  Social Exclusion .................................................................................................................... 34

  Disability in the United States ............................................................................................... 37

  Educational Exclusion .......................................................................................................... 40

  Disability Research .............................................................................................................. 47

  Cooperative Research .......................................................................................................... 50

  YPAR Theoretical Framework ............................................................................................... 54

  Student Empowerment ......................................................................................................... 56

  Chapter Summary ................................................................................................................... 57

Chapter 3: Methodology .............................................................................................................. 59
References

Appendices

A. Modified SHOWeD Questioning Protocol ................................................................. 226
B. Inventory of Trauma Training .................................................................................. 227
C. Photo Sharing And Interview .................................................................................... 230
D. All In Pix Gallery Exhibit Teacher Reaction Survey .............................................. 231
E. Teacher Form for Gift Card Drawing ....................................................................... 233
F. District Authorization Request Form ........................................................................ 234
G. School Site Approval ............................................................................................... 236
H. Patent/Guardian Informed Consent Form ............................................................... 239
I. Student Visual Consent Form .................................................................................... 246
J. Student Invitation to Participate In The Study ........................................................... 248
K. All In Pix Secret Agent Google Classroom ............................................................... 249
L. Top-Secret Agent Mission ....................................................................................... 250
M. Photo And Interview Opt-Out Form ....................................................................... 251
N. Instructions for Using Yearbook Class Cameras ..................................................... 252
O. Photo Instructions .................................................................................................. 253
P. School Scene Photos ............................................................................................... 254
Q. Focus Group Interview Protocol ............................................................................ 255
LIST OF TABLES

Table

1. SHOWeD Questions .............................................................................................................91

2. All IN Pix YPAR Structural Coding Themes .................................................................141
LIST OF FIGURES

Figure

1. Mood meter ..................................................................................................................69
2. Phase 1 .........................................................................................................................71
3. Phase 2 .........................................................................................................................73
4. Phase 3 .........................................................................................................................74
5. Phase 0 .........................................................................................................................76
6. Participant recruitment .................................................................................................80
7. All IN Pix Secret Agents Google classroom .................................................................82
8. All IN Pix daily student photo count ...........................................................................90
9. All IN Pix daily student interview duration average ...................................................93
10. All IN Pix focus group photos ....................................................................................98
11. All IN Pix YPAR participant primary disability categories .......................................112
12. All IN Pix YPAR daily student interview first cycle structural coding graph ..........113
13. All IN Pix YPAR daily student interview photo 1 .....................................................114
14. All IN Pix YPAR daily student interview photo 2 .....................................................117
15. All IN Pix YPAR daily student interview photo 3 .....................................................118
16. All IN Pix YPAR daily student interview photo 4 .....................................................121
17. All IN Pix YPAR daily student interview photo 5 .....................................................124
18. All IN Pix YPAR daily student interview photo 6 .....................................................127
19. All IN Pix YPAR daily student interview photo 7 .....................................................128
20. All IN Pix YPAR Gallery Exhibit photo 1 ..................................................................130
21. All IN Pix YPAR Gallery Exhibit photo 2 ..........................................................131
22. All IN Pix YPAR Gallery Exhibit photo 3 ..........................................................133
23. All IN Pix YPAR Gallery Exhibit photo 4 ..........................................................134
24. All IN Pix YPAR Gallery Exhibit photo 5 ..........................................................135
25. All IN Pix YPAR Gallery Exhibit photo 6 ..........................................................136
26. All IN Pix YPAR Gallery Exhibit photo 7 ..........................................................137
27. All IN Pix YPAR Gallery Exhibit photo 8 ..........................................................138
28. All IN Pix YPAR Gallery Exhibit photo 9 ..........................................................139
29. All IN Pix YPAR Gallery Exhibit photo 10 .........................................................140
30. All IN Pix YPAR Gallery Exhibit introduction photo 1 ......................................142
31. All IN Pix YPAR Gallery Exhibit introduction photo 2 ......................................143
32. All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey posted to the TRUE Facebook page ..........................................................144
33. All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey response in vivo coding categories ..........................................................146
Starting in the 1800s with Horace Mann and continuing into the 20th century with John Dewey, education has a long history as a tool of social change in the United States (Cohan and Howlett, 2019). In 1902, Helen Keller asserted education’s most important objective was to teach tolerance (Macy, 1976). Unfortunately for people with significant disabilities, learned intolerance is their lived experience as too many students with significant disabilities are excluded from general education classes with nondisabled peers (Mittler, 2019). It is hard for people to gain insight, empathy, and appreciation of groups they do not interact with. The reasons for educational exclusion are long, varied, and arise as barriers that keep people with disabilities from full integration into their communities (Agran et al., 2020).

Many studies have explored how exclusion impacts students and how students with and without disabilities fare when taught in inclusive classes, validating Keller’s assertions that tolerance is an important byproduct of inclusive education (Alzahrani, 2020). Historically, students with significant disabilities were excluded from research due to the technical, ethical, and procedural challenges of their participation (Lehr, 2019; Taylor & Balandin, 2020). The All IN Pix Youth Participatory Action Research (YPAR) study built on the recent work of others in the fields of education and social science who developed visual consent forms, modified procedures, and pioneered methods that enable participation of all people (Lehr, 2019; Taylor & Balandin, 2020).
Problem of Practice

In the United States, one of every four people have a disability (Centers for Disease Control and Prevention, 2020). Despite the prevalence of disability in U.S. society, only one of every five disabled people had a job in 2020 (Schur et al., 2020; U.S. Bureau of Labor Statistics, 2021a). In fact, in 2019, nearly 80% of U.S. adults with disabilities were outside the workforce, meaning they were both unemployed and not seeking employment (U.S. Department of Labor, n.d.). In 2020 in the United States, adults with disabilities earned 37% less than nondisabled peers (Golden, 2020). That same year, wage and employment gaps resulted in over 25% of adults with disabilities in the United States living in poverty (U.S. Bureau of Labor Statistics, 2021b). Just as Keller believed education leads to tolerance, education also is the most effective tool for economic advancement (Cusick et al., 2020).

Disability Spectrum

Addressing the needs of people with significant disabilities was complicated by the spectrum of ailments that fall under the umbrella of disability (Centers for Disease Control, 2020). Disability may present as a mental, emotional, or physiological abnormality (Social Security Administration, n.d.-c). Disability may vary from mild to severe, with the severity of disability correlating to the likelihood an individual graduates from high school without a diploma and the vocational skills necessary to maintain employment (National Center for Education Statistics, 2021). People with significant disabilities have profound intellectual or developmental impairments that impede their ability to perform daily living tasks without modifications, assistance, or strategies for completion (Agran et al., 2020; Coussens et al., 2020).

The term severely disabled has gained greater awareness since it was first introduced in the 1994 Census Survey (U.S. Census Bureau, 2019). According to federal statutes, a person
diagnosed with a significant disability has “a severe physical or mental impairment which
seriously limits one or more functional capacities, can be expected to require multiple vocational
rehabilitation services over an extended period of time, [and] who has one or more physical or
mental disabilities” (U.S. Labor Regulations, 2012, p. 185). Barriers to entering the workforce
include communicative, emotional, social, or intellectual hurdles (Abma et al., 2020; Coussens et
al., 2020). Greater processing time to gain skills, more direct instruction, and increased
opportunities to practice in authentic settings are required for people with significant disabilities
to enter the workforce (Barczak, 2019; Kellems et al., 2020). People with significant disabilities
struggle to generalize skills or understand abstract concepts learned in one setting or for one
application to others in novel or unpracticed settings (Abma et al., 2020; Kunt, 2020).

Separate Settings

Differentiated instruction helps students with significant disabilities gain the skills and
competencies to become contributing members of society (Smith et al., 2021). Unfortunately,
for students with significant disabilities, differentiated instruction in most U.S. schools occurs in
isolated, self-contained classrooms on comprehensive school campuses (Gregory, 2018; Kurth et
al., 2019). Teaching students in isolated classrooms may address some aspect of their
individualized learning needs but creates additional barriers, as the lessons do not translate to the
real world (Walsh, 2018; Yell et al., 2021). Inability to generalize skills means education in
separate settings is unconnected to authentic educational experiences that would better prepare
students with significant disabilities for community integration after high school (Abma et al.,
2020; Coussens et al., 2020).

In the 1950s, the U.S. Supreme Court ruled in Brown v. Board of Education (1954) that
“separate educational facilities are inherently unequal” (Brown v. Board of Education, 1954, p.
Inspired by the *Brown* ruling, disability advocates launched two landmark class action court cases that changed education opportunities for students with disabilities in the United States (Thomasian, 2020; Yell, 2019). *Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania* (1972) and *Mills v. The Board of Education of the District of Columbia* (1972) both sought the 14th Amendment’s promise of equal constitutional protections for all individuals, as upheld in *Brown* (Thomasian, 2020). In fact, the wording from the *PARC* (1972) case, informed by *Brown* (1954), became part of the procedural safeguards in the *Individuals with Disabilities Education Act (IDEA, 2004)*; Minnesota Governor's Council on Developmental Disabilities, n.d.). Colloquially referred to as parents’ rights in special education today, the procedural safeguards guarantee students with disabilities a free appropriate public education, starting with the Rehabilitation Act of 1973 (Vocational Rehabilitation and Other Rehabilitation Services, 2014) and continuing in IDEA (2004; Mason-Williams et al., 2019). 

**Least Restrictive Environment**

IDEA (2004) calls for all students to learn in the least restrictive environment; yet students with significant disabilities continue to be educated in separate settings (Agran et al., 2020). School districts have faced financial penalties, sanctions, and litigation due to noncompliance with provisions of IDEA (2004; Turnbull & Turnbull, 2020). The primary argument made by the defense in the *Mills* (1972) case stemmed from the inflated cost of educating students with disabilities (Disability Justice, 2022; Thomasian, 2020; Wiggins & Wilson, 2013). Special education continues to be expensive 45 years after *PARC* (1972). Although national averages are not available, in California, where this study was conducted, special education in 2019 was 35% more expensive per pupil compared to general education in California (Legislative Analyst's Office, 2019). In addition to being expensive, exclusive
education classes result in all students under-performing academically and diminishing the sense of well-being and social responsibility among students and educators (Agran et al., 2020; Darling-Hammond et al., 2019). Exclusion of students with significant needs results in the perpetuation of biases and stereotypes that ostracize disabled people in U.S. society (Giangreco, 2020; McLeskey et al., 2019).

**Perkins V**

IDEA (2004) worked in conjunction with Every Students Succeeds Act (ESSA, 2015) and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V, 2018) to provide all students the skills they need for 21st century career readiness (Adler-Greene, 2019). Perkins V (2018) specifically advocates for the development of programs, interventions, and opportunities to better incorporate special populations into the career technical education pathways programs for secondary education (California Department of Education. n.d.-e). As a subgroup prone to both economic disadvantage and being outside the workforce, individuals with disabilities were an identified special population in Perkins V (2018; California Department of Education. n.d.-e).

IDEA (2004) and Perkins V (2018) were legislative measures that attempted to address economic gaps people with disabilities face by improving access to quality education (Giangreco, 2020; McLeskey et al., 2019). The benefits of inclusive education are well known and legally mandated, yet they continue to be ignored, avoided, and disregarded in favor of separate education for the 5% of students with significant disabilities who are educated more than 40% of the time outside the general education setting (Agran et al., 2020; Kurth et al., 2019). Despite inclusive education being the accepted evidence-based intervention adopted by educational policymakers, there is still a disconnect between practice and policy as teachers and
school administrators regularly advise, advocate, and administer the education of students in separate classrooms on integrated campuses (Agran et al., 2020; Zirkel, 2020). In many ways, the incongruence is a result of arcane educational practices that undermine full inclusion through perpetuation of mistruths, misinformation, and general misunderstanding of what people with significant disabilities can do (Kauffman & Hornby, 2020).

To diffuse the effects of misinformation and outdated beliefs, researchers have studied nearly every facet of special education—from individual lessons to attitudes of educators and parents (Gee, 2020; Kurth et al., 2019). Only a handful of research studies have considered the viewpoints of people with significant disabilities about their education (Benedict, 2019; Cluley, 2016; Overmars-Marx et al., 2017). Research needs to address how people with significant disabilities want to engage their education, where they feel most included, and with whom they want to be educated (Taylor & Balandin, 2020). The unique perspectives of people with significant disabilities need to inform effective support and practices to increase inclusion in general education settings, particularly career technical education pathways (CTE) programs for secondary education.

**Purpose of This Inquiry**

The purpose of the All IN Pix YPAR study was to explore the lived experiences of students with significant disabilities in their high school learning environment to inform the policies and practices of inclusion and facilitate academic integration. The following research questions guided this study:

1. How did students with significant disabilities experience high school?

2. How, if at all, did the All IN Pix Gallery Exhibit impact those who work with students with significant disabilities in high school?
Significance

In 1994, the United Nations Educational, Scientific and Cultural Organization (UNESCO) convened the World Conference on Special Needs Education, where 92 governments drafted The Salamanca Statement and Framework for Action on Special Needs Education (U.N. Educational, Scientific and Cultural Organization., 2015). The Salamanca Statement emerged from decades of research that identified inclusive education as the most effective tool to combat the multidimensional poverty associated with having a disability (Hergott, 2020). Despite the Salamanca Statement, in the last 25 years, the connection between poverty and disability has remained consistent (U.N. Department of Economic and Social Affairs, 2019). According to a 2018 United Nations (UN) policy brief, few countries track the economic status of disabled citizens, but, in the six nations that do, having a disability correlated to higher rates of poverty than for those citizens without a disability (U. N. Educational, Scientific and Cultural Organization., 2015; U.N. Department of Economic and Social Affairs, 2019). Having a disability correlates to greater poverty in economically wealthy countries (Pinilla-Roncancio, 2018, U.N. Department of Economic and Social Affairs, 2019). Economic inequality may be mitigated through inclusive education and by increasing employment of people with disabilities (Pinilla-Roncancio, 2018; U.N. Department of Economic and Social Affairs, 2019).

The economic situation of people with disabilities worsened due to the onset of the COVID-19 global pandemic (Hernandez, 2020; Rotarou et al., 2021; World Health Organization, 2020). Discovered in December 2019, COVID-19 was a highly contagious virus that has killed over 5.2 million people and sickened over 263 million people worldwide (Fuentes et al., 2021; Johns Hopkins University, n.d.). The rapid rate of spread led to stay-at-home rules that negatively impacted economies in many countries (Hernandez, 2020; Rotarou et al., 2021; World
In the United States, the National Bureau of Economic Research found the gross domestic product dropped 9%, three times more than ever before, as COVID-19 drove economic instability (Bauer et al., 2021).

In the United States, starting in May 2020 and continuing into the fall of that year, the faltering economy and events of social injustice triggered protests, rioting, and civil unrest (Roberts, 2021). Complicating matters in California, massive wildfires burning through December 2020 exasperated poverty for people who were threatened by fires or impacted by smoke (Hagler et al., 2021; Masri et al., 2021; Zhou et al., 2021). The triple threat of COVID-19, civil unrest, and climate change caused economic contractions that have the potential to further marginalize students with disabilities through reduced school revenue (Bauer et al., 2021; Harmey, 2021; World Bank, 2020).

A further complication of the COVID-19 pandemic was the introduction of distance learning that forced schools to adopt new technology and students to acquire a broadened technological literacy that impacted low-income communities the most (Beaunoyer et al., 2020; Human Rights Watch, 2021; OECD, 2020). Due to the unrelenting spread of COVID-19, school districts across the world closed for in-person instruction for over 15 months (Bateman, & Ross, 2021; Fuentes et al., 2021; Olneck-Brown, n.d.). Teachers met students in online classrooms using tools like Zoom, a video conferencing web platform, to provide instruction (McGinnis, 2021; Rainbow, 2021). Students with significant disabilities were further ostracized due to distance learning as they struggled to access, interact, and learn in the online environment (Masonbrink & Hurley, 2020; Schaeffer, 2020). Learning loss was a significant concern that led to the continuation of IDEA (2004) protections for students and requirements for districts to...
continue to provide instruction that would enable appropriate academic gains for each student in special education (Disability Rights California, n.d.; Jameson et al., 2020; Shaw & Shaw, 2021).

Experiential learning bridged learning loss through virtually taught steps presented to students in their remote environment—enabling authentic skill development (Cheng et al., 2019; National Professional Resources, 2019). Experiential learning in genuine settings was important but so was the inclusive nature of a setting (Hinchliffe et. al., 2020; Kim et al., 2019). Isolated or separated instructional virtual settings were not inclusive environments for teaching severely disabled students (Natanson et al., 2021; Tiernan, 2021).

To date, there are many studies that address inclusion and experiential learning, but few of these studies evaluated these methods on severely disabled students in inclusive settings (Lehr, 2019; Taylor & Balandin, 2020). Students with significant disabilities are excluded from most research due to the complexities involved: (a) studying a vulnerable population, (b) traditional study designs, (c) lack of social capital, and (d) limited economic support for research (Mietola et al., 2017; Office for Human Research Protections, 2021; Taylor & Balandin, 2020). The few studies that have included students with significant disabilities used small sample sizes and modified materials for participant selection and inquiry. Of these, only two studies focused on high school age students with significant disabilities (Lehr, 2019; Zilli et al., 2019).

Through the All IN Pix YPAR study, I sought an effective mode of empowering students with significant disabilities in their education through collaboration (Kervick et al., 2019; Warren & Marciano, 2018). Students with significant disabilities deserve access to the full complement of educational offerings at their school—on their terms—to engage with peers authentically (Darling-Hammond et al., 2020; Giangreco, 2020; McLeskey et al., 2019). In the All IN Pix YPAR study, I asked students with significant disabilities to photo-document their educational
day from their point of view to identify ways to increase inclusive practices in CTE classes. Using the art-based method known as photovoice, participants documented their learning in their community. Then the photos were evaluated by the student photographer participants, focusing on how they experienced high school, and how policies can be changed to increase equitable access to CTE courses for students with significant disabilities. Participation in this All IN Pix YPAR study empowered students with significant disabilities to become agents of social change and to inform policy decisions on inclusive education in their community.

The All IN Pix YPAR study was guided by a study by Hawkins (2020) titled *Picture the Magic: Exploring Black Girl Identity using Photovoice*. Hawkins’ (2020) work inspired this use of photovoice as both the methodology and primary data collection tool for the All IN Pix YPAR study. Hawkins (2020) illustrated the power of photovoice to include youth participants from marginalized populations by making them the primary source of data collection and sensemaking of the findings. Likewise, the All IN Pix YPAR study asked students with significant disabilities to photo document a week in high school from their viewpoint. The goal of the All IN Pix YPAR study was to gain an understanding of what students with significant disabilities want in terms of their education.

**Delimitations**

Through the All IN Pix YPAR study, I sought voluntary student participants from a high school in Northern California to photo document their school days for 1 week. The YPAR selection criteria for participation included enrollment in a public high school, a current individualized education plan (IEP), and being on the certificate of completion graduation track rather than diploma graduation track. Convenience sampling, and my connections as a special education teacher, facilitated recruitment. Six participants used the ethnographic method of
photovoice to photograph their learning day using digital cameras. At the end of the day, each participant was interviewed using the guided interview technique SHOWeD about how one of their photos related to their education. After the data collection week, all participants joined a focus group discussion to explore the themes that underlie what their pictures revealed. The pictures selected by the focus group became the All IN Pix Gallery Exhibit Survey that was shared with teachers in the district of the study via the teacher union Facebook page using a Google form to determine staff reaction to the exhibit.

The study did not include people from outside the geographic area of Northern California. Nonparticipants were documented in photographs, yet these were photo altered to obscure identities. Cropping and blurring tools shielded identifying characteristics in images. Parents and legal guardians of student participants were asked to provide informed consent, although students with significant disabilities were asked to provide positive assent. Primary data collection came from student photographs collected during the 1-week photovoice project. Secondary data collection came from the survey sent to district junior high and high school teachers.

Teachers, parents, school administrators, community agencies, or outside service providers were not the subject of the photovoice component of the All IN Pix YPAR study. Only schoolteachers in the district of study were asked to provide commentary on the All IN Pix YPAR Gallery Exhibit Survey Form. Qualitative methods guided the collection and evaluation of the data to provide context for the images identified by participants. The All IN Pix YPAR study findings were used to inform policy decisions and practices for increased inclusion on campus. Excluded community members and district staff learned of study findings through the dissemination of the findings via district announcements.
The All IN Pix YPAR study was based on a conceptual framework of self-determination derived from multiple theoretical sources, including empowerment education theory, social model of disability, and critical disability theory. Paulo Freire’s empowerment education theory promotes strengths-based education to shift the power equilibrium by making students instigators of instruction rather than passive participants, thereby cultivating self-advocacy (Abma et al., 2020). The social model of disability theory challenges inherent, long-standing, and institutionalized practices that result in people with significant disabilities being ostracized, disenfranchised, and marginalized by economic, political, and social policies (Berghs et al., 2019; Bunbury, 2019). Critical disability theory challenges the perception of people with significant disabilities through cultural, social, historical, and political lenses to change underlying biases and presumptions by exposing social and institutionalized inequities (Clifton, 2020; Hall & Zalta, 2019). The fusion of these three theories created the self-determination framework of the All IN Pix YPAR study, adding to the significance, because everyone should have a say in the policies and practical decisions that impact their education (Abma et al., 2020). Photovoice is an evidence-based methodology that empowered the student participant photographers through direct action (Stack & Wang, 2018; Wang & Burris, 1997). Students with significant disabilities need to be included in their education and the decisions that influence where and how they are educated. Lack of research involving people with significant disabilities has left them excluded in their own educational choices (Gee, 2020; Kurth et al., 2019).

**Researcher Positionality**

Globally, people with significant disabilities faced societal barriers that prevent them from full inclusion into society. Inclusive education practices are an evidence-based means of remedying these inequities. Misconceptions about what people with significant disabilities need
and how to meet those needs are perpetuated by the absence of research on this population. As an educator of students with significant disabilities, I know the deficits caused by separate education that fails to adequately prepare students for viable employment and community integration postgraduation. Lost opportunities for increased involvement, integration, and internalization of learning transcend disability (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019). All students benefit from inclusive classrooms (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019). All students gain increased confidence and awareness of the abilities of people with significant disabilities when they have the chance to learn, grow, and challenge themselves and their assumptions (Hayward et al., 2021; Horner-Johnson & Bailey, 2013; Lehr, 2019; Taylor & Balandin, 2020). Increased awareness of people with diverse abilities joining inclusive classrooms and thriving in those settings is needed to change social perceptions about people with significant disabilities (Hayward et al., 2021; Horner-Johnson & Bailey, 2013; Lehr, 2019; Taylor & Balandin, 2020).

**Definitions of Terms**

*Career and technical education (CTE)* refers to vocational awareness, training, and instruction delivered in middle, high, and postsecondary schools in the United States, designed to target the 16 high-demand industry sectors (Flynn, 2021).

*Differentiated instruction* refers to leveled teaching methods or instructional practices to meet learners where they were by altering instructional mode, method, or medium to meet learners’ unique needs (Osewalt, 2021).

*Distance learning* is an instructional format where teachers meet students in online classrooms using tools like Zoom’s video conferencing web platform (California Department of Education, n.d.-b).
**Inclusive setting** is an environment where people with and without disabilities participate in activities and experiences together (McCarty & Light, 2021).

**Individualized education plan (IEP)** is a legal document developed at an IEP meeting for a special education student with one of 13 qualifying disabilities that identifies how, where, when, who, and how much instruction and educationally related services are provided by the school as part of a free appropriate public education in the least restrictive environment (Zirkel, 2020).

**Individuals with Disabilities in Education Act (2004) Part B (IDEA)** is a federal law that mandates U.S. K–12 students, ages 3 to 22 years of age with one of 13 types of disabilities, receive special educational services in the least restrictive environment and requires transition planning for postsecondary goals starting at age 15 (Rowe et al., 2020).

**Least restrictive environment (LRE)** is a provision of IDEA (2004) that specifies how students with disabilities are educated in general education classes alongside nondisabled peers to the fullest extent possible (Zirkel, 2020).

**Students with significant disabilities** are those with physical, intellectual, social, emotional, or psychological impairments that complicate or inhibit daily living, requiring interventions to facilitate effective integration into society (Kart & Kart, 2021).

**Student in special education** is a person between 3 to 21 years of age in the United States who qualifies for special-education-related services by having one of 13 eligible disabilities and has an IEP (Gee, 2020).

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V)** is a reauthorization of existing legislation dating back over 100 years, focused on providing
educational opportunities for vocational skills development and career readiness training (Harvey et al., 2019).

*Transition plan* is a component of an IEP that identifies the postsecondary goals of the special education student, beginning at age 16, in the areas of education, vocation, and independent living (Swindlehurst & Berry, 2020).

*Vocational skills* are qualifications or abilities that enable people to gain and maintain employment—such as communication, computer, computation, critical thinking, and social skills (Fajaryati & Akhyar, 2020).

**Organization of the Study**

The All IN Pix study is explained in detail in the following chapters. In Chapter 2, I explore the state of disabilities in the world and the United States, disability history in the United States, the economic impact of having a disability globally and in the United States, educational practices for people with disabilities globally and in the United States, and the costs of exclusive and inclusive education globally and in the United States. Chapter 2 also includes a review of literature on disability studies of inclusive educational practices for people with disabilities and relevant research to date involving students with significant disabilities as participants. In Chapter 3, I explain the proposed methodology, participant selection, data collection and analysis, and additional study considerations. Chapter 4 includes the data analysis and findings discussion. In Chapter 5, I consider the relevance of the study findings and avenues for future research.

**Chapter Summary**

Education is necessary for employment in the 21st century job market (van Laar et al., 2020). Vocational education provides students access to training that emancipate the workforce
and provides economic prosperity to all who have the skills to join in (Abma et al., 2020; Coussens et al., 2020). Unfortunately, students with significant disabilities are excluded from general education classes that teach vocational skills (Abma et al., 2020; Coussens et al., 2020). Inclusive education is the law, established best practice, and economically prudent, yet barriers persist that keep students with significant disabilities from enrollment in general education courses (Cusick et al., 2020; Turnbull & Turnbull, 2020). The academic exclusion of students with significant disabilities denies all students the opportunity to learn in a setting that is dynamic, varied, and authentic to the real world (Giangreco, 2020; McLeskey et al., 2019). Teachers, administrators, and stakeholders—who have not experienced inclusion—could be hesitant, diffident, or obstructionists when it comes to general education placement for students with significant disabilities (Kauffman & Hornby, 2020). Multitude studies have examined the attitudinal, political, and practical aspects of inclusion in general education of students with significant needs from nearly all facets—except from the point of view of people with significant disabilities (Benedict, 2019; Cluley, 2016; Overmars-Marx et al., 2017). In the following chapter, I provide a historic context for disability education, real world examples of the power of inclusion and damage of exclusion and delve into the issues surrounding inclusion in research of students with significant disabilities.
Biases and stereotypes have perpetuated mistruths about people with significant
disabilities as incompetent, ill-equipped, or incapable of full inclusion in society (Agran et al.,
2020; Cantalamessa, 2019; Taylor & Balandin, 2020). Exclusionary educational practices have
relegated people with significant disabilities to the fringes of society (Agran et al., 2020;
Cantalamessa, 2019; Taylor & Balandin, 2020). In many parts of the world, people with
significant disabilities are not allowed to attend school, keeping them from developing the skills,
aptitudes, and social strategies necessary for employment (World Bank, 2021). Educational
exclusion results in economic oppression that keeps people with disabilities from full
participation in their communities (Disability Rights Education and Defense Fund, 2020;

In this chapter, I describe the state of people with significant disabilities globally and in
the United States, the consequences of exclusionary education practices, the benefits of inclusive
education, and the successes of inclusive education. I also explore the qualitative nature of the
All IN Pix Youth Participatory Action Research (YPAR) study and the application of critical
ethnography used to capture the lived experiences of people with significant disabilities and to
inform policy and practice in inclusive education.
Statement of the Problem

Inclusive education improves outcomes for all students (Ainscow, 2020; Cole et al., 2020; Pyaneandee, 2019). The U.S. Individuals with Disabilities Education Act (IDEA, 2004) requires students with disabilities to be educated in the least restrictive environment (Cole et al., 2020). Yet, in 2019, the 5% of U.S. students with significant disabilities were taught primarily outside general education classrooms—in the most restrictive environments (National Center for Education Statistics, 2021; Agran et al., 2020). Separate education settings cost more than three times as much as general education in California (Legislative Analyst’s Office, 2019; Connolly et al., 2019). Special education is expensive and increases due to additional fines, sanctions, and litigation from due process claims against individual school districts (Legislative Analyst’s Office, 2019; Connolly et al., 2019).

U.S. students with significant disabilities taught in segregated classrooms learn less rigorous content and leave high school without the skills to gain meaningful employment (Agran et al., 2020; Darling-Hammond et al., 2020). During the COVID-19 pandemic, students with significant disabilities, who already faced enormous educational hurdles, were sent home with little experience using the technology tools necessary to engage in distance learning (Fuentes et al., 2021; Organization for Economic Co-operation and Development (OECD), 2020). COVID-19 school closures and the change to distance learning led to lawsuits filed in multiple states, impacting multitudes of school districts. These lawsuits have mushroomed into class action lawsuits against school systems nationally (Cusick et al., 2021a; Kamenetz, 2020; OECD, 2020).
**Purpose Statement**

The purpose of the All IN Pix YPAR study was to explore the lived experiences of students with significant disabilities in their high school learning environment and to inform the policies and practices of inclusion to better facilitate academic integration.

**Significance**

Inclusion and experiential learning are well studied concepts, but few studies have explored the lived experiences of students with significant disabilities in a high school setting (Lehr, 2019; Taylor & Balandin, 2020). Students with significant disabilities are underrepresented in research because of the complexities involved with studying a vulnerable population, study design, research funding, and demand for data (Mietola et al., 2017; Office for Human Research Protections, 2021; Taylor & Balandin, 2020). Research study construction creates barriers to participation for people with significant disabilities by limiting their ability to provide feedback, participate physically, or to comprehend demands of the study (Mietola et al., 2017; Taylor & Balandin, 2020). The lack of social capital held by people with significant disabilities depletes economic support for studies, further diminishing the participation of people with significant disabilities in research (Mietola et al., 2017; Taylor & Balandin, 2020).

A few studies have included students with significant disabilities but not as the source of the data (Lehr, 2019; Zilli et al., 2019). Rather, most research studies have explored students with significant disabilities by collecting data from teachers, parents, and community members speaking for, or on behalf of, the individual with significant disabilities (Lehr, 2019; Zilli et al., 2019). The All IN Pix YPAR study became an effective mode for empowering severely disabled students in their education and research by developing a cooperative data collection protocol to explore their lived experiences (Ainscow, 2020; Messiou et al., 2020).
Students with significant disabilities deserve access to the full complement of educational offerings at their school on their terms so they can engage in learning with people from their community (Giangreco, 2020; McLeskey et al., 2019). As cooperative data collectors, students with significant disabilities took pictures of their experiences learning with peers in their community and identified ways to increase inclusive practices in general education classes using the art-based method known as photovoice. The All IN Pix YPAR study empowered students with significant disabilities to become agents of social change and to inform policy decisions on inclusive education in their community.

**Research Questions**

1. How did students with significant disabilities experience high school?

2. How, if at all, did the All IN Pix Gallery Exhibit impact those who work with students with significant disabilities in high school?

**Disability**

In 2020, disability afflicted 10% of the global population and could present in a multitude of ways (Disabled World, 2021). Disability ranges from mild to profound (European Union Agency for Fundamental Rights, 2015; Logsdon, 2019; World Health Organization, 2021). The amount one’s afflictions interfere with daily life determines the level of impairment, resulting in a continuum of disability levels and degrees (European Union Agency for Fundamental Rights, 2015; Logsdon, 2019; World Health Organization, 2021). Some people with disabilities require assistance to complete daily living tasks due to physical, mental, psychological, or emotional ailments (European Union Agency for Fundamental Rights, 2015; Logsdon, 2019; World Health Organization, 2021).

Although there are many types, forms, and levels of ability, all disabilities are associated with economic insecurity, higher unemployment, and unmet healthcare needs (Logsdon, 2019;
People with disabilities experience escalated levels of poverty, violence, and exploitation due to dependence on others for transportation, daily care, and restricted access to outside resources (Logsdon, 2019; United Nations, n.d.; World Health Organization, 2021). Compounding the dependence of disabled people is their limited ability to participate in choices made on their behalf (Agran et al., 2020; Taylor & Balandin, 2020). These socioeconomic factors lead to increased exclusion, as people with disabilities are left out of choices concerning their healthcare, employment, and education (Agran et al., 2020; Taylor & Balandin, 2020).

**Social Exclusion**

Social exclusion of people with disabilities happens globally (Logsdon, 2019; United Nations, 2020; World Health Organization, 2021). The largest minority group in the world, people with disabilities have historically experienced systematic marginalization and indifference for their basic human rights (Disability Rights Education and Defense Fund, 2020; National Consortium on Leadership and Disability for Youth, 2020; Nielsen, 2019). Developed countries had over 8% of the known population of people with disabilities in 2020 (World Bank, 2021). Developed countries have systems and social institutions—such as healthcare, education, and laws—designed to identify disabled populations (U.N. Department of Economic and Social Affairs, 2019).

Conversely, in other countries, having a disability is stigmatized (Nyangweso, 2018; McConkey et al., 2016). Infanticide, higher rates of mortality, and higher incidents of both sexual and physical violence have been reported for disabled people, particularly females (Nyangweso, 2018; McConkey et al., 2016). In developing countries, in 2020, 90% of children with disabilities were not attending school (Disabled World, 2021). The lack of social inclusion
increases the vulnerability of people with significant disabilities to victimization by others (Nyangweso, 2018; Enang et al., 2019).

Adverse social conditions result in underreporting of disabilities globally (Maart et al., 2019). Multiple manifestations of disability and categories of disabilities, inconsistent terminology, variations, and different sub and associated disability groups result in presumed underreporting of global disability populations (Disability Rights Education and Defense Fund, 2020; Maart et al., 2019; Morese et al., 2019). Inaccurate counts of disabled populations contribute to the social exclusion of people with disabilities by limiting government funding, access to school, or healthcare (Maart et al., 2019). Social exclusion creates a shadow population outside the mainstream culture, preventing full inclusion in their society (Maart et al., 2019).

According to the United Nations (2019), institutionalized social exclusion results in “economic, political, social and cultural [inequity]” (p. 18). People with a disability experience inequity at the “individual, household, group, community, country, and global level” (Kharas et al., 2020, p. 132). People with disabilities experience negative social, economic, and physiological consequences that impact personal health and wellbeing (Logsdon, 2019; United Nations, 2020; World Health Organization, 2021). Globally, people with disabilities are socially excluded with minimal safeguards (Benedict, 2019; Cho et al., 2019). Worldwide, 18% of countries afford constitutional provisions to protect the human rights of people with disabilities (Disabled World, 2020; Wescott et al., 2021). Fourteen percent of countries provide civil protections for people with disabilities—such as discrimination protections in employment, education, and healthcare (Disabled World, 2020; Wescott et al., 2021). Equal employment policies are the most prevalent, with 58% of countries providing discrimination and employment
protections for people with disabilities (Disabled World, 2020; Wescott et al., 2021). Typically, when the plight of disabled people is addressed to varying degrees, disabled issues become minimized and marginalized (Benedict, 2019; Cho et al., 2019; Disabled World, 2020; Wescott et al., 2021).

The social exclusion of people with disabilities results in endemic poverty across the globe (Morris & Zaidi, 2020; Samuel et al., 2017; U.N. Department of Economic and Social Affairs, 2019). People with disabilities live below the international poverty line in much of the world (Park & Nam, 2019; Pinilla-Roncancio & Alkire, 2020; U.N. Department of Economic and Social Affairs, 2019). In general, having a disability reduces quality of life through depressed living conditions and increased living costs for the individual and their household (Park & Nam, 2019; Pinilla-Roncancio, 2018; U.N. Department of Economic and Social Affairs, 2019). The combination of reduced income, depressed living conditions, and higher costs of living contributes to the multidimensional poverty that afflicts people with disabilities disproportionately (Morris & Zaidi, 2020; Pinilla-Roncancio, 2018; U.N. Department of Economic and Social Affairs, 2019).

People with disabilities are poorer in affluent countries, facing poverty at higher levels than people living in developing and under-developed countries (Pinilla-Roncancio et al., 2020; U.N. Department of Economic and Social Affairs, 2019). People with the most significant disabilities face the most extreme effects of multidimensional poverty (Banks et al., 2021; Vu et al., 2020). For example, people in Australia with significant disabilities must increase their earnings by 102% to meet the minimum standard of living (Banks et al., 2021; Vu et al., 2020). Multidimensional poverty is exacerbated in the 156 countries that do not provide non-work-
related social protection programs for people with disabilities (U.N. Department of Economic and Social Affairs, 2019).

**Disability in the United States**

In the United States, one in four people had a disability in 2020 (Centers for Disease Control and Prevention, 2020). In 2019, in California, one in 10 people had a disability, compared to the one in seven people who had a disability in the world (Disabled World, 2020; World Bank, 2021). In the United States, people with disabilities continue to face barriers that prevent full inclusion into society (United Nations, 2020). The path to equality in the United States mirrors the global trend that started in the 1700s and continues today through legislative measures designed to mandate inclusion (Disability Rights Education and Defense Fund, 2020; National Consortium on Leadership and Disability for Youth, 2020; Nielsen, 2019). The inadequacies of mandated inclusion are most prevalent during times of instability. During the COVID-19 pandemic in 2020, the United Kingdom initiated a do-not-resuscitate order nationally for people with learning disabilities, leading to a 30% increase in deaths (Fuentes et al., 2021; Heslop et al., 2021; Tapper, 2021). Likewise, in the United States, more than 80% of practicing doctors surveyed felt “people with significant disability have worse quality of life than disabled people” (Iezzoni et al., 2021, p. 297).

**U.S. Disability History**

The turbulent history of disability in the United States speaks to the systemic injustices imposed on generations of Americans with disabilities (Disability Rights Education and Defense Fund, 2020; National Consortium on Leadership and Disability for Youth, 2020; Nielsen, 2019). Sterilization laws are stark examples of sanctioned atrocities that compelled sterilizations of disabled people considered imbeciles, idiots, and feebleminded (Conrad, 2018; Welch, 2019).
Indiana’s sterilization law was enacted in 1907, and the practice was deemed constitutional in 1927 by the U.S. Supreme Court in *Buck v. Bell* (1927). In *Buck v. Bell*, Carrie Buck was forcibly sterilized due to her mother and child also being imbeciles. Buck lost her case, arguing her 8th and 14th Amendment rights were impeded by the 1924 Virginia Eugenical Sterilization Act (Pasley, 2019). The *Buck v. Bell* case resulted in laws being enacted in 32 states and the sterilization of over 60,000 people into the 1970s (Schultz & Vile, 2005; Reiter, 2021; Stern, 2021).

California’s eugenics program ran from 1909 until 1979, resulting in the sterilization of over 20,000 people prior to 1964. Of those, nearly “60% were considered mentally ill, and more than 35% were considered mentally deficient” (Stern, 2005, p. 1129). California was the most prolific in sterilizations, comprising a third of all performed in the United States (Jindia, 2020; Morris, 2021; C. Williams, 2020). The U.S. eugenics sterilization model was so effective the Nazi Third Reich’s 1933 Law for the Prevention of Offspring with Hereditary Diseases was crafted from it (Jindia, 2020; Morris, 2021; C. Williams, 2020).

In addition to eugenics laws, U.S. cities and states enacted civil codes and laws to keep disabled people from interacting in society (Appleman; 2018). For example, “ugly laws” promoted incarceration of people based on appearance or actions resulting from their disability (Disability Rights Education and Defense Fund, 2020; National Consortium on Leadership and Disability for Youth, 2020; Nielsen, 2019). Disabled Americans and their advocates, like Franklin Delano Roosevelt, fought for justice, which led to the final repeal of ugly laws in 1974, 11 years after the Developmental Disabilities Assistance and Bill of Rights Act (Administration for Community Living; n.d.; Disability Rights Education and Defense Fund, 2020; Nielsen, 2019). The Americans with Disabilities Act (1975), passed the following year, made it a crime to
discriminate against people with disabilities (Disability Rights Education and Defense Fund, 2020; National Consortium on Leadership and Disability for Youth, 2020; Nielsen, 2019). Despite these legal mandates, people with disabilities continue to experience systemic “long-standing barriers, long before the pandemic, ableist biases and negative attitudes toward disability” (Iezzoni et al., 2021, p. 297). Biases toward people with disabilities continues into the 21st century (Iezzoni et al., 2021).

**U.S. Disability Costs**

In the United States, the Social Security Supplemental Security Income (SSI) program pays monthly benefits to people with documented disabilities who meet income requirements (Romig & Washington, 2021; American Academy of Pediatrics, 2008). To qualify for SSI, a newly disabled adult needs to be an unwed citizen who has paid enough into the system through years of work (Social Security Administration, n.d.-a). Children with significant disabilities also qualify for monthly benefits if they are blind or have had multiple disabilities that interfere with daily living for a year or more (Social Security Administration, n.d.-c). Over 10 million people received a benefit in this program in 2020 (Social Security Administration, n.d.-b). In 2019, disabled workers comprised just over 14% of the allotment amounting to a $1,258 monthly benefit (Social Security Administration, n.d.-c). However, the closing of Social Security Administration field offices between 2014–2016 resulted in a 13% reduction in benefit applications where the closures occurred (Deshpande & Li, 2019). The loss of federal assistance is magnified by the rising cost of living in the United States, inflated health care and housing costs, and cultural and ethnic biases that inhibit participation in the workforce (American Bar Association, n.d.; Cusick et al., 2021b). In 2020, the COVID-19 global pandemic, further compounded the plight of disabled Americans as people with disabilities were often unemployed.
and depended on family caregivers or local school meals to supplement SSI assistance (Fuentes et al., 2021; Musumeci & Orgera, 2021; OECD, 2020).

**Educational Exclusion**

Social exclusion begins in school and is exacerbated by the economic distress experienced by people with disabilities (U.N. Department of Economic and Social Affairs, 2019). Separate classes is a practice that keeps people with disabilities outside general education settings (Disabled World, 2020; United Nations, 2020). The consequence of educational exclusion is that people seldom see disability in their community, thus people with disabilities envision themselves in their community in exclusive ways (Kunt, 2020; Bastart et al., 2021). Students come of age in a system that treats people with disabilities differently by keeping the students with significant disabilities separated from their general education peers (Benedict, 2019; Cho et al., 2019).

Educational exclusion arose from institutional infrastructure that prohibited entry into the community physically, cognitively, and emotionally (Benedict, 2019; Cho et al., 2019). Educational exclusion perpetuates endemic inequities, as people with disabilities receive a different and often unequal education away from same-age peers (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019). Educational exclusion leads to too many people with disabilities living their lives ill-equipped to engage in gainful employment (Domin et al., 2020; Kurth et al., 2019). In 2020, nearly eight of 10 disabled adults in the United States were outside the workforce, meaning they were not looking for work and had not worked in over 6 months (U.S. Bureau of Labor Statistics, 2021b). Those who had jobs were under employed and made less than nondisabled peers (U.S. Bureau of Labor Statistics, 2021b). Exclusion from the workforce results in lower quality of life, less access to healthcare, limited social safety nets,
and lax communal ties that further marginalize people with disabilities (U.N. Department of Economic and Social Affairs, 2020).

The economic, emotional, and empathetic call to action put forth by the UN Global Equity and Participation of Disabled Convention of 1982, and the ongoing UN Convention on the Rights of Persons with Disabilities (2006), implored communities to include people with disabilities in society (European Union Agency for Fundamental Rights, 2015; U.N. Department of Economic and Social Affairs, 2020). The UN considers disability rights a human rights issue that demands sustained global attention (European Union Agency for Fundamental Rights, 2015; U.N. Department of Economic and Social Affairs, 2020). The UN’s goal is to change the view of people with disabilities from “objects” that require facilitation into “subjects” who are cooperative partners in their life choices (Sabbata, 2020). As advocates of their own future, people with disabilities need to be allowed access to educational experiences that enable them to make the most informed choices possible (European Union Agency for Fundamental Rights, 2015; U.N. Department of Economic and Social Affairs, 2020). Exclusive education denies students the ability to envision a future in an integrated, communal environment (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019).

Social biases perpetuate the teaching of disabled students in exclusive settings through myths and mistruths about what people with disabilities want and what is considered best practice (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019). Teachers who have little experience with disabled individuals often feel intimidated, overwhelmed, or unprepared to meet the diverse needs of all students (Hergott, 2020). Likewise, students and parents who are accustomed to the general education inclusive environment may
worry the expectations will be too much, peers will be cruel, or the students will be stigmatized for having a disability (Hergott, 2020).

The misconceptions of how people with significant disabilities can be successful in a general education classroom correlate to the lax understanding of how many students with significant disabilities are educated in separate settings due to inconsistent reporting measures (Lehr, 2019). In developing countries, 90% of children with significant disabilities are excluded from school (Disabled World, 2020; Secretariat et al., 2016). In the countries where youth with significant disabilities may attend school, 12% do so in separate schools (Disabled World, 2020; United Nations, 2020).

**U.S. Educational Exclusion**

In the United States, in 2018, 5% of students with disabilities attended nonpublic schools or home hospital settings (Agran et al., 2020). That same year, students with disabilities who spent most of their day in general education classes in a public school still spent 36% of their day outside the general education setting (National Center for Education Statistics, 2021). The more profound the disability, the more time the child spent outside general education (Agran et al., 2020; Kurth et al., 2019). In 2019, 13% of all students with disabilities spent 40% or more of their school day in special education classrooms, compared to the 48.5% of students with intellectual disabilities who spent more than 60% of their day in special education settings (National Center for Education Statistics, 2021).

The term *general education setting* is not synonymous with general education classes. The individualized education plan general education setting includes the lunch period, passing periods, or the bus rides to and from school with general education peers (Center for Parent Information and Resources, n.d.; Wrightslaw, n.d.). In California, where this study occurred,
20% of students with disabilities are taught in separate settings (Legislative Analyst’s Office, 2019). Likewise, this study was conducted in a suburb of Sacramento, California, where a local school district was involved in a class action lawsuit that asserted 50% of students with disabilities were taught in separate classrooms (Koran, 2019). The educational exclusion inherent in the United States, in California, and the Sacramento region reflects ill-informed decision making by policy administrators, educators, and parents about the value and benefit of inclusion (Cosier et al., 2020).

**Disability Education Policy in the United States**

The Individuals with Disabilities Education Act (IDEA 2004) “guaranteed a free, appropriate, public education for all children with disabilities in the least restrictive environment” (Agran et al., 2020, p. 6). Those 16 words are the heart of inclusive education, when students with disabilities learn in the same setting with grade level peers (Agran et al., 2020; Demartino & Specht, 2018; Kurth et al., 2019). The least restrictive environment is synonymous with inclusion in a general education classroom (Agran et al., 2020; Demartino & Specht, 2018). Children are only to be removed from general education when the student’s disability was so profound it interrupted and impedes learning while in a class with peers (Kurth et al., 2019; Zirkel, 2020). Instead, students with significant disabilities are excluded from general education, keeping them from developing relationships and strategies for working with nondisabled people regularly (Kurth et al., 2019; Zirkel, 2020). In 2018, 40% of students with significant mental impairment or compounded impairments were taught in exclusive settings (National Center for Education Statistics, 2021). Yet, this estimate from the U.S. Department of Education’s (2018) 40th Annual Report to Congress on the Implementation of IDEA was most likely incomplete (Agran et al., 2020; Kurth et al., 2019). The United States has no consistent
data tracking or reporting policies for school districts regarding students with disabilities and how much time they spend outside general education settings (Agran et al., 2020; Kurth et al., 2019).

**California Educational Exclusion**

In California, inclusion depends on who students are and where they live (Brock, 2018; Brock et al., 2015; Cosier et al., 2020). Students in wealthier, Whiter school districts learn in more inclusive classrooms than students in poorer, more ethnically diverse districts, particularly among Black disabled student populations (Brock, 2018; Brock et al., 2015; Cosier et al., 2020). In California school districts that serve low socioeconomic schools, Black students with disabilities are more often excluded from general education, just as the class action lawsuit against the Sacramento area school district alleges (Cosier et al., 2020).

**Educational Exclusion Litigation**

Legal action is a powerful tool for working to clarify expectations of inclusion. In the United States, in 2020, the average single due-process complaint cost at least $50,000 per case (Jacobson, 2020; ReOpen Class, 2021). By May of 2020, 75% of school districts in the United States had at least one complaint (Jacobson, 2020; ReOpen Class, 2021). A 2018 ruling by the U.S. Supreme Court found students with disabilities were entitled to “an appropriately ambitious educational program designed to meet challenging objectives that must take into account each student’s potential for growth” (Agran et al., 2020, p. 6; Wehmeyer, 2020; Zirkel, 2020). The court cited well-documented consequences of separate education settings such as (a) insufficient academic rigor, (b) implicit implication of difference, and (c) inherent lack of growth when surrounded by only disabled peers (Agran et al., 2020; Wehmeyer, 2020; Zirkel, 2020). These legal mandates have helped changed practice and policy at district levels but have not necessarily
changed the attitudes of school administrators, teachers, or parents (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019).

Compelled inclusion places students with disabilities in classes to meet federal guidelines (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019). Schools place students with disabilities in general education classes, but the students do not fully participate or learn (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019). Placement in the general education classroom alone does not result in educational equity because often students with disabilities are taught a different set of lessons and are not included in larger group learning (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019). These integrated—but not included—practices arose from educators’ attitudes that disabled students increase the workload, feel incapable or intimidated by instruction, or are incapable of learning (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019). School culture and administration all contribute to the compelled inclusive practices that allow students a chair in the room but not a part in the lesson (Agran et al., 2020; Alzahrani, 2020; Gregory, 2018; Kurth et al., 2019; Lehr, 2019). Parents sabotage their child’s learning when they fear general education is incapable of teaching their unique child, worry about bullying or safety issues, and choose instead self-contained classroom placements (Alzahrani, 2020; Gregory, 2018).

**Cost of Educational Exclusion**

Fears and falsehoods that prevent students from inclusive class settings have driven education costs up, putting many districts in financial peril. In 2018, the cost of education of a student with disabilities nationally was $16,921, or 44% more than a general education student due to extra costs associated with separate settings and increased provider costs (National Center
Furthermore, schools are consistently failing to provide adequate education for special education students, with only 38% of U.S. states and territories meeting federal special education expectations defined in IDEA (2004; Hussar et al., 2020). Despite the known inflated costs of educating students with disabilities, the federal government has never made the investment required by the Disabled Children’s Education Act (1975) or IDEA (2004), providing only 13% of the promised 40% of funding in 2020 (Arundel, 2020). The failure to fully fund IDEA forced $24 billion in costs to states in the 2020 school year (Exceptional Children, n.d.).

Insufficient federal funding is compounded by sanctions and fines imposed by state and federal oversight (Isensee, 2021; ReOpen Class, 2021). In California, $13 billion is spent annually on special education (Legislative Analyst’s Office, 2019). In 2019, special education cost almost 35% more per student in California (Legislative Analyst’s Office, 2019). Yet, the fear of litigation due to the COVID school closures led California to provide an additional $10.5 million to local school districts to offset dispute complaint costs (California Department of Education, n.d.-a). Exclusive education is costly, particularly in California, although around the world evidence shows inclusive education is both more effective and economic.

**Inclusion Economics**

Inclusion education is affordable and raises the economic output of countries and communities that adopt it (Hayes, & Bulat, 2017; Johnstone et al., 2018). Students learn in the same environments, learn the same content, and make greater gains in inclusive classrooms that reduce overall education expenses (Hayes, & Bulat, 2017; Johnstone et al., 2018; Molina Roldán et al., 2021). Inclusive education is between twice and three times more profitable than investments made to nondisabled people (Hayes & Bulat, 2017; Lamichhane, 2015).
developing countries, inclusive practices reduce education costs by 41% (Sibanda, 2018). In 2011, Finland’s model inclusive education system for students with disabilities was revamped to create completely inclusive schools with no options for segregated learning (Eurydice, 2019; Hakala, & Leivo, 2017; Weale, 2019; Wolff et al., 2021). Since 2015, Finland has reduced disability unemployment by 30% while increasing positive attitudes about people with disabilities by 80% nationally (Eurydice, 2019; The Nomad Today, 2019;). Unfortunately, Finland is an exception; implicit and explicit biases continued to foster a socially exclusive environment for people with disabilities.

**Disability Research**

The fear, stigma, and mistruths surrounding disability education are also found in disability research (Anti-Defamation League, n.d.; Gallegos, 2021; Taylor & Balandin, 2020). Historical research approaches, prior to Oliver (1992), considered disability an oddity observed for the sake of understanding a disease or attribute but not how the individual experienced the disability (Zilli et al., 2019). Oliver (1992) proposed research had not advanced or benefited people with disabilities by (a) excluding their perspectives from research, (b) not using studies to advance the cause of people with disabilities, and (c) disenfranchising disabled populations politically (Zilli et al., 2019). Oliver (1992) asserted emancipatory research approaches provide disabled populations a voice in the issues that most impact their lives (Zilli et al., 2019).

Although research has been used to examine a wide range of disabilities and degrees of impairment, there have been few studies that concentrate on people with significant disabilities who are often classified as severely or profoundly disabled (Horner-Johnson & Bailey, 2013; Lehr, 2019; Taylor & Balandin, 2020). The total number of people in the world who have significant disabilities is low, resulting in this being an understudied population due to
insufficient social capital (Horner-Johnson & Bailey, 2013; Lehr, 2019; Taylor & Balandin, 2020). The lack of influence of severely disabled populations is compounded by the propensity for exploitation of a population that is vulnerable, resulting in tight oversight of all studies involving people with significant disabilities (Horner-Johnson & Bailey, 2013; Office for Human Research Protections, 2021; Lehr, 2019; Taylor & Balandin, 2020). Study oversight ensures the study design, methodology, and protocols are nonthreatening and free of harm (Horner-Johnson & Bailey, 2013; Lehr, 2019; Taylor & Balandin, 2020).

Disability Excluded from Research

The theoretical framework of many studies has resulted in the disenfranchisement of people with significant disabilities by focusing on elements of the disability problem detached from the individual at the center of the issues (Goodley, 2014; Mietola et al., 2017; Taylor & Balandin, 2020). Some studies have employed economic theoretical lenses to study marginalized people with significant disabilities who were typically outside the workforce and living below the poverty line (Mietola et al., 2017; Taylor & Balandin, 2020). Studies that examined social constructs have overlooked people with disabilities from a social, historical or cultural perspective due to participants being marginalized in society (Goodley, 2014; Mietola et al., 2017). Sociological studies have examined how disabled people have been excluded from social, economic, political, and cultural participation rather than how to increase participation of people with significant disabilities (Mietola et al., 2017; Taylor & Balandin, 2020). In addition to theoretical frameworks that excluded people with significant disabilities from research, study designs often created barriers to participation (Cluley, 2016; Lehr, 2019; Zilli et al., 2019).

Study designs limit participation for people with significant disabilities when the study type or data collection practices inhibit inclusion (Cluley, 2016; Lehr, 2019; Zilli et al., 2019).
Due to the need for minimal performance requirements, people who have difficulty with cognition, communication, or travel are frequently excluded from studies that require verbal or physical inputs (Taylor & Balandin, 2020). According to Cluley (2016), a “functional level of cognitive capacities” (p. 45) is needed to be a part of an interview, focus group, life history, oral history, or autobiography when a person with significant disabilities was the subject of inquiry. Study design can overcome these concerns, but only if people are able to agree to participate in a study (Horner-Johnson & Bailey, 2013; Taylor & Balandin, 2020).

**Consent Capacity**

The ability of the individual to give informed consent poses another barrier to inclusion in research for people with significant disabilities (Horner-Johnson & Bailey, 2013; Taylor & Balandin, 2020). The nature of an individual’s disability is frequently considered an excluding factor in terms of obtaining informed consent, especially from people with cognitive and adaptive limitations that make obtaining such permission complicated (Kurth et al., 2019; McCormack et al., 2019; Zilli et al., 2019). The ability to agree to participate in research is known as consent capacity and must be demonstrated through all research but is of considerable concern when studying populations deemed vulnerable by the 1991 Federal Policy for Protection of Human Subjects (Appelbaum, 2007; Gartel et al., 2020; McCormack et al., 2019; Office for Human Research Protections, 2021).

As part of the established common rule governing research studies, individuals involved in research must be able to demonstrate they comprehend the important components of a study’s goals, purpose, and methods, and understand consequences of participation and how to opt out if needed (Horner-Johnson & Bailey, 2013; Taylor & Balandin, 2020). People with significant disabilities have been excluded from research due to the perception they are incapable of
providing such consent employing traditional methods (Horner-Johnson & Bailey, 2013; Taylor & Balandin, 2020). For example, people who use augmented and alternative communication devices, such as picture exchange communication boards or tablets that voice words for the individual, have been perceived as not being able to give informed consent using the same tools as other participants and, therefore, not able to join a focus group discussion due to their speech limitations (Dee-Price, 2020; Taylor & Balandin, 2020).

**Research Limitations**

The selection processes of inclusive research result in studies that are unrepresentative of all people with disabilities due to the exclusion of people with impairments that extensively interfere with daily living (Cluley, 2016; Coussens et al., 2020; Hergenrather, 2009). Another limitation of disability studies is the tendency to focus on a single diagnosis, such as autism or intellectual disability, rather than a homogeneous sample of disability across the spectrum of causes and levels of impairment (Cluley, 2016; Coussens et al., 2020; Mietola et al., 2017). The focus on a single type of disability is problematic when the findings generalize to include all disabled people (Cluley, 2016; Coussens et al., 2020; Mietola et al., 2017).

**Cooperative Research**

The lack of input from people with significant disabilities in research is gaining attention and continues to be an under-investigated area of study (Coussens et al., 2020; Rios et al., 2016; National Center for Learning Disabilities, 2020; Taylor & Balandin, 2020). Studies of people with significant disabilities are mostly qualitative in nature, with ethnography, phenomenology, and case studies being the most employed research designs (Ciolan & Manasia, 2017; Hergenrather, 2009). Ethnography was advocated by Atkinson (2015) as the “most ethical form of research” (p. 172) involving people with significant disabilities due to the focus on the lived
experiences of the subject. Atkinson (2015) described the ethnographer’s fieldwork component as documenting the many facets of the subject’s experiences and interpreting these experiences through the lens of social equity. The use of qualitative study methodologies (e.g., photovoice, case study, and phenomenology to capture the lived experiences of people with significant disabilities) is a significant step in inclusive research (Ciolan & Manasia, 2017; Hergenrather, 2009). Yet, studies featuring the authentic and unique voices of people with significant disabilities are still limited (Coussens et al., 2020; Rios et al., 2016; National Center for Learning Disabilities, 2020; Taylor & Balandin, 2020).

Cooperative research practices attempt to overcome the complexities of studying people with significant disabilities through the inclusion of the individual in the development of protocols, data collection practices, and interpretation of findings (Kunt, 2020; Taylor & Balandin, 2020). Study authors facilitate participation by crafting their studies to meet the unique needs of the individual or group of people co-researching a topic (Cluley, 2016; Hergenrather, 2009; Kunt, 2020; Stack & Wang, 2018). In cooperative studies, people with significant disabilities are empowered to share their individual experience as the subject of research (Cluley, 2016; Hergenrather, 2009; Kunt, 2020; Stack & Wang, 2018). It is the first person, lived experience data collection that make many of the studies involving people with significant disabilities qualitative by design (Kunt, 2020; Stack & Wang, 2018). The inclusion of people with significant disabilities as coresearchers is a means of equalizing the power distribution between the researcher and the studied (Cluley, 2016; Hergenrather, 2009; Kunt, 2020; Stack & Wang, 2018).
Cooperative Research Criticism

Critics of cooperative study designs argue participation requires a level of both mental and physical ability that inherently excludes people with significant disabilities (Cluley, 2016; Taylor & Balandin, 2020). Participants need a level of functioning conducive to participation resulting in the subjects of studies infrequently being people with the most profound impairments (Cluley, 2016; Mietola et al., 2017; Stack & Wang, 2018). The choice to omit people who are nonverbal or people with significant cognitive limitations undermines the inclusiveness of cooperative research models, further disempowering those people (Cluley, 2016; Taylor & Balandin, 2020).

Another criticism comes from attempts to include people with significant disabilities through unproven techniques that fail to accurately capture the authentic experiences of those studied by focusing on the method rather than the results (Coussens et al., 2020; Mietola et al., 2017; Oliver, 1990). In these studies, cooperative research objectives are unclear and lead to little social change for people with significant disabilities (Coussens et al., 2020; Mietola et al., 2017; Oliver, 1990). When studies have a social justice emphasis—yet participation of people with significant disabilities is minimized—it delegitimizes cooperative research principles (Coussens et al., 2020; Mietola et al., 2017; Oliver, 1990). The challenges to including people with significant disabilities in cooperative research results in the tendency to generalize findings of an individual inquiry to larger groups outside those studied (Hergenrather, 2009). Criticism of cooperative research results in study practices that work to reduce exclusion and increase social capital for people with significant disabilities (Kunt, 2020; Taylor & Balandin, 2020).
Effective cooperative research studies work with people with significant disabilities as co-creators by designing study methods and instruments that are conducive to the needs of participants (Kunt, 2020; Taylor & Balandin, 2020). Photovoice is one of the experimental techniques that has gained validation as both a study method and data collection tool that uses photographs to include disenfranchised groups in research (Aamlid & Brownfield, 2019; Abma et al., 2020; Wang & Burris, 1997). Mediated photovoice is an agile research methodology Overmars-Marx (2017) refined into “guided photovoice” (p. 98) to increase participation of 14 students with significant disabilities in a cooperative research study. In the Overmars-Marx (2017) study, students were accompanied as they took pictures to aid in using the camera, gaining permission from people in pictures, and collecting field notes of the ambient environment of the photos. The research assistant’s field notes were later used to flesh out the experience of the photos, prompt recall for discussion, and provide context not possible otherwise given the participant’s limitations (Overmars-Marx et al., 2017). As Whitney (2006), Cluley (2016), Overmars-Marx (2017), and Benedict (2019) demonstrated, the photovoice method effectively includes people with significant disabilities in cooperative research by overcoming the obstacles imposed by impairments. All these studies were qualitative with small samples sizes, but only two focused on students in a high school setting (Cluley, 2016; Overmars-Marx et al., 2017; Whitney, 2006).

Benedict (2019) used photovoice in a larger mixed-methods study to explore inclusive education. Five students with identified disabilities participated as photo researchers from a comprehensive high school in the Seattle, Washington, area. An additional 53 students were recruited from the same school to complete a survey, 12 of whom indicated they were disabled.
The images of the photovoice indicated inclusion is viewed differently from the perspective of those most impaired, a difference echoed in the survey analysis. The survey results indicated students without disabilities felt the campus was inclusive, which differed greatly from those who identified as having a disability. Students with disabilities expressed the awkwardness of their experience on campus surrounded by people who treat them differently by “implicitly, or explicitly, perpetuated biases” (Benedict, 2019, p. 22). The need for inclusive practices that look beyond their individual needs was evident in the photovoice images from the students with significant disabilities. The study takeaway was that more research must be done to enable people with significant disabilities authentic participation in their own education as a means of facilitating immediate and longitudinal change.

**YPAR Theoretical Framework**

The All IN Pix study used a YPAR research design employed by Whitney (2006), Cluley (2016), Overmars-Marx (2017), and Benedict (2019). I enlisted minor participants to develop, implement, and interpret the study results (Abma et al., 2020; Budig et al., 2018; Harper et al., 2017). The YPAR methodology was derived from Paulo Freire’s empowerment education theory, which emphasizes that people must be made aware of their situation and alerted to the causes so they can initiate social reform in their community (Benedict, 2019; Freire & Ramos, 1970; Galletta & Torre, 2019; Kunt, 2020). Freire’s banking concept of education challenged the established power paradigm in the classroom by highlighting the learner rather than the learning to increase the social capital of disenfranchised groups (Aamlid & Brownfield, 2019; Abma et al., 2020; Freire & Ramos, 1970).
Empowerment Education Theory

Freire & Ramos’s *Pedagogy of the Oppressed* (1970) derived from his experience as an educator of former slaves in Brazil in the mid-20th century (Aamlid & Brownfield, 2019; Kunt, 2020; Rivers, 2020). Freire’s critical pedagogy, the empowerment education theory, addressed institutionalized power imbalances through educational approaches that foster equilibrium as opposed to practices of wielding power or influence (Aamlid & Brownfield, 2019; Abma et al., 2020; Freire & Ramos, 1970; Rivers, 2020). Over time, Freire came to realize institutionalized inequities are both overt and internal factors that prevent people from exercising autonomy even when educated—if they have not been taught critical thinking and metacognition skills (Freire & Ramos, 1970; Rivers, 2020).

Critical Disability Theory

Empowerment education theory was a precursor to critical disability theory. Both theories share a focus on humanizing oppressed people and emancipating people from the social, cultural, emotional, and physical barriers that prevent equality (Hotchkiss, 2016; Rivers, 2020). Critical disability theory is used to transform inequities that keep people with disabilities from being fully assimilated into society (Abma et al., 2020; Wang & Burris, 1997). Integration of people with disabilities in research results in personal empowerment and social advocacy that comes from awareness of one’s ability to exert influence over their life and improve the situation (Abma et al., 2020; Wang & Burris, 1997).

Social Model of Disability

The social model of disability is a hybrid of critical disability theory that uses participatory action research to create personal, political, and policy reform in one’s community by making the person with disabilities the vehicle for change (Abma et al., 2020; Arstein-
Kerslake et al., 2019; Kunt, 2020;). People with disabilities are uniquely positioned to understand their need for change and have the most powerful voices in the fight for change, according to the United Nations Convention on the Rights of Persons with Disabilities (Arstein-Kerslake et al., 2019; Taylor & Balandin, 2020; United Nations, 2006).

**Student Empowerment**

The United Nations’ assertions that people with disabilities are their own best advocates was echoed in the Individuals with Disabilities in Education Act (IDEA, 2004) that requires all students with disabilities over 16 years age to have a transition plan they help create (IRIS Center, n.d.; United Nations, n.d.). Self-advocacy, self-determination, self-awareness, and self-control are all aspects of adult transition planning that helps students identify the life they want to live and make choices to enact the future they envision (National Center on Secondary Education and Transition, n.d.). As a required component of a student’s individualized education plan, the transition plan requires students with disabilities to (a) learn how to act on their own behalf, (b) make choices to guide their future, and (c) recognize their role in advocating for change in their world (National Center on Secondary Education and Transition, n.d..). A vital component of the transition curriculum for students with disabilities is learning how to use problem solving skills, meta-cognition skills, and critical thinking skills to identify aspects of their life they want to exert control over and then to devise a path forward (U.S. Department of Education, 2017, p. 38). The shift from teacher- or caregiver-centered decision making to student-centered is a key aspect of successfully transitioning from adolescence to adulthood (U.S. Department of Education, 2017).

The transition period for people with disabilities can be fraught with pitfalls and barriers that kept them from fully assimilating into adulthood and independence (Ventura & Collins,
Although increased autonomy and independence may be desired, the social and emotional ramifications cause some students with disabilities to experience increased anxiety, frustration, or depression that must be mitigated. Social emotional learning practices help teach students how to (a) regulate their emotions, (b) identify healthy ways to express anger or disappointment, and (c) navigate the complex social and emotional aspects of coming of age in the United States with a disability (U.S. Department of Education, 2017, p. 35). The infusion of a multitiered system of support from a positive behavior intervention program and explicit instruction of mindfulness techniques help ease student concerns over their increased role in deciding their own future path. Likewise, participation in courses that are self-selected and of interest to the student is a vital step in their transitioning into adulthood.

**Chapter Summary**

Inclusion is an evidence-based education practice that changes communities and increases income equality for people with significant disabilities (Benstead, 2019; Gregory, 2018; Kurth et al., 2019). Although inclusion is well researched, few studies feature people with significant disabilities as the subject of the study and the instrument of research (Hergenrather, 2009; Horner-Johnson & Bailey, 2013; Lehr, 2019; Taylor & Balandin, 2020). Action research uses participant researchers to collect data and help interpret findings as a means of informing policy and practice (Aamlid & Brownfield, 2019; Zilli et al., 2019). One method, photovoice, is a methodology that empowers marginalized groups using participant photography to identify social and political issues that need reformation (Cho et al., 2019; Kor & Lim., 2020; Kunt, 2020). The All IN Pix YPAR study provides insight into how students with significant disabilities experience their high school learning environment. Students with significant disabilities, as agents of data collection, identified the places, practices, and policies that
correlated to their view of inclusion to inform education reform. The insights collected from the All IN Pix YPAR study can be used to promote inclusive practices. In Chapter 3, I describe the methods that guided this study.
CHAPTER 3: METHODOLOGY

Start by doing what’s necessary; then do what’s possible; and suddenly you are doing the impossible.
– Francis of Assisi

In the United States, one of every four people had a disability in 2020 (Centers for Disease Control and Prevention, 2020). However, only three of every 10 people with a disability had a job in the same period (Schur et al., 2020; U.S. Bureau of Labor Statistics, 2021a). Nearly 80% of U.S. adults with a disability were outside the workforce, both unemployed and not seeking employment (U.S. Bureau of Labor Statistics, 2021b). In 2017 in the United States, disabled people in the workforce earned 37% less than nondisabled peers (American Institutes for Research, n.d.; Golden, 2020). The U.S. 2020 wage and employment gaps resulted in over 25% of adults with disabilities living in poverty (U.S. Census Bureau, 2021). Legislative measures have attempted to address these economic insecurities through the Individuals with Disability in Education Act (IDEA 2004), a subset of the Americans with Disabilities Act (ADA), and most recently the Strengthening Career and Technical Education for the 21st Century Act (Perkins V; California Department of Education, n.d.-c). Students with disabilities, a subgroup prone to both economic disadvantage and being outside the workforce, were a recognized special population in Perkins V (California Department of Education, n.d.-c).

To better incorporate special populations into the Career Technical Education Pathways (CTE) programs for secondary education, Perkins V specifically advocated the development of programs, interventions, and opportunities for students with disabilities (California Department of Education, n.d.-c). These statutory requirements were important changes because disability
varies from mild to severe. The severity of an individual’s disability correlates to the likelihood an individual graduates from high school without a diploma or vocational skills necessary to maintain employment (National Center for Education Statistics, n.d.). More research is needed to explore the lived experiences of students with significant disabilities in their high school learning environment to inform policies and practices of inclusion for increased academic integration (Morningstar et al., 2017; National Center for Education Statistics, n.d.).

**Purpose of Inquiry**

There is limited research on the perceptions of people with severe disabilities in their own voice or through their eyes. However, the All IN Pix Youth Participatory Action Research YPAR format enables this type of access to a population that has long been marginalized (Forber-Pratt, 2020; Morningstar et al., 2017). The purpose of the All IN Pix YPAR study was to explore the lived experiences of students with significant disabilities in their high school learning environment and to inform the policies and practices of inclusion to facilitate academic integration. The following research questions guided this study:

1. How did students with significant disabilities experience high school?

2. How, if at all, did the All IN Pix Gallery Exhibit Survey impact those who work with students with significant disabilities in school?

In the All IN Pix YPAR study, I used an arts-based approach to explore how students with significant disabilities experience high school through a camera lens (McNiff, 2017). The All IN Pix YPAR study adds to the body of research surrounding people with significant disabilities. As a teacher-researcher, I (a) instructed students in the use of equipment and parameters of study, (b) conducted interviews to help students share their perceptions, and (c) presented findings to the study setting high school community. The All IN Pix YPAR study was conducted in a high school setting to tackle larger social or institutional issues of inclusion.
practices and policies (McNiff, 2017). Research findings provide institutional direction and inform individual decision making to increase inclusive practices in the study school district.

**Methodology**

The study setting was a high school where I am a reaching independence through structured education (RISE) teacher. The high school is one of five in the Twin Rivers Unified School District (TRUSD), hereafter referred to as the district (TRUSD, n.d.-a). The study high school serves approximately 1,800 students in a semi-rural town just north of a metropolitan urban city in northern California (Orlando, n.d.). The district is large, the 27th largest in California, and serves students and families who speak 46 different languages. District leaders are receptive to research studies, with multiple occurring in the 2020–2021 school year (Hanover Research, 2021; Suppes & Tholen, 2021). The study district provides fertile ground for research due to the diverse population of students from many different backgrounds. The district is expansive, covering 82 square miles in suburban northern California. Serving 27,000 students at 52 separate schools, the study district represents a good cross section of northern California (U.S. News & World Report, n.d.).

The study site is a Title 1 school as determined by the department of education, where 100% of the school district students qualified for free or reduced lunch in 2021 (TRUSD, n.d.-a). The Perkins V (2018) career technical education (CTE) mandates to include special populations, like people with severe disabilities and Title 1 status, were designed to break the cycle of poverty (California Department of Education, n.d.-e).

Many of the students in the study district have experienced childhood trauma of one form or another in addition to their low socioeconomic status (Assari, 2020; Office of the California Surgeon General, n.d.). In response to California Assembly Bill 2246, the Youth Suicide
Prevention Law, in 2018 the district of the study school site adopted a multitiered system of supports to address all levels of social and emotional learning (SEL) to address the needs of students experiencing trauma (O'Donnell, 2016; TRUSD, n.d.-b). In 2020, the district adopted the California social and emotional learning (CASEL) standards framework for SEL that enriches all curriculums and learning spaces and aligns to state and federal content learning standards as a universal support for all students (TRUSD, n.d.-b; Studies Weekly, 2021).

In 2020, the district also began using a universal social-emotional screening tool to gain baseline and monitoring data on student SEL objectives and progress toward goals (TRUSD, n.d.-b). As part of these efforts, all staff received training in trauma-informed care and practices to create safe spaces for learning on the district campuses (TRUSD, n.d.-b). The use of informal screening tools and increased awareness of how trauma presents in students were key components of these trauma intervention strategies (Regional Educational Laboratory Program Appalachia, 2020; Solutions for a Better Day, n.d.). These SEL practices were also taught to students in the special day class (SDC) reaching independence through structured education (RISE) program as part of the daily learning expectations. For example, the mood meter tool was used as a visual measure of how a student was feeling and increased emotional awareness in students and staff (Solutions for a Better Day, n.d.). The SDC RISE program was designed to provide additional support and academic interventions in an individualized setting to help students reach their goals toward independence.

The SDC RISE classes help students achieve academic and transition goals in a separate setting away from general education peers (TRUSD, n.d.-b). Students enrolled in the SDC RISE classes have significant disabilities that impede learning and require more intensive teaching strategies (Legislative Analyst’s Office, 2019). A student qualifies for an SDC RISE class if
they are not on the diploma track; instead, these students earn a certificate of completion when they exit high school (Legislative Analyst’s Office, 2019). Typical designations of students in the SDC RISE classes included autism, speech impairment, vision impairment, hearing impairment, intellectual disability, chromosomal impairments, orthopedic impairments, and birth impairments (Legislative Analyst’s Office, 2019). SDC RISE students require technology, equipment, or adaptations to the time, type, or location of services to meet their educational goals (TRUSD, n.d.-b). Understanding how students with significant disabilities experience high school is necessary to help create inclusive environments that consider all stakeholders (Howard et. al., 2020; Iacono et. al., 2022; Morningstar et. al. 2017; R. Williams, 2022).

The All IN Pix YPAR study used the photovoice method to provide students with disabilities a greater voice in the decisions that impact their lives educationally. Photovoice has been used in several research studies to successfully elicit input from students with limited vocal ability, impaired cognition, and alternative modes of communication (Ciolan & Manasia, 2017; Richards & Crane, 2020; Tesfaye et al., 2019). The photovoice tool helps participants share their thoughts visually. There is a critical need for more research focusing on how people with significant disabilities learn to advocate for their own academic choices and how to enact systemic changes in education through addressing stigmas and ableism (Ciolan & Manasia, 2017; Richards & Crane, 2020; Tesfaye et al., 2019). Research is made both more relevant and meaningful when the people impacted provide their insight into the issues that concern their well-being (Ciolan & Manasia, 2017; Forber-Pratt, 2020; Richards & Crane, 2020; Tesfaye et al., 2019). In the All IN Pix YPAR study, I used photovoice to gain a better understanding of how students with significant disabilities experience high school.
Researcher Positionality

The goal of the All IN Pix YPAR study was to help provide people with significant disabilities an opportunity to enact change in their lives. Freire, though action research theory, sought solutions to practical problems that persist in society (Herr & Anderson, 2015; Orlowski, 2019). Likewise, action research theory provides a critical action research framework to promote the goal of empowerment for a subjugated group to increase their social equity (Merriam & Tisdell, 2017). In particular, the critical disability approach guided the assumptions and goals of the All IN Pix YPAR study to empower people with significant disabilities to influence the institutions in their community (Garcia, 2021; Hall & Zalta, 2019; Tindall-Biggins, 2020).

Both of my daughters have learning disabilities, leading me to become an advocate for disabled people. In recognition of my own experiences, the lens of critical disability theory provided an apt framework through which to acknowledge my biases (Merriam & Tisdell, 2017). As a qualitative study, I was the research facilitator, so my biases have been diffused through the transparent acknowledgement of them and through the application of critical disability theory to my inquiry. The overt acknowledgement of my biases and the theoretical lens of critical disability theory, coupled with the explicitly stated study goals to empower people with disabilities, ensured the study findings were trustworthy (Ghafouri & Ofoghi, 2016; Hall & Zalta, 2019; Humphreys et al., 2021; Merriam & Tisdell, 2017).

As a special education teacher in a high school setting, I have insider positionality that enables me to create positive change in my institution, starting in my classroom. Insider positionality means I studied an institution I am a part of by working with others who are also members of the same institution but in different roles (Berkovic et al., 2020; Collins & McNulty,
In my role as a special education teacher, I work in cooperative teaching units, overseen by campus administrators, district office administrators, and in concert with parents and guardians of students in my classes and on my caseload. Inclusion of the student view in the All IN Pix YPAR study was necessary to (a) gain the perspectives of their lived experiences, (b) inform how to increase inclusive practices, and (c) promote full inclusion on campus and in life (Alzahrani, 2020; Garcia, 2021; Tindall-Biggins, 2020).

Qualitative Research

In the early 20th century, qualitative research studies originated, through the anthropology and sociology branches of social science, to examine people’s lives and culture (Creswell & Creswell, 2018; Glaser & Strauss, 1967; Merriam & Tisdell, 2017). Prior to World War II, the mass-observation movement in sociology began gathering data about how people lived in their unique setting as a precursor to ethnography (Bailey, 2014). The mass-observation movement spurred behaviorism as a response to the objective study of human behavior. Influential psychologists like Freud and Jung inspired psychologist and sociologist Paul Felix Lazarsfeld (1901–1976; Bailey, 2014). In 1934, Lazarsfeld proposed social research as a means of improving marketing and sales (Bailey, 2014; Eisenberg & Lazarsfeld, 1938). Lazarsfeld’s apprentice, Ernest Dichter (1907–1991), honed the practice of in-depth interviewing at his Institute for Motivational Research established in 1946 (Bailey, 2014). In the post-World War II United States, the rising middle class focused on innovation and economic advancement through education and research to improve the quality of life. In response to the need to better understand individual choices and actions, advertisers, but also the New York Academy of
Sciences, accepted projective techniques to help provide commentary for quantitative studies, the only validated form of research at the time (Bailey, 2014; Creswell & Creswell, 2018).

Glaser and Strauss (1967) proposed investigation in an organic manner that allowed the process of critical thinking and reflection to inform one’s understanding, rather than addressing an issue with a hypothesis (Creswell & Creswell, 2018; Merriam & Tisdell, 2017). Glaser and Strauss’ practice of authentic investigation of a person or phenomenon in their own community was further expanded into naturalistic inquiry (Creswell & Creswell, 2018; Eisner & Guba, 1979). The naturalistic process is unmanipulated by the researcher and unfolds as the study progresses (Creswell & Creswell, 2018; Merriam & Tisdell, 2017). Today, qualitative study frameworks are used in a multitude of research disciplines including medical, legal, and educational studies (Creswell & Creswell, 2018; Merriam & Tisdell, 2017; Shumba & Moodley, 2018).

Qualitative studies provided a deeper understanding of an issue due to the journey format (Creswell & Creswell, 2018; Merriam & Tisdell, 2017; Shumba & Moodley, 2018). Qualitative inquiries unfold to reveal information that was not assumed at the start; instead, they play out and are made sense of by the researcher (Creswell & Creswell, 2018; Merriam & Tisdell, 2017). Interpretive studies are used to observe the ways the individual and the environment interact to recognize a subjective view of the experience as one of the many possible views (Creswell & Creswell, 2018; Merriam & Tisdell, 2017). Constructivism creates an understanding of that which was studied as a result of observation and reflective consideration of the socioeconomic, historic, and personal ways people inform their understanding (Creswell & Creswell, 2018; Merriam & Tisdell, 2017).
It was the socioconstructivist lens that led to the development of critical theory (Anderson, 1989; Creswell & Creswell, 2018; Fay, 1989). Pioneers in educational research in the mid-century started curating data from schools and applying the ethnographic methods of sociology and anthropology to address the limitations imposed by statistical data (Anderson, 1989). The unique focus on the language of a community (Malinowski, 1922) and understanding the microcultures existing amid larger cultures (Geertz, 1973) led to the social justice emphasis of critical studies (Anderson, 1989; Banaji et al., 2018). For example, Willis (1977) used the method of ethnography to gain an in-depth understanding of his research subjects, allowing him to see their actions in a new and previously unknown light and thus reshaping the collective understanding of how agents of change function (Anderson, 1989). In critical studies, the inclusion of the researcher, embedded in the authentic environment of the subject, gave rise to subject participation in studies (Creswell & Creswell, 2018; Merriam & Tisdell, 2017).

Whitney (2006) conducted a cooperative study that included two participants with significant disabilities along with 11 students with lesser impairments across two divergent high schools using the photovoice method to communicate the views of each person about their school experience. Cluley (2016) also used photovoice by incorporating a “mediated approach” (p. 41) where cooperation was facilitated by the researcher. Cognitive, physical, and emotional impairments made abstract ideas and actions confusing for people with significant disabilities (Boxall & Ralph, 2009; Forber-Pratt, 2020; Shumba & Moodley, 2018). Photography is both experiential and hands-on, allowing people with moderate to severe disabilities authentic participation opportunities (Aamlid & Brownfield, 2019; Abma et al., 2020; Wang & Burris, 1997).
Method of Inquiry

Through the All IN Pix YPAR study, I investigated how students with significant disabilities experience their high school using the qualitative method of photovoice for data collection (Benedict, 2019; Coussens et al., 2020; Whitney, 2006). Photovoice is a narrative technique developed in the 1990’s by Wang and Burris (1997) to illustrate the plight of marginalized people and developed out of Freire’s action research theory to empower disenfranchised groups and promote social equity (Budig et al., 2018; Wang & Burris, 1997; Wang, 1999). Photovoice uses photographs to tell the stories of under-represented people in the larger social narrative of a community (Cho et al., 2019; Cluley, 2016; Coussens et al., 2020). Photovoice images, taken by participants, are given context by narration of each photo in terms of what it meant or how it was representative of an idea or experience of the study subject (Budig et al., 2018; Kor & Lim., 2020; Tewell, 2019).

Phase 1 of the study occurred over a 1-week period in the fall of 2021. Student participants with significant disabilities took photographs of their school day activities as part of their coursework in the school yearbook class. Participants were encouraged to take as many photos as they liked. At the end of each day, I interviewed students using the Zoom video platform after school. Each student chose one picture from that day. After choosing the picture, students completed a 10-minute guided interview using a modified SHOWeD questioning protocol (Ciolan & Manasia, 2017; Heffron et al., 2018; Liebenberg, 2018; see Appendix A). Using the guided interview technique, students explained why they chose the picture using words, gestures, or augmentative or assistive communication devices. These interviews took less than 10 minutes each, although 20 minutes was allotted in the study planning.
As the primary researcher, I conducted the student interviews. Individual student interview meetings began with greeting the student by name and asking them how they were using a mood meter tool (see Figure 1). The mood meter is a visual tool that uses emoji faces to ask students to identify their current mood, which could be any combination of high energy, low energy, high pleasantness, or low pleasantness (Solutions for a Better Day, n.d.). If a student indicated they were not up to the interview or they were in distress, the meeting was stopped.

![Mood Meter](image)

*Figure 1. Mood meter.*

Photovoice is a powerful tool that can elicit strong emotions in participants (KU Community Toolbox, n.d.; PhotoVoice Statement of Ethical Practice, 2020). The act of participation is one that opens the individual to introspection and inspection that may bring unwanted social and emotional outcomes without a plan to mediate those emotions (Community Tool Box, n.d.; PhotoVoice, 2020). Trauma-informed practices guided this study with meeting norms and ground rules developed to make the experience one that was safe for all (Community...
Tool Box, n.d.; PhotoVoice, 2020). As a teacher, I attended additional training each summer to identify trauma and address trauma as it arises in the classroom setting.

If a meeting were stopped, I would have contacted the parent and disclosed why the meeting was not continued. I am a mandated reporter in the state of California (California Department of Education, 2021). In the event a student made a disclosure about self-harm or acts of harm against them, as a mandated reporter, I would be required to contact the local child protective services hotline, which all mandated reporters must use to document possible abuse against a child (California Department of Education, 2021). I have attended multiple trainings on trauma-informed care and social emotional learning practices prior to conducting the All IN Pix YPAR study. These trainings are listed in Appendix B.

During the next part of the interview, I asked students if they were willing to join in the interview. If so, students were asked to share a photo they took. Students needed to agree to each interview and to the sharing of their photo. If anyone chose not to proceed, the meeting was ended. This happened in only one instance when Storm opted out of the study on the first day of student interviews. After agreeing to continue, I started the session with a 3-minute guided meditation scan from the UCLA MARC guided meditation web site (UCLA Health, n.d.). Participants were encouraged to practice mindfulness techniques. In the event a student experienced unwanted emotion from photo taking, photo sharing, or discussing their photos in the presence of other students, they would have been encouraged to practice mindful breathing, meditation, and mindful coloring (Community Tool Box, n.d.; PhotoVoice, 2020). I would have alerted the student’s parents of any signs of discomfort in their child.

Once the student agreed to the interview and photo sharing, I reminded them of the anonymous nature of the study. Students were instructed not to discuss the study with people
outside their parents and myself. Although students may know other students in the study, they were instructed not to discuss their photos or discuss the other students’ participation. I let students know of the importance of protecting their personal information. Once students agreed to maintain confidentiality, we began with the photo sharing and interview (see Figure 2 and Appendix C).

Figure 2. Phase 1.
If students had more than one photo, I looked at all and encouraged students to pick just one to discuss, prompting the student by saying something like, “Wow, those are nice pictures. Let’s just pick one to talk about today.” Students were also in control of what was shared and which photos were chosen for the gallery—allowing them the autonomy to determine the direction of the discussions (Community Tool Box, n.d.; PhotoVoice, 2020). In all interviews and discussions, students had the option to stop and not continue if they chose. I monitored students for any signs of discomfort with the questioning (Community Tool Box, n.d.; PhotoVoice, 2020).

The week following data collection, all participants discussed their pictures in a guided focus group discussion (see Figure 3) using the SHOWeD protocol (Ciolan & Manasia, 2017; Heffron et al., 2018; Liebenberg, 2018). I facilitated the discussion and guided the group through the process. The group meet for a 45-minute session via Zoom to pick the 10 pictures to represent the group. Students were asked to identify themes from the photographs.

Just as with the individual interviews, this group session began with greeting students by name. Students shared their current mood using the mood meter tool (see Figure 1). For those participants who opted in, I reminded them this was an anonymous project and not to disclose their participation or that of others. Each student agreed.
Figure 3. Phase 2.

The 10 pictures picked by participants became the All IN Pix Gallery Exhibit that was shared with district high school and junior high school teachers using a Google form and district email communication (see Figure 4 and Appendix D). The survey took about 10 minutes to complete and was open for responses for 1 week. A separate consent form was attached to the first section of the form. Teachers agreed to participate prior to viewing the All IN Pix Gallery Exhibit video. The form did not collect email information, as all members of the teachers’ union Facebook page were teachers in the district and responses were anonymous; no identifying attributes of participants were included in the findings, disclosed to the school board, or published. As an incentive for participation in the survey, teachers could opt into a drawing for one of four $25 Amazon e-gift cards using a linked form (see Appendix E). The amazon gift card drawing form did ask for the name and email address of the teacher opting into the drawing.
Figure 4. Phase 3.

Student photos were displayed in a slideshow video with student quotes interspersed between the photos on a back background in white letters. At the end of the slide show, district teachers opted to complete the survey. The All IN Pix Gallery Exhibit Teacher Reaction Survey captured staff reactions to the photos by asking if the individual’s impression of students with significant disabilities was influenced by the exhibit. The findings of the gallery exhibit and student policy suggestions were presented to the high school district school board in fall of 2021 to inform curriculum planning and inclusive education policy.

Students and staff identities were held in the strictest confidence, and, in some cases, teacher identities were anonymous. All student and staff identifiable information and data were password protected on my private home computer. Pseudonyms identified study participants to shield student identities. Student interviews and the focus group interviews were recorded using the Zoom account designated for the purpose of this research in an All IN Pix account I created.
All recordings, photographs, and surveys have been stored on my private password-protected computer and in a private password-protected All IN Pix Google drive account (Google, n.d.). After 3 years, all study photos and recordings will be deleted from the personal computer and private All IN Pix Google drive account.

The All IN Pix district authorization request form was used to obtain permission to conduct research, use district databases, and contact employees, students, and families (see Appendix F). Prior to gaining district approval, site approval was secured (see Appendix G). Both site and district authorization were sought in eight areas:

1. Authorization to access Aeries student database to verify eligibility for the study as a student in the SDC RISE program.

2. Authorization to access Aeries student database contact information of potential study participants for recruitment into study.

3. Authorization to conduct student interviews once participants were recruited.

4. Authorization to use the district email communication system to contact junior high and high school teachers in the district with request to participate in the All IN Pix Gallery Exhibit Teacher Reaction Survey.

5. Authorization to use high school student yearbook cameras.

6. Authorization to access and use high school student yearbook photographs.

7. Authorization to contact staff, students, and parents via email, text, phone, or in person.

8. Authorization to publish findings in peer-reviewed research journals.

The time involved for participation in this study was approximately 8 hours spread across 6 weeks. The study began with the recruitment phase, 2 weeks before the start of the 2021–2022 school year. I hosted a parent information meeting 2 week before the study began. The information meeting was used to answer questions about the All IN Pix YPAR study by
explaining the purpose, goals, and particulars of study. Parents provided consent for their student to participate, and the students assented to participation.

Starting Week 3, in Phase 0 (see Figure 5), the students received camera training and picture taking tips during the 1st week of instruction in yearbook class. During the 4th week of the study, Phase 1, students took pictures using cameras checked out from the yearbook class, an activity that took approximately 1 hour during each of the 5 days, time derived from their yearbook class. The students photo documented during the school day. At the end of each day, students completed a 10-minute guided interview after school. In the 5th week of the study, Phase 2, I hosted a final focus group discussion with all participants the week after data collection. The meeting was held after school via Zoom. Finally, in Phase 3, the All IN Pix Gallery Exhibit Teacher Reaction Survey was distributed. This survey was open for 1 week.

Figure 5. Phase 0.
Participant Recruitment

For the All IN Pix YPAR study, I enlisted secondary transition-aged special education students using criterion-based sampling (Merriam & Tisdell, 2017; Shumba & Moodley, 2018). Transition-aged students are between 15 and 18 years of age (National Center on Secondary Education and Transition, n.d.). Participants were recruited through my connection as a teacher on campus—with approval from my educational institution, campus principal, and district administrators—before participant selection began (see Appendices F and G).

Participants included students who were enrolled in a RISE SDC course and who were between 10th and 12th grade. All RISE students have an individualized education plan (IEP) and are on a certificate of completion rather than diploma track, meaning they make progress on goals rather than earn credit for grades (California Department of Education, n.d.-e). Participant parents and guardians were provided an informed consent form (Boxall & Ralph, 2009; McCormack et al., 2019; see Appendix H). Student participants were provided visual assent forms (Boxall & Ralph, 2009; McCormack et al., 2019; see Appendix I).

SDC RISE students have significant disabilities that qualify them for special education in one of 13 disability categories (Banerjee et al., 2016; Dymond & Carter, 2020; Sprunger et al., 2017). The distinction as severely disabled is reserved for students with a level of impairment that is so significant it profoundly impacts their academic progress (Banerjee et al., 2016; Dymond & Carter, 2020; Sprunger et al., 2017). Students with significant disabilities face barriers to class participation and communication due to physical or intellectual limitations that require assistive tools, technology, or techniques (Banerjee et al., 2016; Dymond & Carter, 2020; Sprunger et al., 2017). Physical, emotional, and cognitive barriers also keep students with significant disabilities out of their academic decision-making processes (Banerjee et al., 2016;
Dymond & Carter, 2020; Sprunger et al., 2017). Through ableism, those people who care for people with significant disabilities too often make all social and educational decisions, thus leading to disenfranchisement of the individual (Forber-Pratt, 2020; Mietola et al., 2017). In the All IN Pix YPAR study, I sought to enable participants by seeking their lived experiences.

The All IN Pix YPAR study involved six participants from the high school where the study took place. Research to date using photovoice and people with significant disabilities is limited (Aamlid & Brownfield, 2019; Budig et al., 2018; Mietola et al., 2017). Fewer than 20 studies have featured people with disabilities employing the photovoice method (Shumba & Moodley, 2018). Only five studies featured children under 18 years of age (Benedict, 2019; Shumba & Moodley, 2018; Whitney, 2006). As Coussens et al. (2020) explained, “Up till now, the voices of children with disabilities were absent in disability studies” (p. 2). Benedict (2019) and Whitney (2006) both used photovoice to explore the lived experience of students between the ages of 14 and 18. Both studies employed small sample sizes; Whitney had 13 student participants, and Benedict had six. The limited amount of research of how students with significant disabilities experience high school, made this YPAR study valuable to decision makers developing inclusive classes.

**Parent Recruitment**

Following the recruitment model presented by Kor and Lim (2020), participants were sought directly. My role, as a trusted member of the school community, enabled me to recruit and elicit the authentic participation of students (Forber-Pratt, 2020). In July 2021, I contacted six parents of the potential participants directly via text message. I explained I was ready to recruit for my research study and invited them to learn more; all agreed.
I asked the recruited parents to join a group information meeting via the Zoom platform. Again, all agreed and accepted the linked invitation via text message. One evening in mid-July, I held the parent information meeting on Zoom with the six potential study participant parents. One parent left mid-meeting due to technical issues with internet connectivity; a second stayed but was not fully listening due to an emergency phone call she received that continued for some time. I recorded the meeting with the permission of all participants and received permission to share the recording to the group via a video link; all agreed.

At the end of the parent information meeting, the four parents who joined the entire time agreed to allow me to ask their children if they would participate. The two who were going to re-watch the video of the study information session also said they were inclined to have their children join if their children chose. These two parents agreed fully in the next couple of days, as I sought a modification to my institutional board review (IRB) application to increase the number of participants from five to six—on the contingency all six students agreed to join the study. The IRB modification to study size was approved. I made plans to meet individually with each student to invite them to join (see Figure 6 and Appendix J).
Student Recruitment

The last week of July 2021, I scheduled individual interviews via Zoom with each of the six potential participants. The potential participants’ parents were in attendance to assist in gaining informed assent from the students who were below the age of majority and disabled (Boxall & Ralph, 2009; McCormack et al., 2019). During these interviews, I shared I was completing a research study to learn more about the experiences of students with significant disabilities at school. I asked the students if they would like to help me by taking pictures of their school day—all day, every day, for 1 week. Then I explained how, at the end of each day, we would meet after school online on Zoom, just like we were doing then, to talk about one of the pictures they had taken.
As part of the All IN Pix participant recruitment, I explained to students and their parents how the collected data would be used for this study and potentially for additional publication in peer-reviewed journals or in a book about the study. I explained how the future use of the interview transcripts or photos would be stripped of any identifying marks prior to use in future applications. Study participants would not be informed if the data are used for additional studies or as the subject matter of a book about the power of photovoice and the study process, outcomes, and recommendations. The potential for future data use is explicitly detailed in both the parent permission and student assent forms.

As an incentive to participate, I told the students they would receive a $25 Amazon e-gift card after the data collection phase. After they all agreed, I showed them the All IN Pix Secret Agents Google classroom (see Figure 7 and Appendix K). Sharing the Secret Agents Google classroom excited the students and had them looking forward to the start of the school year and to being a part of something special.

**All IN Pix Secret Agent Google Classroom**

The All IN Pix Secret Agents Google classroom helped students learn about their role as a participant in the study. I used the All IN Pix Secret Agents Google classroom to explain that it was important for no one to know the students were taking pictures for the All IN Pix YPAR study because the study purpose was to show what their normal day was like, not a special day. Then I introduced the yearbook class as the cover story that made the picture taking a normal activity on campus. Together, the student, parent, and I read the top-secret mission (see Appendix L). The six students agreed and were excited, offering suggestions on what to take pictures of or how not to tell people why they would have a camera.
Next, I introduced the secret agent code chart that correlated to the first letter of their first and last name and birth month to create unique secret agent names. The secret agent names of the six students were Deadly Lone Ranger, Deadly Rocket Scorpion, Alpha Dark Scorpion, Golden Wild Danger, The Ultimate Ninja, and Blue Dark Danger. The students enjoyed the process of picking their code names and said they enjoyed the idea of being a secret agent for a week; they also enjoyed being in the school yearbook class for the academic year. I ended each
meeting with a plan to drop off student consent and parental permission forms to get signatures and provide copies of the signed documents after they were completed by the families.

**Teacher Recruitment**

Kindergarten through adult transition teachers in the district of study were asked to participate in the All IN Pix Gallery Exhibit Teacher Reaction Survey through the Twin Rivers United Educators Facebook page. During the 2nd week of September 2021, the All IN Pix Gallery Teacher Reaction Survey was posted and open for comment for 1 week.

The first section of the All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey introduced the study, identified the goals of data collection, and explained how the findings were to be used. This section also included the informed consent information. Section 2 of the survey contained the consent portion. To view the exhibit, teachers had to agree to participate, if they did, then they received an automatic copy of their consent form. Teachers who agreed to participate could continue.

Section 3 of the survey contained the All IN Pix Gallery Exhibit video and survey questions. The questions asked if and how watching the video influenced the viewers’ perceptions of students with significant disabilities. Section 4 of the survey provided an incentive option to opt into a drawing for one of four $25 Amazon e-gift cards. The gift card drawing form provided a separate link to the teacher survey form. The Amazon gift card drawing form asked for the name and email address of the teachers who opted into the gift card drawing. The drawing occurred at the end of the data collection phase.

**Participants**

The six All IN Pix YPAR study participants were all students in my special education high school classes and had been on my special education caseload for 2 or 3 academic years.
The students ranged in Grades 10, 11, or 12; one was a sophomore, two were juniors, and three were seniors. All students had IEPs due to having at least one of the qualifying disabilities under the Individuals with Disabilities in Education Act.

Of the six student participants, four were identified as having intellectual disability (ID). According to the American Association on Intellectual and Developmental Disabilities (n.d.), people identified with ID exhibit either “significant limitations in intellectual [or] adaptive behavior” (p. 1), or both, in adolescence. Two of the four with ID also had hearing impairments (HI) as secondary disabilities. Neither student wore hearing aids daily. One of student participants with HI, Lily, was functionally nonverbal, saying fewer than 25 words and using gestures, grunts, and eye glance to communicate. Rain also had ID and HI and did not wear his hearing aids, but he was highly verbal.

The two remaining student participants were not identified in their IEP as ID. Meadow was HI and wore hearing aids but also had a secondary designation of other health impairment for a chromosomal impairment. The final student participant, River, was identified as autistic.

All student participants were on the certificate of completion graduation track, so they would graduate from high school without a diploma. All student participants spent four periods out of six in special education classes in the fall of 2021, an increase of one period due to their enrollment in the general education yearbook class.

**Participant Descriptions**

Student participants chose code names as part of their secret agent recruitment. Those code names were not used in data collection for the ease of reading and to maintain participant confidentiality. I assigned each participant an alternative, shorter pseudonym only I knew to maintain student participant confidentiality—even from fellow participants.
Lily was a 17-year-old female senior student with both an ID and HI in her IEP. Lily did not wear her hearing aids at school and was functionally nonverbal, as described previously. Lily is of Hmong descent and was an English language learner coming from a bilingual home. Lily is very social and communicates her needs through gestures, actions, and loud grunting noises. Lily loves art and the Frozen movies (Disney Entertainment, n.d.).

Rain, a 17-year-old male senior student with both ID and HI in his IEP, also did not wear his hearing aids. Rain was very verbal and had typical language skills for students his age. Rain identifies as White. Rain felt a deep connection to the high school due to his living in proximity and his parents having attended the school. Rain opened a lawn mowing business his sophomore year.

Meadow, a 17-year-old female senior student with HI and other health impairment in her IEP, as previously described, was also very verbal and talked a lot. Like Rain, Meadow identified as White, also lived close to the school; her parents both attended the high school. Meadow loves animals and drawing.

Sunny, a 16-year-old female junior student with ID in her IEP, also loved art and drawing. Sunny is of Hispanic descent and was an English language learner from a bilingual home. Sunny had speech services to help her develop functional communication skills, but she was able to speak clearly and express herself as needed. Last summer, Sunny began making jewelry she sells online with her sister’s help.

Storm, a 16-year-old male sophomore was also identified as ID in his IEP. Storm had a secondary identification as a speech impairment due to articulation difficulties. Storm identifies as both Black and White and only moved into the school the previous year when it was all online. The start of the 2021 school year was Storm’s first experience on campus in high school.
Storm was very good with technology and adept at navigating web pages, posts, and social media platforms.

River, a 15-year-old male junior with autism, also had a secondary IEP identification as having speech impairment. River’s speech services helped him develop functional communication skills. River identifies as Hispanic or Latino, but he does not come from a bilingual home and was not a language learner. River likes cartoons and video games and loves art and singing.

Data Collection, Instrumentation, and Measures

The All IN Pix YPAR study time frame was 9 months, from proposal to defense, with the data collection occurring in three phases. Phase 1, the photovoice data collection period, lasted 1 week. During that time, participants were asked to take pictures of their school day. To maintain confidentiality of student participants and to provide protections from sociological repercussions of study participation, the students were enrolled in the school yearbook class for the 2021–2022 school year.

Yearbook Class

Yearbook staff are commonly seen on campus taking photos and wear special identification tags to alert fellow students and staff of their status as a yearbook member. In this capacity, the study participants were shielded by the protections afforded all students enrolled in yearbook. The campus also has a photo opt-out provision that protects students who do not wish to be photographed from having their picture taken. In the 2020–2021 school year, no students opted out of being in a school-based photo or photo taken by students or school staff for use in district communications. The photo and interview opt out forms were kept on the campus per district policy (see Appendix M).
Despite enrollment in the yearbook class, student identities could have been deduced due to the small number of student participants who were all part of the small population of SDC RISE students on the school campus. Although personal empowerment was a study goal, the anonymous nature of the study provided greater generalizability than if student identities were known. A safeguard against identification of study participant identities included use of pseudonyms sharing of the All IN Pix Gallery Exhibit with teachers beyond the study site campus where students were not known. An additional safeguard was interspersing comments from students among the photographs to avoid connecting students to the images they took.

**Yearbook Class Camera and Photo Instruction**

On August 17, 2021, student participants returned to school for the start of the academic year. That Tuesday was the first time all enrolled students were allowed on campus since the COVID-19 school closure of March 2019 (Cummings, 2021). All IN Pix YPAR student participants were enrolled in the school yearbook class. Student participants continued in the class after their role in the data collection ended. The yearbook class is responsible for planning, producing, publishing, and selling the high school yearbook each year.

During the 1st week of school, student participants attended the general education yearbook class daily where they were introduced to the cameras and the photo assignment over the first 4 days of school. Study participants, as part of the larger yearbook class, were instructed on how to use the yearbook cameras (see Appendix N). Student participants were taught how to turn on, adjust, charge, and download cameras the yearbook class cameras. The following week, as their first assignment—Phase 1 of the study—all yearbook students conducted a daily photo canvas of their experience at school.
All yearbook students documented their experience on campus in photos and then provided a one-sentence commentary of their favorite photo of each day. The subject of this assignment was school scene, and students were instructed to take pictures of things rather than people. The 3 Quick Steps to Better Product Photos infographic (Shopping Cart Software, n.d.) and All IN Pix photo instructions helped guide students (Iovino, 2019; see Appendix O). The school scene assignment consisted of daily photography scavenger hunts where students documented their school day by following the prompts and taking at least 20 different photos of things on campus (see Appendix P).

Yearbook students take as many pictures as they want using cameras checked out from the yearbook classroom. Images are stored on SD cards in the yearbook cameras and uploaded into the district-controlled cloud-based web storage system. I had access to the photos taken by the study student participants, which were downloaded and stored on my private password-protected computer and private password-protected All IN Pix Google drive account.

**Secret Agent Training Academy**

On Thursday afternoon of the 1st week of school, I met with each of the study participants after school, online in a Zoom meeting for a secret agent training academy check-in. In the Secret Agent Google classroom, the secret agent training academy had a list of things I went over with each student. I asked if the student was comfortable in the yearbook class; all said they were and that they liked the class so far. I asked if they felt comfortable using the camera equipment, and all said they were. I asked if the students understood the photo instructions; once again, they all said they were.

I had anticipated the secret agent training academy check-in meetings would be between 10 and 20 minutes long; instead; they were much quicker, lasting between 6 to 8 minutes.
Students came to the meetings in good moods, ready to answer the questions, and eager to get to the next step—photo taking.

**All IN Pix Photo Data Collection Phase 1**

The photo data collection phase occurred the week of August 23–27, 2021. Each day during the week, students used yearbook-provided cameras and wore yearbook identification tags on an assignment to photo document their school day. Students were assigned cameras by number and came by during 1st period to pick up their camera from the charging stations. Student participants were free to take as many or as few pictures as they wanted. The students chose how to keep their camera during work time and when to snap pictures. At the end of each day, during 6th period, the students would return the camera to its charging station and download the images into their individual yearbook class photo folder. I was identified as a coteacher of the yearbook course so I could access the photographs and support the students as they progressed through the class.

The number of images each day varied greatly, from fewer than three to more than 100. Students took the most pictures on Day 1; by the end of the week, they had slowed to an average of 14 pictures on Thursday and Friday (see Figure 8). The data collection week was a spirit week on campus, and the images reflect the activities each day. On the busier, days, more photos were taken. No students reported being asked why they were taking pictures or not to use their camera during class time.
All IN Pix Student Participant Daily Interviews

The photovoice method developed by Wang and Burris (1997) is a three-phase approach of photo choice, photo situating, and photo coding. At the end of each school day, participants chose their favorite picture from the day and answered questions guided by the SHOWeD questioning method to narrate their observations (Ciolan & Manasia, 2017; Heffron et al., 2018; Liebenberg, 2018). Developed by Wang (1999), the SHOWeD questions are listed in Table 1.
The SHOWeD questions:

What do you See?
What is Happening?
How does this relate to Our lives?
Why does this situation exist?
How can we become Empowered?
What can we Do?


The study participants took photos during their school day from arrival to dismissal. After school, I conducted daily student interviews using the modified SHOWeD guided questioning protocol via the All IN Pix Zoom video conferencing account. The interviews were transcribed using the Zoom recording tools for the auditory components and my visual descriptions of the images and gestures of the student.

Each day of the photo data collection phase after school, student participants joined me on the Zoom video conferencing platform to discuss a single photo. The Zoom meeting platform allowed me to text the meeting invitation to each student or their parents. Zoom also enabled phone use by participants rather than a computer; only two of the six participants used the computer. Zoom’s flexibility allowed student participants to join from their car as easily as from their couch.
Although flexible, the Zoom tools posed a barrier for some students. On Monday, the 1st day of data collection, River and Lily fumbled with getting on, enabling audio, and being in the Zoom setting at night. Once student participants reacquainted themselves with the Zoom tools, they were fine. River played around with the Zoom space on his own and came to subsequent meetings without parents; Lily’s parents helped her navigate the screen tools and joined her in all the interviews. All other student participants did well, logging in, enabling audio, and turning on their Zoom video screen. Most days, a parent listened in the background to almost all interviews.

**Student participant daily assent.** At the start of each daily interview session, students were asked if they chose to participate or opt out of the study. If a student indicated they were uncomfortable or wanted to opt out of the study, they were immediately released, and their parents notified. On Monday, Storm shared in his daily student interview he no longer wanted to participate.

The All IN Pix study purpose was to empower students with significant disabilities to become self-aware and make autonomous choices in their lives. The All IN Pix YPAR study enlisted study participants who were both minors and considered a vulnerable population for research purposes (Office for Human Research Protections, 2021). As soon as Storm indicated he no longer wanted to participate, I ended the interview. Storm’s mother was in the room at Storm’s house and heard the exchange. The rest of the time we spent online that evening was used to assist the student in considering other classes. The following day Storm was transferred out of yearbook and no longer contacted as part of the study.

**Ten-minute time frame.** The time frame for the daily student interviews was 10 minutes, which provided ample time to discuss a single photo. The student interviews ranged
from Storm’s less-than-a-minute interview to Rain’s 8.5-minute interview, both under the prescribed 10-minute time allowance. Monday was the day with the longest interviews that week (see Figure 9). As the week progressed, the time needed to conduct the daily interview ebbed and flowed, much like the number of photos fluctuated mid-week.

![Figure 9. All IN Pix daily student interview duration average.](image)

Tuesday’s interviews lasted the longest because the students had to adjust to a later interview time than the previous day because of back-to-school night. River’s interview was at 7:45 in the evening rather than 5:45 pm. Likewise, Rain’s interview was held at 8 pm rather than the previous 6:15 pm. The elapsed time for the interviews was not due to long replies or exchanges but because of slow internet connections, audio difficulties, frozen screens, or participants being kicked out of the Zoom meeting multiple times.

As student participants learned the process of the daily interviews, they became shorter (see Figure 9). By Thursday, the students knew what to expect and moved through their
discussion with confidence, much like the secret agent training academy meetings; student participants showed-up, answered the questions and moved on.

**Three-minute body scan meditation.** Starting on Monday, students asked to opt out of the 3-minute body scan. Rain told me it would make him “go to sleep,” and River explained it would “put him to sleep.” Sunny said, “I’m too tired to listen to that.” Meadow simply said “No.” When Lily got up and started to walk away, I told her I would stop; she came back.

On Tuesday, I again offered it. Again, all declined. I asked them each if they would like to opt out of this part of the meeting for the rest of the week. They all said a version of yes. Student participants responded with, “Thank God,” “Thank you, Jesus,” and “Thanks, Mrs. Jennings.” Even Lily and River’s parents expressed relief at not having to sit with their eyes closed for 3 minutes on a weekday afternoon.

**Mood meter.** Once students agreed to the daily student interview, I asked them to check-in on the mood meter (see Figure 3.1). This was a task the remaining five study participants agreed to with no hesitation. I displayed the mood meter on my shared Zoom screen, and students either told me or pointed to the area with emojis that depicted their mood.

On Tuesday, Meadow told me she was “tired,” but on Friday she chose a smiling happy face and said, “Good.” Rain, on Monday, identified as “happy,” on Tuesday he was “chill,” and Wednesday he was “good.” Rain expressed a range of positive, affirming emotions, and readiness to engage in the study. Sunny also asserted her ease with the process through this portion of the interview and indicated she did not need the visual to help her recognize she was “good” with statements like, “That’s for babies, Mrs. Jennings.”

Lily and River used the mood meter more than Sunny, Rain, and Meadow. River used the coloring to identify he was feeling “green.” When prompted, he clarified he was “calm and
comfortable” in each interview during the data collection week. Likewise, Lily chose the chill icon all week, a smiling yellow dot wearing sunglasses; she gestured and articulated in her grunting fashion, “Good,” with a thumbs-up. Lily pointed and agreed to that emoji in each interview during the data collection week; in a couple of the interviews, she put on sunglasses and smiled, like the icon.

**Privacy protection.** For this study, all faces, and identifiable features of images were blurred to protect privacy or cropped, so no identifying attributes were in the study photos. The data for the All IN Pix YPAR study will be erased from my password-protected computer at the end of 3 years. The study site was obscured to prevent identification. If any images had identifying components, I asked students during the interviews to either crop the image or choose an alternative image.

**Daily interview coding.** The daily interviews were coded using structural coding, descriptive coding, verbal exchange coding, and in vivo coding to identify themes from the student interviews (Saldaña, 2021). Themes derived from the guided interviews were discussed the following week at a focus group with all participants (see Appendix Q). Collectively, participants identified takeaways of the themes in relationship to the policy of inclusion. The results from the focus group discussion were included in a gallery exhibit featuring the photos chosen by the students and their comments.

**All IN Pix Student Participant Focus Group Meeting**

On September 1, 2021, the five remaining study participants met together for the first time after school on Zoom to view the 25 photos from the previous week. The purpose of the meeting was to have the study participants see the photos picked by their peers the week before and identify themes that emerge from the collection. I led them through the same SHOWeD
protocol from the individual student interviews, but this time with the entire group (see Table 1). The meeting was scheduled to last 1 hour but ended after only 42 minutes.

**Student participants.** Of the five study participants, only four were able to attend the focus group discussion due to a medical situation that arose with Lily. Her parents and she agreed the focus group meeting could go on without her participation due to her being unable to join, even via Zoom. I shared her inability to participate with the rest of the student participants, and they expressed sadness. This was the first time students met as a group for the study. They asked why Storm started the yearbook class but then moved out after the 1st week. I explained he decided to opt out of the study. They all said simply, “Okay.”

**Three-minute body scan.** I used the same format for the focus group as for the daily student interviews. Again, the students asked to opt out of the 3-minute body scan meditation. This meeting occurred at 4 pm on a Friday, and Meadow said to the group, “Let’s not meditate so we can stay awake and get his meeting going.” All agreed.

**Mood meter.** Like in the daily interviews, student participants checked-in using the mood meter (see Figure 3.1). In the larger group, students chose more than one emotion, in contrast to choosing a single emoji as they did in the individual interviews. For example, Rain shared he was feeling “chill” and “blessed.” River shared he felt “cheerful” and “excited.” Meadow said she was “comfortable” and “calm.” Sunny disagreed, saying she was in the blue range. When prompted, she clarified she was “exhausted” and “tired.” All students said they were ready and willing to continue to discuss the pictures. Sunny expressed enthusiasm for seeing the pictures taken by her friends. “Let’s just get to the pictures already!” she exclaimed.

**Anonymity of photos.** Just as I did when explaining the study in the All IN Pix secret agent academy, I reminded students the photos were meant to be anonymous so to please refrain
from saying if they had taken a picture. Most students did this without any problems. In only
two instances did students divulge they took a picture. In the first, Rain accidentally slipped
when discussing a photo in relation to another and said, “Well, my photo was different.”
Although encouraging the idea exchange, I did remind Rain not to identify pictures he took. In
the second incident, Meadow announced, “That’s my flower picture,” when noticing there was
more than one photo of flowers. Again, she was reminded to resist the urge to say which photo
they took. Sunny and River had no problem adhering to the anonymous aspect of the meeting.

Focus group member check. Next, I explained to student participants the goal of the
All IN Pix focus group meeting was to identify the 10 pictures that will become the All IN Pix
Gallery Exhibit and the themes that emerged from their viewing of the images (see Figure 10).
The function of this meeting was to provide a member check of the themes I identified 1st cycle
structural coding process following the individual interviews. The study design was a YPAR
study that asked minor participants to collect and interpret the findings cooperatively with me as
the lead researcher (Abma et al., 2020; Anyon et al., 2018; Budig et al., 2018; Harper et al.,
2017). In the focus group meeting, student participants worked together to make sense of and
discern the relevance of the themes they identified (Saldaña, 2021):
After the photovoice data collection phase, the All IN Pix Gallery Exhibit was shared with teachers from throughout the district via the Twin Rivers Teachers United Facebook web page using a Google form. The All IN Pix Gallery Exhibit Teacher Reaction Survey showcased the images and anonymous student comments. Teaching staff from the district had to opt in to experience the gallery exhibit by consenting to participate in this study.

Teachers who opted into the study watched the All IN Pix Gallery Exhibit video and identified if the experience influenced their perceptions of students with significant disabilities. After the photovoice data collection phase, the All IN Pix Gallery Exhibit was also shared with the district special education department and school board.

*Figure 10.* All IN Pix focus group photos.
Summary of Data Analysis

The All IN Pix YPAR data was evaluated using structural coding, descriptive coding, verbal exchange coding, and in vivo coding to identify themes from the student interviews (Saldaña, 2021). After the photos were chosen and guided interviews completed, I identified topics from the transcriptions of the interviews. These topics were member checked by student participants in a focus group to identify how the themes aligned with the district policies of inclusion. I shared my findings with teachers from the study district. The purpose of sharing the findings was to add a peer review to analyze the themes that emerged and reduce practitioner bias (Herr & Anderson, 2015).

Trustworthiness

The All IN Pix YPAR study provided confidence in the application, interpretations, and assumptions derived from this study through accurate reporting and coding of data (Herr & Anderson, 2015; McNiff, 2017; Merriam & Tisdell, 2017). The evidence from the photovoice process increased understanding of how students with severe disabilities see themselves in their academic community, thus creating new knowledge (McNiff, 2017). The daily SHOWeD questioning captured the knowledge of students who were hindered by traditional verbal or written communication methods (Herr & Anderson, 2015). Through participation in the YPAR study, (a) students gained a greater awareness about themselves, (b) students were empowered by the policy and procedural advancements that resulted, and (c) educators became more aware of the role students with disabilities want to play in their own education (Herr & Anderson, 2015). Finally, through the sharing of the results to administrative bodies at the district level, inclusive practices culled from these findings identified paths for inclusion that can be further piloted on additional campuses (Herr & Anderson, 2015).
To increase internal validity, the SHOWeD technique was a normed approach (Capous-Desyllas & Bromfield, 2018; McNiff, 2017; Merriam & Tisdell, 2017). Credibility of the YPAR study was achieved using participant input (Capous-Desyllas & Bromfield, 2018; Herr & Anderson, 2015; McNiff, 2017). Data came from sources captured using established methods, protocols, and at independent intervals over a 1-week period. Collected evidence was analyzed by myself and then shared with students for peer-review to audit the findings (Herr & Anderson, 2015). The photovoice process asked participants to tell their story through guided questioning and then to sort the images into themes to identify policies or practices to increase inclusion, making their voice prominent as a means of increasing the credibility of the study (Capous-Desyllas & Bromfield, 2018; Merriam & Tisdell, 2017).

The All IN Pix YPAR study maintained a high quality of trustworthiness through the generalizability of the findings (Herr & Anderson, 2015; McNiff, 2017; Merriam & Tisdell, 2017). Student participants from SDC RISE classes captured their lived experiences in their high school—a site that is comparable to other semi-urban high schools (Capous-Desyllas & Bromfield, 2018; Herr & Anderson, 2015). Transferability increased adoption in other venues due to detailed discussion of setting, participant selection, and applicability to future applications using peer-reviewed articles to substantiate (Herr & Anderson, 2015; Merriam & Tisdell, 2017). Through the application of systematically devised methods, study rigor, and strict adherence to data collection protocols, the All IN Pix YPAR study demonstrated consistency of evidence (Herr & Anderson, 2015; McNiff, 2017; Merriam & Tisdell, 2017). Dependability was established by (a) collecting data until nothing new emerged, (b) using ongoing data analysis to monitor data collection, and (c) accepting the iterative nature of action research that involves
The All IN Pix YPAR study maintained neutrality of evidence through (a) implementing strategies to protect data integrity with the use of coding and encryption, (b) discrete collection of participant information, (c) participant anonymity, (d) honesty in reporting, and (e) preservation for later review (Weinbaum et al., 2019). Confirmability came from efforts to challenge study findings or identify instances where current research findings conflict with the findings of this study (McNiff, 2017; Merriam & Tisdell, 2017). Peer evaluation, personal reflections of the process, and study transcripts also increased confirmability (McNiff, 2017; Merriam & Tisdell, 2017).

**Ethical Considerations**

The All IN Pix YPAR study enlisted adolescents with significant intellectual, physical, and emotional disabilities and who were considered a vulnerable population by the Belmont Report, the guide for human research trials (Office for Human Research Protections, 2021). The Belmont Report identifies three areas for consideration when human subjects are studied: (a) boundaries between practice and research, (b) basic ethical principles, and (c) applications for institutional review board approval for conducting human trials (Office for Human Research Protections, 2021). The All IN Pix YPAR study design was meant to inform policy, improve service delivery for students, and improve the personal empowerment of subjects through participation (Office for Human Research Protections, 2021). The enlistment of adolescents with significant disabilities was addressed using both informed permission from parents and informed assent from the students themselves. During information meetings with parents and students, the potential risks and benefits of study participation was discussed (Duden, 2021; Nusbaum et al.,
To obtain informed assent, I used a picture-based consent form and student participants agreed daily to participate in the study.

Study identities were protected by random assignment of pseudonyms, and information was kept in confidential databases on my password-protected personal computer and on a private All IN Pix Google drive. Data were coded and identifying elements were blurred or cropped from images including faces, names, or other markers. Photos were stored on my password-protected computer and private All IN Pix Google drive account. Due to the participatory aspect of this study, ongoing study participation and informed consent was obtained throughout the study. Teacher survey responses were anonymous, with the same safeguards for their confidentiality as for the students.

Limitations of the Study

The limitations of the All IN Pix YPAR study include sample selection, sample size, and time constraints (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). The sampling procedure was a criteria convenience sample that may not be representative of the entire population of severely disabled students (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). Students from the same classes joined the study; this may mean specific types of disabilities were over-represented (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). To overcome these possible limitations, follow-up studies may consider expanding the recruitment scope to include students from additional classes, other campuses in the district, or to include orthopedically impaired students to attempt to enlist a more representative sample (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). Likewise, it was possible that few students on the selected campus chose to participate resulting in fewer than five student participants (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). A participant pool that was too small would
have negated the significance of the findings, as they may encompass only a single disability (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). To overcome a sample size that was too small to represent the population, I expanded recruitment to more than five students (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019).

In addition to sample size and selection obstacles, time constraints resulted in limitations by expanding the data collection intervals beyond the predicted schedule (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). Had the sample size or selection of participants needed to be expanded to include additional sites, there would have been delays in the initiation of the study data collection phase (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). The data collection schedule was based on the selected school site academic calendar and California state testing schedule, which would have been compressed if the participant selection process had been altered resulting in later data collection windows. The participatory aspect of this study could have led to additional time required to teach students how to operate camera equipment or to debrief the students during the guided questioning. Given the need for the students to collaborate in the study, flexibility in the timeline was anticipated and could have been extended to ensure adequate sample size, selection, and data collection.

Biases of study participants could have been a potential limitation (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). If guided questioning was influenced by me or the participants, the study may have been limited (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). If participation in the study changed how student participants, teachers, or fellow students on campus reacted, the study findings could have been limited (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). Using a structured questioning approach that was consistently applied using a neutral effect in the questioning minimized bias (Duden, 2021; Nusbaum et al.,
In addition, the peer review aspects enabled biases to be detected by peer student participants who looked critically at the findings (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). Triangulation of data and the self-reporting nature of data collection also minimized potential bias among participants, the school campus staff, and other students (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019).

Additional limitations of the study potentially could have manifested from threats to the internal or external validity (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). Threats to internal validity included events beyond the study, such as the ongoing COVID-19 pandemic or wildfires in California (Duden, 2021; OECD, 2020; Nusbaum et al., 2017; Rennie et al., 2019). Another possible threat to internal validity came from potential changes to participants over time (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). Multiple guided questioning sessions could have led to influential changes to participants due to the repeated measures or familiarity with the instrument (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). Likewise, the study findings would have been inconclusive if too many participants chose to stop participating due to some aspect of the study (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). The selection of participants who had only one type of disability could have skewed the results as the experiences of people with differing disabilities could differ (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019). Narrow participant selection could have limited the external validity of the study by preventing the generalization of findings to the larger population (Duden, 2021; Nusbaum et al., 2017; Rennie et al., 2019).

**Chapter Summary**

The All IN Pix YPAR study was a qualitative study that employed the art-based approach of photovoice. This chapter presented the procedures, processes, and protocols used in the All
IN Pix YPAR study to explore the lived experiences of students with significant disabilities in high school from their point of view. The data collection, participant selection criteria, and researcher positionality were detailed. Due to the nature and age of participants, considerable safeguards were explained to preserve the privacy, integrity, and generalizability of the study findings. The limitations were thoroughly explored, and my biases were clearly articulated. The findings of the All IN Pix YPAR are presented in Chapter 4. In Chapter 5, I address the implications of the All IN Pix YPAR study results and how this information could shape policy in the future.
It’s not what you look at that matters; it’s what you see.
– Henry David Thoreau

In 2020, it is estimated 25% of the U.S. population was afflicted by a disability (Centers for Disease Control and Prevention, 2020). In the United States in 2020, fewer than 18% of people with a disability had a job (Schur et al., 2020; U.S. Bureau of Labor Statistics, 2021b). Only three of every 10 people with a disability were in the U.S. workforce; the other 80% were unemployed, had not held a job in the past 6 months, and were not seeking employment (Schur et al., 2020; U.S. Bureau of Labor Statistics, 2021a). People with disabilities are underrepresented and underpaid in the U.S. workforce, earning 37% less than nondisabled peers (Golden, 2020). In the United States in 2019, over 25% of adults with disabilities lived in poverty (Elflein, 2021). The Individuals with Disability in Education Act (IDEA, 2004), a subset of the Americans with Disabilities Act (ADA) and the Strengthening Career and Technical Education for the 21st Century Act (Perkins V, 2018), is a legislative measure enacted in the United States to offset the negative economic outcomes linked to being disabled (California Department of Education, n.d.-e; U.S. Department of Education, 2019).

In secondary education settings, students with disabilities were designated a special population in Perkins V as a means of averting the unemployment and poverty that people with disabilities are apt to experience in adulthood (California Department of Education, n.d.-e; U.S. Department of Education, 2019). Secondary education career technical education pathways (CTE) programs were funded through Perkins V, which required authentic participation of students with disabilities (California Department of Education, n.d.-e; U.S. Department of
Mandated participation has not met the needs of students whose disabilities vary from moderate to severe who commonly graduate from high school without a diploma or the vocational skills necessary to maintain employment (National Center for Education Statistics, n.d.). To date, few researchers have explored the lived experiences of students with significant disabilities in their high school learning environment to inform the policies and practices of inclusion for increased academic integration (Anti-Defamation League, n.d.; Gallegos, 2021; Goodley, 2014; Mietola et al., 2017; Taylor & Balandin, 2020).

The purpose of the All IN Pix Youth Participatory Action Research (YPAR) study was to explore the lived experiences of students with significant disabilities in their high school learning environment to inform the policies and practices of inclusion and facilitate academic integration. Using empowerment education theory, critical disability theory, and social model of disability theory, minor participants collected and interpreted the results with me as the lead researcher.

The purpose of this investigation was to help students with disabilities become more informed of their educational experience and empower them to be more involved in educational decision making through increased awareness of their educational opportunities, potentially leading students to initiate social reform in their community. Two research questions guided this study:

1. How did students with significant disabilities experience high school?
2. How, if at all, did the All IN Pix Gallery Exhibit impact those who work with students with significant disabilities in high school?

For 1 week in August 2021, the All IN Pix YPAR study involved six students with significant disabilities photo documenting their school day using Wang and Burris’s (1997) photovoice method of data collection as part of a general education yearbook class assignment. At the end of each day that week, I conducted a short interview with each of the six student
participants about a single picture they took that day using the SHOWeD questioning protocol (Wang, 1999).

August data collection resulted in 25 photographs rather than the anticipated 30 photographs, 5 picked by each student participant, due to a student participant choosing to not continue in the study fewer than 30 photographs were collected. The following week, all student participants were brought together for the first time in a focus group meeting to see the 25 photos and discuss what these pictures meant to the group. The focus group also used the SHOWeD questioning protocol to identify themes from the photographs. Finally, students chose 10 of the 25 photographs to become the All IN Pix YPAR Gallery Exhibit.

In September 2021, the themes, photographs, and direct quotes from the students were combined into the All IN Pix YPAR Gallery Exhibit video survey that was shared with teachers in the school district of the study via a Google form uploaded onto the teacher union Facebook social media page. The survey required teachers to opt into the All IN Pix YPAR study and watch a 6-minute video; they were then asked to indicate if they were influenced by the video and, if they chose, to leave a comment.

In this chapter, I describe the results and findings of All IN Pix YPAR study. The study outcomes are detailed through descriptions of data analysis and findings. Consistent with qualitative research, the findings represent a progressive understanding developed through the process of data collection, reflection, and sharing of the ideas that arose from the reflective examination to create a new awareness or deeper understanding of one’s own situation (Creswell & Creswell, 2018; Merriam & Tisdell, 2017; Shumba & Moodley, 2018).

The All IN Pix YPAR study findings derive from my analysis of the daily interviews and focus group interview transcripts through thematic coding. During the focus group, the themes
were member checked by student participants who took the photos and who had shared their thoughts during the individual interviews. After the All IN Pix YPAR Gallery Exhibit Survey, I coded the respondents’ comments using the themes identified by myself and affirmed in the focus group as a member check. The All IN Pix YPAR Gallery Exhibit of student photographs, conceptualization of their school experience, and their own words about professionals who work in schools was analyzed through the lens of the school professionals who responded in the survey comments.

**All IN Pix YPAR Findings**

As the title implies, the All IN Pix YPAR study involved minor students with significant disabilities participating in data collection and interpretation as a means of empowering students in their own lives and increasing their role in social advocacy. I provide a detailed explanation of the safeguards for including a vulnerable and protected population in Chapter 4 (see Participant section). After acquiring institution board review approval to conduct human research and approval from the school site and district of study, students were sought using my connections as a teacher in a high school setting, aware of students who met the eligibility criteria. Given the diversity of student participants, it was useful to sort them by attribute.

**All IN Pix Daily Student Participant First Cycle Attribute Coding**

I used attribute coding to organize the data by participant descriptions, clarify the source data, and help differentiate among student participants (Saldaña, 2021). Student participants’ demographic data were coded by gender, age, grade, disability identification, ethnicity identification, and English language learner status. The goal of this first-cycle coding was to provide background data on each participant and sort student attributes into groups for later analysis of the student daily interviews (Saldaña, 2021). Age, grade, gender, ethnicity, and
primary and secondary disability identification data were coded as a means of organizing participants into various groupings.

**Study participants’ ages and grade.** Given the study site was a high school setting, all students were between 15 and 17 years old, with most students being 17. Two participants were 16. The youngest participant was 15. The ages of the students were an important requisite for enrollment in the study, as beginning at age 15, students are required to have a transition plan in their individualized education plan (IRIS Center, n.d.; Sprunger et al., 2017; U.S. Department of Education, 2017). A transition plan is designed to help students assimilate into adulthood through supported education, career, and independent living and the development of self-determination skills (IRIS Center; n.d.; Sprunger et al., 2017).

Student participants’ ages did not correlate to specific grades. For example, River was 15 but in 11th grade, while Storm was 16 and in 10th grade. However, Storm’s birthday occurred during the data collection week, so he started as a 15-year-old and ended the week as a 16-year-old. As Storm opted out on his birthday, I chose to use the age at the time of his choice to discontinue participation in the study. Student participants were all in high school between 10th and 12th grade and were mostly upperclassmen; three student participants were seniors, and two were juniors. There was one sophomore student participant.

**Study participants’ gender and ethnicity.** All student participants identified as either male or female. The six participants were equally divided, with half identifying as male and half identifying as female. All students responded to the pronouns assigned to each gender, such as she/her or he/him.

Student participants identified in a variety of ways in terms of ethnicity. Two students identified as White, and two students identified as Hispanic. One student identified as Hmong,
and another identified as both Black and White. The ethnicities of student participants were like that of the general school population (California School Dashboard, n.d.).

Only two of the All IN Pix student participants were English language learners. Both were raised in bilingual households. Sunny’s first language was Spanish. Lily was functionally nonverbal, yet she comprehended and responded to commands in both Hmong and English. Lily had also acquired some American sign language skills with a vocabulary of 20 signs.

**Study participants’ disability categories.** The All IN Pix student participants all had IEPs. To qualify for special education, and to receive services under an IEP, a student had to qualify under at least one of the 13 eligible disabilities as defined by the Individuals with Disabilities in Education Act of 2004 (IDEA, 2004; Sprunger et al., 2017). All but one of the study participants had two qualifying disabilities. Each disability qualification was tied to services specific to that disability (U.S. Department of Education, 2017).

The most common disability category was intellectual disability. For four student participants, this was their primary disability (see Figure 11). One student had autism as his primary disability with speech impairment as his secondary disability. In total, three students had speech impairment disabilities—all as secondary disabilities. Three students had hearing impairments, two as a secondary disability and one as a primary disability.
Figure 11. All IN Pix YPAR participant primary disability categories.

**All IN Pix YPAR Daily Student Interview First Cycle Structural Coding**

The All IN Pix YPAR daily student interviews were recorded on the Zoom virtual meeting platform and transcribed at the end of the data collection week. The transcribed interviews were categorized using structural coding methods derived from the theoretical foundation of empowerment education theory, critical disability theory, and social model of disability theory. Structural coding is a qualitative tool used effectively with interview transcripts (Saldaña, 2021). The student participant interview transcript phrases were color coded and converted to a chart showing the similarity in the conversations among the study participants (see Figure 12). In the coding process I identified labels that arose from the daily student interviews. After analysis, the themes of Personal Identity, Student Identity, Self-Awareness, School Community, Student Choice, Inclusion, Self-Control, Campus Landscape, and Legacy Landmarks emerged.
**Personal identity.** Student participants shared elements of their Personal Identity in almost all interviews (see the light pink bar in Figure 12). Student participant comments included personal feelings, personal preferences, and personal reflections. Rain gave a grow update on a class project from the year before, “My tomato plant is taking off, it’s doing awesome!” Lily shared she liked a female superhero who is also Asian. Lily connected to a character in her photo (see Figure 13):

J: That’s the picture you want to talk about?
S: Ya. (Student points at an image of a female Asian warrior on her computer screen).
J: Is that your favorite character? Do you watch this video a lot?
S: Yeah. (Student is nodding, giving a thumbs up, and vocally agreeing) Ya, ya.
J: Is she the one you like the most?
S: (Student places hand on chest, over heart, nods, and vocalizes) Yes.
The photos provided opportunities for students to share things about their own lives and to provide a greater context for why they took the photograph. In a picture taken by River, he explained that he took the picture of “my friend” and that he “like[s] eating pancakes for breakfast.” The photos also led the students to take action in their day, like Meadow who, while describing a photo of a lei, explained, “Well it did inspire me today looking at the flowers. And then I went and picked all the dandelions for my guinea pig.”

**Student identity.** Another theme that most interviews touched on was Student Identity (see the light-yellow bar in Figure 12). This theme was categorized by expressing connection to school community, classes, or campus ways the students saw themselves as a part of the student body. While looking at a bench where kids hangout as a quiet place on the busy campus,
Meadow explained how as a senior, she reaches out to underclassmen, “Well I um, I help them and talk to the freshmen and see they are all right.” In a different exchange Meadow shared, “Today I have my green hearing aids on [student removes hearing aid to show me]; it’s spirit week.” While in an interview with River he discussed a photo of the art room equipment:

S: I’m excited to do the work in his class.
J: You said you are excited to do the work in art class?
J: Is there one thing that you’re really excited about, that you can’t wait to use?
S: Painting! [Student blurted this out over my question.] Painting! I like to paint. I can’t wait to use all the paint brushes.

In the student interviews, participants shared the ways they were connected to campus and what made them feel connected. Rain shared his excitement at being a senior on campus in one of his interviews:

J: Ok. What do you see here?
S: I see a sign.
J: What does it say?
S: Welcome class of 2022.
J: Whose 2022? Who are those kids?
S: That’s me!
J: Oh yeah! You are the class of 2022! Look at you, senior!
S: Yeah! Right? [Laughs]

In an exchange with Lily, she eagerly and excitedly shared her yearbook badge and identified herself as a member of the staff:

S: You! [Student excitedly points to a picture of herself and her yearbook staff badge.]
J: That’s you!
S: Ya, you! [Pointing at the image and then to herself, student is smiling broadly and looking with pride at the photo.]
J: Ya. I s that you?
S: Ya. you! Ya.
J: You’re making a fun face in the picture. [The image is blurry, but it is still obvious she is being silly in the photo; she is bent sideways and smiling at the camera.]
S: Ya.
J: Is that your yearbook badge?
S: Ya.
J: Is that the badge you wear when you walk around and take photos?
S: Ya. [Student points to badge photo and then to herself.]
J: Does that show you are part of the yearbook?
S: Ya. Ya. [Student is smiling, pointing at the picture and then gives a thumb up.]
J: Does it make you feel involved?
S: Ya.
J: Can you go get your badge? Let me see it?
S: [Student walks away from the computer screen into her room and gets her badge. Student holds up her badge and shows me, then looks closely at herself.] Look! [Student points at the picture on the badge and then at the Río Linda Knights Icon at the bottom of the badge. Her eyes get wide as she looks closely at the badge; then she holds the bottom of the badge up for me to see.]
J: Yes. Excellent. [Student continues to hold the badge toward the screen so I can see.] Good. Are you ready to go back to yearbook tomorrow? To take more pictures.
S: Ya. Ya. [Student then waves goodbye.] Bye. [Student walked away from the meeting.]

**Self-awareness.** Another theme common to most interviews was Self-Awareness (see the dark blue bar on Figure 12). Student participants used the photographs to explain how they like to learn and be treated by people in their lives. Meadow shared how she prefers to learn and how she wished the classes she attended would be taught while describing a flower lei picture (see Figure 14):

S: Yes, it had a great texture.
J: Yeah.
S: I liked the feel of it.
J: Yes, they were kind of velvety. Yes. Do you feel like you learn more when you’re touching things? And you’re smelling things?
S: Yes, yes. Just like I’m hearing seashells from the ocean.
J: Yes. Exactly. So instead of going to class and doing.
S: Boring homework and all that.
J: Paper stuff or worksheets, would you rather do things like we did today? We cooked, and had a hands-on science exploration of the leis, hands-on style of learning.
S: Yes.
J: Could that be a suggestion you could make? That we want learning we can touch and feel and do?
S: Yes! I like touch, I like learning with touch, I’m like Lily, when I want to know more, I touch to see how different things feel. I like texture.
Sunny described how being disabled feels sometimes for her:

J: Do you like being treated like everyone else?  
S: Yes. [Exaggerated facial expression of large eyes and leaned into answer.]  
J: Yes. I love how you’re looking at me like how you even need to ask that question!  
S: Yeah! [Student starts laughing.]  
J: So, do you often get treated differently or have different expectations sometimes?  
S: Ya.  
J: Does that annoy you?  
S: Very much.  
J: Ya, you’re just a regular old kid, right?  
S: Yeah.  
J: I’m sorry, you’re a regular young lady.  
S: Yeah.  
J: Yeah. Ok so how can we tell people we’re just normal? We’re like everyone else?  
S: Even though we have our disabilities, we can be, um, their friend. We know what we’re supposed to know, we know who and how to ask for help when we need help. When people just look at you and all they see is your disability it kinda annoys me a little bit. They always get that sorry face. I don’t like that.  
J: Yeah. No one is here to pity you.  
S: Right. I can learn on my own. I know what works for me. The best is for me to keep trying and trying. I’m just like a normal kid, I can walk around and talk, do math, and still, I have my struggles.
Similarly, in an interview with Meadow, she asserted, “I don’t need a label” while describing a picture of her and her friends’ shoes (see Figure 15). The assertion was apt because, in the image, all the shoes look typical; there is no indication of a disability.

![Image of shoes](image)

*Figure 15. All IN Pix YPAR daily student interview photo 3.*

**School community.** Students shared their sense of belonging and being part of the School Community in many interviews, but not as often as Personal Identity, Student Identity, and Self-Awareness (see the red bar in Figure 4.2). Rain used a photo of a bench, sharing, “It reminds me of me singing my favorite songs, and playing games, just hanging with my friends outside at school.” Rain lives near the school and had many family members attend the high school as well. While looking at his photo of a bench on campus in Senior Square, he considered how he could become empowered:

- S: We could draw more stuff on campus.
- J: Could the school be beautified? Made a bit nicer?
- S: Yeah. Our school deserves it.
In a different interview with Rain, while discussing a different Senior Square photo, he shared:

J: How can this photo empower us?
S: Like, like, use that stuff in the hall.
J: Yeah, like you’re a senior and you’ve never used it.
S: Yeah.
J: So, could we ask if we can pull out the chess pieces and play?
S: Yeah.
J: Excellent.
S: Yeah, like get the whole school together, everyone can use it.

Unlike Rain, Lily’s family were not alumni of the high school. Instead, her connection to the school community developed through her direct experiences with the school staff. In the following interview exchange, Lily described a photograph she took of the school principal’s school badges:

J: Ok. Wow. Look at all these pictures! Which one do you want to talk about? Touch and tell me, which one do you want to talk about?
S: Yuh [Student pointed at picture on screen with a name badge and partial photo of the principal on the badge.]
J: Who is that?
S: Grunt. [Student gestures at pictures, then points to the picture.]
J: Mr. O?
S: Yeah. [She gives a thumb’s up and audible yes.]
J: Is he your principal?
S: Yeah. [Student nods head, looks at me and the photo, using eye gaze to make me look at the photo too.]
J: Did you know him as the principal of another school?
S: Yeah [the student points to the photo next to the one we were discussing; it has the name of a junior high school in the district. She points to that and to herself.] Me.
J: Was that your old junior high school?
S: Yeah. [Points to the name of the school on the badge.] Me.
J: Do you like going into Mr. O’s office?
S: Yeah. [Student picks up a toy game and fidgets with the game.]
J: Yeah.
S: Yeah. [Student continues playing with the game. It’s a pinball game, like a favor from a party.]
J: Do you feel safe in Mr. O’s office?
S: No response.
J: Do you feel comfortable in Mr. O’s office?
S: [Student gives a thumbs up.]
J: That’s a thumbs up, yes?
S: Ya [continuing to give the thumbs up].
**Student choice.** A theme in many student interviews was Student Choice, where students recognized how they wanted to be taught and how they liked to learn. In the bar graph in Figure 4.2, notice student choice, the yellow bar, was discussed in 19 conversations, and school community only came up in 18 instances.

The students chose pictures they found relevant to their personal experiences to talk about what they wanted from school. River mentioned how he enjoyed making food with his friends on campus:

S: I see pancakes.
J: Yes. Let me make it bigger. You see River making pancakes. Oops. I keep moving it so you can’t see it. There. I’ve fixed it. Can you still see the picture?
S: Yes.
J: Ok. How does this relate to our lives?
S: He’s, my friend.
J: He’s your friend? Do you like doing things in class with your friends?
S: Yep.
J: Did you like this activity?
S: Yep.
J: Did you like making pancakes?
S: Yep.
J: Would you like to do more hands-on activities in class?
S: I like making pancakes.
J: Would you like to cook again in class?
S: Yep.
J: So, when cooking, you mix, you flip.
S: Yep. I do!
J: Is that more fun for you than doing paperwork? Like doing a worksheet.
S: Yep.
J: So, would you like more classes to be hands-on like this?
S: Yes!

In describing a physical education class she photographed (see Figure 16), Meadow described how she liked video instruction better than written instructions:

S: I want the one from PE.
J: Excellent. So, what’s going on in this picture?
S: They’re following a video.
J: Are they being instructed on the video?
S: Yes.
J: Cool. Do you like to learn from videos?
S: I think it’s helpful when Mr. V. has a video going as he’s teaching to all the students. The video helps to show how to do the moves or follow the instructions. It helps me check if I’m doing it right.
J: Yeah. Like in culinary or art or any of those classes, do they use videos to help you learn?
S: No. But in drama we use videos.
J: Excellent. Did that help you better learn what the teacher was asking you to do a little better than just reading on a piece of paper?
S: Yeah.
J: Do you think that if teachers used videos more often it would be easier for you to learn things?
S: Yes.
J: Would it also be more entertaining? Do you think it’s more engaging to watch a video than read from a piece of paper?
S: A little bit.
J: A little bit for sure! If we wanted to ask or say something to teachers, could we ask that they do more multimedia things like this?
S: Yes.

Figure 16. All IN Pix YPAR daily student interview photo 4.
Like Meadow’s recognition of how videos helped her learn, Sunny described how her art teacher turned lessons into opportunities for students to own their learning. Sunny described the art teacher’s method as “music” in the following exchange:

J: What do you see in this picture? What’s going on here?
S: She’s done drawing, and her little egg, and she sketches out of her, whatever is in her head she sketches down. It’s like, um, a way when we are inside art It’s like, um, it’s like music, she can do it freely and just roll with it.
S: Excellent. So, she is just adlibbing. She’s just doing her own thing.
J: Yeah, so she was inspired by what he taught her, and she took and made it her own.
S: Yes.
J: Are you learning to ad lib yourself?
S: Yeah.

River, who was in the same art class, agreed. In a separate interview about one of his art room photos, River shared he liked the freedom of the art class:

J: Is this your desk, is it where you sit?
S: I can choose.
J: You get a choice in that class; you can sit anywhere?
S: Yep.
J: Do you like that?
S: Yep.
J: You like the autonomy to choose where you go?
S: Um hum, Yep.
J: Nice. What are you working on?
S: An egg.
J: You’re drawing an egg?
S: Yes. And he was playing rock-n-roll.
J: He was playing rock-n-roll music while you worked? Did that help you work?
S: Um Hum.
J: Do you like it?
S: Um hum.
J: Do you wish more teachers would play music in the background of their classrooms while students worked?
S: Yep.
J: Does it energize you and give you the excitement to keep going?
S: Yep.
J: Wow! Should we let Mr. O know so he can tell the teachers they should play music more often?
S: Yes. And that’s all. Have a great weekend. Bye.
Inclusion. The last of the themes that emerged in most of the conversations, Inclusion, was touched on in 15 different conversations (see the green bar in Figure 4.2). The theme of Inclusion arose from the students’ personal connections and observations of others in their community. Sunny described why she took a photo of students in a culinary class:

J: All right! [We start scrolling.] Tell me the photo that stands out to you.
S: The one that stands out is that one.
J: Ok great. Tell me about this picture.
S: It’s culinary and the kids are cleaning and putting stuff away.
J: Had they just got done cooking?
S: Yes.
J: Nice. Why do you think they have to put the stuff away? Is it part of the class to learn to clean-up?
S: Yes.
J: They do everything. The whole shabang in the class?
S: Yeah. The kids do everything. Yeah, everyone does everything. They cook; they clean-up, the kids just being kids. Everyone is nice. The kids were just talking, and everyone was having a great conversation.
J: Yes, and I love how you captured A in this group. How does this relate to our lives?
S: He’s just a normal kid. He’s just walking around cleaning and everything.
J: If you didn’t know he had a disability, would you know he had a disability?
S: Eh, well sometimes there are signs that they have a disability. People just know.
J: Yes, he carries a device around to communicate. But just looking at this image is there any obvious difference?
S: No.

Each student participant spent at least 40% of their day in special day classes (SDC) known in the study district as reaching independence through structured education (RISE) classes while in school. Yet, only three of the 25 photos, or 12%, were of the SDC classrooms. The other 88% of student participants’ chosen photos were of inclusive campus settings. In an interview with Lily, she shared how she felt about a friend in her class who was also disabled, but in a different way (see Figure 17):

J: What picture do you want to talk about?
S: Student points to a picture of a student in class.
J: What do you see? Is that your chair? Is that where you sit in class?
S: Ya.
J: That’s where you sit. Wow! What’s happening in this picture?
S: Ya. [Pointing at the chair and desk area in the picture.]
J: How does this relate to our lives? Do you like when you sit there? Do you like Mrs. P’s class?
S: Ya.
J: Is that a fun time? Do you like N who sits there?
S: Ya. [Pointing now at a student in a wheelchair.]
J: Do you like his wheelchair?
S: [Looks intently, leans in, and puts her face very close to the computer screen looking at the student in a wheelchair.] Me. You. [She squealed with joy smiling broadly.] Me. You!
J: Excellent!

Figure 17. All IN Pix YPAR daily student interview photo 5.

Self-control. Student participants discussed Self-Control in only two of the interviews. Although this is a low number of instances, this theme is included given the theoretical focus of All IN Pix YPAR and the underlying principle of self-determination (see the orange bar in Figure 4.2). In one of the interview exchanges, Rain explained how he handled the stress and anxiety of the return to in-person learning after 18 months being at home by using a photo of his feet—at the very edge of the photo—while he straddles a crack in the cement outside my classroom:
J: What do you see?
S: The ground.
J: Where is this?
S: Like outside, not that far away from the classroom before you get to the dirt part.
J: Outside our classroom?
S: Yeah.
J: What do you see?
S: The concrete is split apart a little bit. I took it looking down on my shoes.
J: Is this one of the bird’s eye view pics?
S: Yeah.
J: What’s happening in the picture?
S: I’m taking a picture.
J: How does it relate to our lives? Are you alone? Is anyone around you?
S: Yeah. I was alone.
J: How does this picture relate to our lives?
S: Sometimes I’m alone, but sometimes I’m not.
J: Is it unusual for you to be alone; where are you normally?
S: It was unusual. I’m not alone all the time.
J: Just this time you were alone.
S: Yeah. Sometimes I’m alone, sometimes with friends; I’m both. Sometimes I just take a step back; I like to be alone and walk by myself.
J: Is that easy to do on campus?
S: Yeah. I can walk and think and breathe. I need that sometimes. I have to stop and think where is my next class, what am I doing next.
J: Has it been a lot to return to school, too much sensory stuff?
S: Yeah, I just need a place to think and get my mind quiet.
J: Are you using the coping strategies we’ve taught you?
S: Yeah.
J: So how can this empower us? How can you use this knowledge to help improve your life or make school better?
S: If I’m like I can’t think, or I’m getting frustrated, or if I’m having trouble with my work, then I can go take outside and a break. Or I know I can wait until lunchtime when I just go walk around, breathe, and be alone.
J: Even though you’re back in a completely full high school, this is a way for you to manage the stress of coming back to school. Now you’re a senior, you know this campus and community; is this something you think everyone could use? Space and time to think?
S: Yeah. I’m glad I’m back in high school, off my couch, and not just playing on my computer all day. I like walking; anyone can do it; I think students should walk more.

Meadow discussed the bench area outside the main office in the second instance of student participants describing how they maintain self-control. Meadow described the bench as a place
where she could find “quiet and get away from things.” She went on to refer to the bench area as her “happy place.”

**Campus landscape.** The Campus Landscape was a focus of student participant pictures in one-fourth of the interviews (see the turquoise bar in Figure 4.2). Students shared how the current campus landscaping impacted their daily school experience. In this interview, Sunny chose to discuss a flower blooming photo she took (see Figure 18):

J: You took a lot of pictures! We have so many to choose from. Which one do you want to talk about?
S: Umm. I’d like to talk about the flower.
J: Excellent. What do you see in this picture?
S: I see the flowers that sprouted and look pretty. Like the students walk there and they see pretty flowers and all that and they feel happy. They can walk there and relax.
J: Oh, that’s nice. How is it related to our lives, because do you feel good when you walk by the flowers?
S: Yeah.
J: Do you like to hangout in this area? What part of the school is this?
S: Uh, it’s the front of the school.
J: Do you hang out there?
S: Yeah.
J: Do you feel safe when you hang out there? Just feel comfortable?
S: Yeah, just feel comfortable.
J: Nice. Ok. Why does this exist?
S: I think people plant them when they are bored and decide to plant flowers. The flowers make it nice when people walk by there and people would think, “Oh, there are flowers right there, I’ll hang out and talk while I look at the flowers.”
J: Do the plants create a place for people to gather and meet up, it’s an environment where people want to be on campus?
S: Yes.
J: How can we be empowered by this? Are there other places like this on campus?
S: This is all over.
J: We have flowers all over the campus?
S: Oh no!
J: Yeah, we don’t, is that what makes this place so special?
S: Yes,
J: Do you think we should plant more flowers on campus?
S: Yes.
J: We should add more greenery and flowers?
S: Yes.
J: What can we do?
S: We ask leadership or Mr. O to plant flowers?
J: Yes!

Figure 18. All IN Pix YPAR daily student interview photo 6.

In a different interview, as discussed previously, Meadow also described this same location as one of her preferred spaces on campus (see Figure 19). Both students shared how the nature in this place was inviting compared to the stark landscape elsewhere on campus, making it a place they wanted to hang out at.
**Legacy landmarks.** In about one-fifth of the conversations, students discussed the campus Legacy Landmarks created by previous generations of students. Legacy discussions can be seen in the light blue bar in Figure 4.2. Legacy projects were of particular interest to Rain was a senior. He discussed wanting to have an impact on the campus as other graduating classes had done:

J: How can we become empowered by looking at this picture?  
S: In that circle area, there are two unpainted benches; we could paint those.  
J: That area is called Senior Square. You’re a senior; would you like to be a part of a legacy project, put your stamp on the school? What change can you envision?  
S: Yeah, Mr. O or student leadership should get the seniors to do projects like they used to.

On a different day, in another interview, Rain suggested adding more mascots to campus. The study site’s mascot is a knight. Rain liked the idea of the school being the home of the knights:

J: You envision putting more knights on the campus?  
S: Yeah. Like a big one in the center of campus.  
J: Like a blow-up knight or a knight statue?  
S: A statue would be cool.
River also took pictures of and discussed the Legacy Landmarks. All the pictures River took were of campus places where he felt comfortable. In this exchange with River, he wished for more places (e.g., the school wishing well) to hang out on campus:

J: How does this relate to our lives? You go by this every day when you are on campus?
S: Yeah.
J: Do you ever eat lunch out there?
S: No. I like to eat lunch inside.
J: What can we do? Do you walk by there and say “hi” to your friends?
S: Yeah.
J: What change can you envision? Do you want more wishing wells or more places like this to hang out?
S: More places like this to hang out. Like a sit place and a place where you can visit with your friends and do things.
J: Cool!

All IN Pix Student Focus Group Second Cycle Member Checking

The All IN Pix student participant focus group meeting affirmed the themes I identified in the first cycle coding. The eight daily student interview coding themes aligned to the student participant derived themes in all areas I identified, but student participants had one more theme than my code categories. Student participants identified 10 themes in total.

I’m excited to be back. The first theme to emerge in the discussion was the students’ excitement to be back at school. Right away, students began commenting on the changes they observed on campus in the photos they took:

Rain: Uh, the school looks different. Because like when, every time I go on the track, like it used to be, the outside used to be more black than yellow. Not the turf stuff, but the inside.
J: Yes, we got a new track installed in the time when we were off and away from campus. Have any of you been to the stadium, like A, and saw the new track?
Sunny: The campus kinda looks like it’s brand new. So yeah?
Meadow: The school campus is different. Over by the big gym, the tree is missing. There isn’t a tree there anymore.
J: Ok. So how do you feel when you look at these pictures?
River: Happy.
Sunny: Happy.
Rain: Happy.
J: T you’re muted, I can’t hear you.
Meadow: Um, I’m excited.
J: Were you all excited to come back to campus after being gone so long?
River, Meadow, Sunny, & Rain: Yes! [All at once.]

Later in the discussion, while looking at a photo of students in an art class where all students were on task (see Figure 20), Sunny explained:

We’re talking and drawing and all that. But it’s super quiet, like in that room because when we were freshman everybody didn’t want to be in art class. Here, right now, it’s just the room is not filled with that, no one’s annoyed with art; if you ask me to do this, I do this.

*Figure 20. All IN Pix YPAR Gallery Exhibit photo 1.*

**I am part of campus.** The excitement of being on campus stemmed from student participants’ feelings of community while at school (see Figure 21). During a discussion of a photo of the main school quad, Sunny described it this way:

Everyone hangs out there. You don’t have to worry about anybody. Even though you accidentally bump into somebody, you say sorry. It’s fine. It’s very cool like
that. But like, it feels like, um we’re a community when we’re in lunch and everything like that.

Sunny’s observation was echoed by the other student participants’ who also took photos of the main quad wishing well area and shared they also liked to hang out there because they, too, felt accepted in the center of campus.

The students made multiple references to their school club, the BEST Club, which they founded in 2018 as a place for all students. The BEST club is an inclusive group, with general education student members and key roles held dually by students with and without disabilities. Student participants were all members of the BEST club. During the focus group meeting Rain suggested, “When our club starts, we could like come by, come by and we could do like what we did last year. People could just stop by and say hi.”

Figure 21. All IN Pix YPAR Gallery Exhibit photo 2.

I am accepted on campus. Student participants shared their sense of belonging was made possible by their being accepted as they were on campus. In one exchange Meadow
described how she felt in her general education culinary class: “Culinary is where I belong in. The whole school, it feels like where I belong.” In a separate exchange, Sunny explained why she felt accepted in her general education art class:

The teacher is there; it’s just calm in there. In that room it feels like we can express ourselves as much as we want, you can say what you want, and nobody will judge or anything like that. That’s what I get out of the room.

The students chose one of the many photos they took of the school wishing well (see Figure 22) as a prompt to talk about where they felt accepted:

J: A lot of you guys took pictures of the wishing well.
Meadow: I took a picture of it, and I hung out there. It’s nice, but I don’t throw coins in there.
Sunny: Um hum.
J: Yeah. Um hum.
River: Yeah, don’t throw coins!
J: Ok. Thank you. So why did you guys focus on this area?
Meadow: It’s that we’re around it.
J: Can you say that again?
Meadow: I said we like to sit around it.
J: Ok yeah. That was an observation a few of you made.
Sunny: Ah, Mrs. J, the wishing well has been there before we have, even before Mr. D. It’s like ah from 1988. I, I, I’m not sure, but it’s been part of the school for a long time.
J: Is that a place where you feel really connected to the history of the school and being a part of the school when you see and sit by that area?
River, Meadow, Sunny, and Rain: Yes! [All at once]
J: Do you hang out there because you can see everything and be seen by everyone? It’s right in the center of campus?
River, Meadow, Sunny, and Rain: Yes! [All at once]
I am included on campus. Student participants discussed the image of a fellow student from their class in a general education class to address the theme of inclusion (see Figure 23). They noted this school year felt different because they were included in classes with their general education peers:

Meadow: Well, it was pretty fun because when we were trying to do culinary, in the 1st week of school and the 2nd week, and this week. It actually feels like that.
J: Excellent. That’s a nice observation, Meadow. Thank you. How do you guys feel? Do you feel you belong in our school?
River: Yeah.
Rain: Yeah.
Sunny: Yeah.
Rain: It used to not feel like that. It doesn’t feel the way it used to feel. Now it feels different.
J: What’s different? You’re in different classes now; is that part of what feels different?
Rain: Yeah.
J: Your classes are different because you’re in more general education classes?
Rain: Yeah.
I am confident on campus. Student participants expressed their confidence at being back on campus. Their confidence came from the autonomy they felt on campus and when at school this year. Rain described how he could navigate the campus without assistance:

Meadow: Sometimes we hang over by the Senior Square, at the back of the library.
J: At the back of the library. Rain, how about you?
Rain: I [long pause]. I don’t know, I just sometimes come over there, sometimes I come over here. Like where the BEST Club was [referencing the place in the hallway between the wishing well and Senior Square where the BEST Club’s club rush table was positioned]. Like where we were, I could see all that.
J: Oh. Do you hang out there because you can see everything and be seen by everyone? It’s right in the center of campus?
Rain: Yeah. For me, I like if nobody is in the back, or like I don’t see my friends, I go up front and see if any friends are there. Then be like Ok.
J: Ok. You just cruise the campus?
Rain: Yeah. I like to just walk and see people, say “hi” to people, just be out with everyone, the students at lunch.

Sunny then described how the act of taking pictures empowered her while discussing a photo she took in the art room (see Figure 24); the others agreed:
Sunny: Each picture we take is beautiful. Yeah. I was saying, like um, like when people see the pictures, they see oh this is our campus, this is our school, and they kinda sense like oh right here, this is the space where we belong. This is where WE BELONG in our school. [Student gestures to include all of us in the meeting as emphasis.]
Meadow: Yeah. Our point of view.
Sunny: So, I like that picture the most.

Figure 24. All IN Pix YPAR Gallery Exhibit photo 5.

I am abled on campus. Student participants used an image of a student in a wheelchair by himself to discuss the sense of helplessness and being micromanaged by people around them in the classes on campus (see Figure 25). While the students felt accepted by some, in other classes it felt different:

Sunny: Even though we have our disabilities, we can be, um, their friend. We know what we’re supposed to know; we know who and how to ask for help when we need help. When people just look at you and all they see is your disability it kinda annoys me a little bit. They always get that sorry face. I don’t like that.
River, Meadow, and Rain: Yeah [All at once].
Meadow: I don’t need a label.
River, Sunny, and Rain: Yeah! [All at once].
I know who I am. Student participants expressed self-awareness of their preferences and their learning styles, and all spoke of how they knew what worked for them, asserting they should be allowed to make choices for themselves. Meadow described her choices were deliberate, not haphazard: “I don’t run around; I like to roam around; I’m shy sometimes.” Rain agreed that being able to step outside the class and away from the demands of the classroom helped him better handle to pressure of school: “I can walk and think and breathe. I need that sometimes. I have to stop and think where is my next class, what am I doing next.” While looking at an image of a student participant’s yearbook badge (see Figure 26), Sunny described how she felt about herself:

I can learn on my own. I know what works for me. The best is for me to keep trying and trying. I’m just like a normal kid. I can walk around and talk, do math, and still I have my struggles.
I learn by doing. Student participants next briefly addressed their self-awareness about how they liked to do things rather than to discuss things (see Figure 27). For example, River was very excited to create in his general education art class and shared his enthusiasm while describing a photo of the art room:

River: I made an observation about the art class.
J: Yeah, tell us about the art class, there were a lot of pictures about the class.

Sunny agreed and helped River explain how the teacher’s style helped the students succeed:

Sunny: He just does it on his own; he shows us how to sketch it, and he gives us advice. He says this needs to be more, or that it needs to be darker. But he lets us do all the work, and he’s like, “You can do it on your computer if you like; just bring it here and I will check it in,” he says. He’s like that; it’s the way that’s easier, and that’s better.
J: What works in this class is that he gives you a wide range of options; you can do it the way you feel comfortable with it.
Sunny: Yeah.
J: The class meets the need you have?
Sunny: Yeah.
J: Thinking about that, could more teachers be like that? Instead of saying you have to do it on the computer, instead be like you can do this any way you want to do it?
Sunny: Yeah.
J: Would that take some of the anxiety and stress off you?
Sunny: Yeah.
J: You just want to get the work done, but having to do it a certain way, does that add an additional layer of stress?
Sunny: Yes [Student gestured with one hand and hit her other hand as she said, “yes”].
River, Meadow, and Rain: Yes! [All at once]

Figure 27. All IN Pix YPAR Gallery Exhibit photo 8.

**I am change.** Student participants became empowered through the photovoice process. They saw the images they took and expressed enthusiasm for how their pictures could impact others. They agreed a change was needed and saw themselves as that change (see Figure 28):

J: If you could say something to your teachers and peers, what would you say?
Rain: Quit treating us differently!
Sunny: Just invite us and talk to us just like we’re a normal person. Talk to me and you’ll be like, “Okay, I get it.”
Sunny: We can inspire more other kids to see the pictures and be like, “Oh I can do that, this is how they did it,” and everything like that. It inspires more people.
River: We can help ‘em.
Meadow: You know, like a memory or we can say, we can put a reminder like in um say, uh that all students need when they leave to go out into the world. These pictures show our point of view. We love seeing the us in, um, school campus.
I’ll leave my mark. The final theme that emerged from the focus group meeting was that of having a lasting impact on the school by adding a source of beauty to the campus (see Figure 29). The students all commented on the lost trees, the few sources of plants and flowers, and general blandness of the campus:

Meadow: We can um, like um, we can ask the school if we can paint a wall. Just different colors and just have it there like for a memory, like forever. Uh, I was just thinking instead of saying in the cement, um like where the tree was, we could put a root where the tree was.
Sunny: I was going to suggest we plant trees where the um tree that was not there, um the tree that is not there; it isn’t there anymore, so let’s plant trees and flowers and everything.
Rain: Or how about trees, we could probably grow uh apple trees, cherry trees, fruit trees.
River: Yeah! I like a nature area.
Meadow: We don’t have a whole lot of rainbows in our school.
All IN Pix Student Focus Group Second Cycle Member Checking Analysis

Student participants’ themes directly correlated to my first cycle themes that emerged from the coded daily student interviews, except for the two additional student participant-identified themes. My labels aligned with those the students developed. However, I did not identify the student themes I Am Excited to be Back or I Am Abled on Campus that arose in the focus group discussion (see Table 2).
Table 2
*All IN Pix YPAR Structural Coding Themes Compared to Student Participant Identified Themes*

<table>
<thead>
<tr>
<th>First cycle labels</th>
<th>Participant identified themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Identity</td>
<td>I am a Part of Campus</td>
</tr>
<tr>
<td>School Community</td>
<td>I am Accepted on Campus</td>
</tr>
<tr>
<td>Inclusion</td>
<td>I am Included on Campus</td>
</tr>
<tr>
<td>Self-Control</td>
<td>I am Confident on Campus</td>
</tr>
<tr>
<td>Personal Identity</td>
<td>I Know Who I Am</td>
</tr>
<tr>
<td>Student Choice</td>
<td>I Learn by Doing</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>I am Change</td>
</tr>
<tr>
<td>Campus Landscape / Legacy Landmarks</td>
<td>I’ll Leave My Mark</td>
</tr>
<tr>
<td>Not Identified</td>
<td>I Am Excited to be Back</td>
</tr>
<tr>
<td>Not Identified</td>
<td>I Am Abled on Campus</td>
</tr>
</tbody>
</table>

As the two themes of I Am Excited to be Back and I Am Abled on Campus emerged in the focus group, the fellow student participants agreed and often elaborated on another’s comments. The expression of joy to be back at school was the first theme to emerge but was not discussed individually in daily student interviews. The theme of ableism arose during the focus group meeting after the students had already run through a series of other themes and were becoming more confident with the process—evident by how often student participants started more commonly all answering at once.

Another discordance between my initial themes and the student participant themes was I’ll Leave my Mark as a single theme compared to my two separate themes of Campus Landscape and Legacy Landmarks. I considered these divergent themes, but the students saw
them as interconnected. In choosing the final theme, the students chose to incorporate the influence of the campus art they photographed and the lack of landscaping they discussed into brainstorming a project to build a garden or orchard on campus. This was another example where the student individual interviews concentrated on single topics, but in the group setting, the students built off each other’s observations and ideas.

**All IN Pix Gallery Exhibit**

The All IN Pix YPAR Gallery Exhibit was a video slideshow of the students’ photographs and their comments. The video slideshow was embedded into the All IN Pix YPAR Gallery Exhibit Survey for teachers in the district of the study. The 10 photographs picked by student participants in the focus group meeting provided the imagery used in the video; all other slides were black with white and grey text. The first slide was a photo taken by one of the student participants (see Figure 30). The slide in Figure 31 introduced the study, the participants, and the process.

*Figure 30. All IN Pix YPAR Gallery Exhibit introduction photo 1.*
In August 2021, five students with moderate to severe disabilities photo documented their school day for one week. Each day they individually participated in an interview about one photo they took. In September, as a group they identified themes relevant to their lives.

Look at their photos. Read their comments.

Respond with your impressions at the end.

Figure 31. All IN Pix YPAR Gallery Exhibit introduction photo 2.

The survey presented student participants’ photos and comments. At the end, teacher respondents were asked if they were influenced by the exhibit. The survey was posted on the study site’s school district teacher’s union Facebook page. The teacher’s union’s Facebook page is a closed group only accessible by vetted, dues-paying members of the teachers’ union. The Facebook page has a membership of 660 educators from the district of the study (see Figure 32).
Teachers were asked to follow a link to a Google form, opt into the study by providing informed consent, and watch the 6-minute video. After watching the video, respondents were asked if their perceptions of people with disabilities was changed by the video. If the respondent answered “yes,” they could leave a comment about how they were changed. By agreeing to take this anonymous survey, teachers could follow a link to a different Google form to enter a $25 Amazon gift card drawing. I gave away four gift cards to randomly chosen teacher participants after the data collection phase ended, paid for with personal funds.
Fifty educators completed the All IN Pix Gallery Exhibit Survey. The response rate was just over 7% of eligible members in the teacher’s union Facebook group. The survey’s best completion date was on Tuesday of the data collection week with 19 responses, almost 40% of the total received. On Tuesday, I posted before going to work at 7:00 in the morning. The 1st day I posted was a Monday evening, and this proved to be an ineffective time; I received only six responses. The last day I posted was midmorning of the Friday of the 2nd week in September, and I received 13 responses. An additional one or two responses came in over the weekend.

After 1 week, I closed the survey having received 50 responses. Of the 50 teachers who completed the survey, only 20 opted into the gift card drawing. I chose the 4 gift card winners by numbering them and making a corresponding set of numbers that I put into a bag. I then drew four names out of the hat. Participants had provided their email addresses, so I emailed the $25 Amazon gift cards.

**All IN Pix Gallery Exhibit Findings**

The All IN Pix Gallery Exhibit effectively influenced the perceptions of teachers about students with significant disabilities. Over 70% of respondents indicated their perceptions were changed by viewing the slide video of the student photos and their comments. All respondents left positive feedback, even those who said their perceptions were not influenced.

**All IN Pix Gallery Exhibit In Vivo Coding**

Most respondents gave feedback, with 44 of the 50 leaving a comment; there were no negative comments. Using in vivo coding, I analyzed the All IN Pix Survey responses and grouped them into 10 categories (see Figure 33) derived from keywords in the comments (Saldaña, 2021).
Most practitioners who already worked with students with disabilities identified as having known these things about students with significant disabilities. Interestingly, people who said they were not influenced frequently pointed out in the comments they were a teacher of students with disabilities. These responses made up 15% of the total survey feedback. In noting they were not influenced by the video, one teacher explained, “I chose ‘no’ but that’s because I know how amazing our kiddos are!” Another teacher wrote, “As someone who has years of experience with and works in a classroom of students with a range of disabilities, I already know what they are capable of!”

The categories labeled Informed, View of Their World, and Include accounted for most responses—60% of comments. The largest response group was labeled Informed because these respondents conveyed a sense of having learned from the video. The Informed group comprised a quarter of all responses. The next largest category included 20% of respondents who felt the
survey shared the world from the view of people with significant disabilities, thus the View of Their World label. Another 15% of respondents commented on the need to include people with significant disabilities more; this group was labeled Include.

The last six categories were all small but were themselves different and stood apart from the labels just discussed. For example, two respondents discussed the uniqueness of people with disabilities, defining unique aspects of people with disabilities with phrases like “variety of talents” and “complex and diverse reactions” based on what they had seen in the video.

A second category with only two responses was Inspired; both respondents used the term “inspirational.” The comments did not indicate they became more informed or had their world view changed; they just felt inspired. However, one inspired respondent shared, “I hope changes are coming.”

The third category with only two responses was labeled Surprised. This pair of respondents expressed both a sense of wonder and near disbelief. The comments included elements of appreciation but with an undercurrent of sneer. For instance, one teacher wrote, “They sound like all the other kids. Speak in full sentences. They talk so rarely in class. . . .” This comment revealed the respondent’s attitude that students with disabilities were despondent or unengaged. Likewise, another teacher wrote, “They are insightful and reflective, more so than they let on to be.” This comment has a sneering quality by insinuating people with disabilities chose to appear less capable.

The last category with only two respondents was Share. Commenters in this group wanted to share the All IN Pix Gallery Exhibit in their classes. In each response, the phrase “show this to my students” was present. These commenters felt the All IN Pix Gallery Exhibit could be an effective teaching tool.
The final two categories were outliers with a single comment each, but, like the two previous categories, these were significant and deserve their own labels. The label School-Effect was given to a comment from a teacher who recognized the importance of education conveyed by student participants. The commenter felt the gallery exhibit shared “personal insight regarding the positive influence of school.” This was a singular, yet impactful, observation about the effect of the photovoice tool for expression of sentiments typically not experienced by people when interacting with students with disabilities.

The final label also came from a single comment. In this instance, the label was Parent because the commenter identified as a parent of a student with “a disability.” This commenter indicated their perceptions of people with disabilities had not changed. Instead, the commenter affirmed the data by stating, “My son has a disability; most of these are variations on things he would have said.” In this case, the respondent acted as a member check for the data set and agreed with the authenticity of the All IN Pix Gallery Exhibit (Saldaña, 2021).

**Chapter Summary**

In this chapter, I presented the All IN Pix YPAR study findings. After a review of the study purpose and research questions, the participants, methods, and student interviews were described. Student participants’ role in interpreting data and developing themes was presented. The All IN Pix Gallery Exhibit Survey was also explained and the findings of the survey were analyzed and presented using keywords. In Chapter 5, I describe how the themes identified by student participants and the impact of the All IN Pix Gallery Exhibit on school professionals aligns with the conceptual framework of student empowerment that was modeled on empowerment education theory, critical disability theory, and social model of disability theory. I conclude Chapter 5 by exploring the study findings in terms of implications for practice and
policy, recommendations for future research, and conclusions to address the questions of how students with significant disabilities experience high school and the effect, if any, of the All IN Pix YPAR Gallery Exhibit.
CHAPTER 5: CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

*There are always two people in every picture: The photographer and the viewer.*
– Ansel Adams

In this chapter, I discuss the implications for the All IN Pix YPAR study findings and provide recommendations for applications of photovoice and avenues of future research. The themes identified in Chapter 4 have been considered in the context of the effectiveness of photovoice to influence perceptions of educators working in the study district. I discuss the thematic findings in detail and identify takeaways from the students’ and teachers’ comments. The conclusions derived from the study are considered in terms of the three theoretical concepts undergirding this study—empowerment education theory, critical disability theory, and the social model of disability. The findings are also used to consider new, more effective methods of collecting data and input from students with significant disabilities. Future research applications of photovoice and conducting research with students with significant disabilities are also considered. I conclude the chapter with an examination of how I, the principal researcher, was affected by the study process and reflections on the potential for increasing inclusive practices through the application of tools like photovoice.

**Discussion**

The All IN Pix Youth Participatory Action Research (YPAR) study purpose was to explore the primary question of how students with significant disabilities experience high school. In developing this research question, I drew on my years of experience as both a parent and an educator of students with disabilities. My personal experience in watching students with disabilities navigate high school compelled me to seek to understand the complex issue
surrounding school placement and social acceptance of people who have been marginalized by the education system. Addressing the complex challenges of educating people with significant disabilities is not new, but looking at those issues through the lens, both figuratively and literally, of students who were themselves significantly disabled is (Lehr, 2019; Taylor & Balandin, 2020).

The need to address the current educational status quo is driven by the dire economic outcomes and higher instances of exploitation that result from being socially marginalized in the United States and globally (Hergott, 2020; Hernández-Torrano et al., 2020). The urgency to address the inequity in the education systems of the United States originated from my struggles to gain access to adequate, appropriate, and ambitious educational experiences for my two daughters. This urgency grew into a passion driven by years of in-the-classroom interactions with students who were labeled disabled, but who thrived, shined, and flourished in school and in learning when they felt included, accepted, and heard. Identifying a means of giving voice to those who are so often unheard inspired me to conduct a study that would enable student participants to share their views of their school experience with educators who may be listening. Photovoice provided the means of eliciting the views and voices of students who have been voiceless in their education and in most education research (Mietola et al., 2017; Taylor & Balandin, 2020).

The Power of Photovoice

Asking students with significant disabilities to take pictures of their school day may appear superficial at first glance, but it was more than an activity in photojournalism. In giving the students the camera and the freedom to choose what to photograph, they began to change as individuals. In the process of meeting with the students for recruitment and the All IN Pix
academy training session, and during the data capture week, students grew more confident in their role in the study. They, too, were surprised at the request to take pictures. Sunny asked quite incredulously, “You just want me to just take pictures?” In fact, that was not all, but as the main source of data, photo taking served to empower students to look at their school differently. When asked to discuss what they saw, students realized they had a rich and vibrant view of their school experience; they saw their “beautiful” pictures.

The daily student interviews about a single picture also empowered students. Over the course of the week, a change was evident in how student participants saw themselves as agents of change on their campus. On Monday, the first day of interviews, only River answered the last question, “What can we do,” in terms of himself. He felt he could tell his art teacher he “would like to paint birds.” Lily responded to the question by pointing at the photo and saying, “Me,” louder and louder. Rain, Sunny, and Meadow answered considering what others should do. Rain said, “Mr. O or student leadership should get the seniors to do projects like they used to”—not including himself in the role of organizer or even a senior. Both Meadow and Sunny demurred when asked, “What can we do?” Meadow said, “I don’t know” and giggled. Sunny said, “That’s not for me Mrs. J.” These responses indicated students did not feel it was their role to initiate change in their own lives or in their community.

However, by Friday, students were placing themselves at the center of the changes they envisioned. Meadow felt the school principal would “really be excited by these great ideas we’re generating this week.” Likewise, Sunny was placing herself at the center of change and owning her voice to explain herself to people who doubt or judge. She confidently asserted how people could change “just by inviting and talking to us just like we're a normal person. Talk to me and you’ll be like, ok I get it.” Rain envisioned a campus project and proposed to erect a “knight
statue, a big one in the center of campus. A statue would be cool.” These statements embody the confidence students acquired through the daily guided student interviews.

As the students became more acquainted with the SHOWeD questioning protocol, their interviews became shorter and richer. Interviews averaged 5.5 minutes on Monday but only about 4 minutes on Friday. Despite the shorter duration, the students came ready to discuss the picture they had selected. When I asked about when they chose their pictures, some said they knew when taking some pictures that was what they were going to discuss that afternoon. The students' familiarity with the process allowed them to provide more robust and complex discourse using the photo to both ground and frame the day’s discussion.

In fact, the photos were instrumental in eliciting a range of topics and keeping students focused on their ideas even when they struggled to articulate them. In interviews with student participants, they would frequently be challenged by a word or label and use synonyms or descriptions of the thing to help describe their ideas. Rain did this most often. In one interview he substituted “checkers” for the word chess while describing a photo of a black and yellow grid painted on the campus. In another interview he explained, “Like in between the shop and class there is a thing that stands for our school,” to describe the mascot in the photo. I did not interject to provide the word unless explicitly asked, as when Rain asked, “What’s that called?”

Conversely, Meadow did not ask for assistance when she fumbled for the right word while describing a change she envisioned when looking at a picture of a bench. Meadow talked her way through her word substitution in this example from the focus group discussion:

Uh, I was just thinking instead of saying in the cement, um like where the tree was, we could put a root where the tree was and we could um, put an, um we could uh cremate [she giggled, and sighed]. I’m trying to think of what that word is. Um, ok. You don’t cremate anything; you make it your own art, like on cement.
Meadow accurately conveyed her thoughts without assistance. She also demonstrated a high level of self-awareness and aptitude to reset, refocus, and continue through the thought. The self-confidence she demonstrated was evident in other student participant interviews as well.

The use of photos seemed to help student participants say things they may not have been able to articulate in an abstract discourse due to the visual reference the photo provided. Often, student participants would use adjective phrases to describe an element of a picture rather than the term (e.g., “the blue one,” “that one,” or “the red thing”). By having the photo, I could look at the same thing and be directed to the subject matter by the student.

The photovoice process allowed students to take pictures and choose things to discuss that maybe they did not have the tools to discuss previously. The photo taking and photo interview process worked to empower student participants to become more confident in the focus group discussion. The focus group discussion provided valuable context for the emergent themes that helped answer the guiding question of how students with significant disabilities experience high school.

**Research Question 1**

The All IN Pix YPAR study purpose was to explore the lived experiences of students with significant disabilities in high school. Through the photo capture and daily interview data capture phase, I developed categories of labels that arose from the transcribed conversations. At the focus group meeting, students identified themes that aligned with the labels I had identified. The themes were discussed in relation to the guiding research question and fell into three categories: I Belong, I Am Self Confident, and I Advocate.
I Belong

The first thematic category to emerge was I Belong. In this theme category, the subthemes include I Am Excited to be Back, I Am a Part of Campus, I Am Accepted on Campus, and I Am Included on Campus. In the I Belong theme category student participants shared their sense of belonging and being a member of their campus community.

**I am excited to be back.** I Am Excited to Be Back was the first theme to emerge in the focus group meeting but not one I identified with a corresponding label. This theme evolved from personal admissions like “I’m glad I’m back in high school, off my couch, and not just playing on my computer all day.” The theme also emerged from the observation by students of the campus vibe and general sense of relaxing back into the routine of school. “I’m excited to do the work in this class,” and “right now, if you ask me to do this, I do this” expressed the enthusiasm students had for being back at school after the COVID-19 school closure and a year of distance learning. The routine, structure, and community school brought to students with significant disabilities was evident in this theme and observed by a teacher respondent who noticed the power of school to positively influence students’ lives.

**I am a part of campus.** Another of the early themes to emerge in the focus group was I Am a Part of Campus. This theme came from student participants’ realization they have identities tied to the school, like their grade identity. Three of the students were seniors who saw posters that reflected this identity as sources of both joy and pride. As Rain explained, “That’s me, the class of 2022! It makes me feel happy, and um special, like almost everything.” In this regard, student participants were like typical students who had pride in and identified with their grade in high school.
Another component of this theme was the identification of the students to the school club they established. The BEST Club was mentioned many times to bring people together or make student connections beyond the classroom or to spread cheer. The club provided a familiar outlet for the students when they envisioned changes, and, as they gained confidence, the students started seeing the potential for their club to take on a bigger role in bringing change to their campus.

The final aspect of this theme was the sense of community the students felt while at lunch with their peers. The students discussed how they hung out and passed through the halls with “everyone.” The notion of being able to walk and not be bothered by the hustle and bustle made the students feel like any other student on campus as they interacted with peers unaccompanied or unsupervised by paraprofessional teacher aids. This sense of autonomy while out of the classroom was a sense of freedom and normalcy the students valued.

I am accepted on campus. Student participants all expressed that they felt accepted on campus but more in certain spaces than others. In multiple photos, students captured the wishing well quad area in the center of the school. This is the main campus landmark and “everyone hung out there.” The students explained that this landmark was old and important to seeing themselves as being accepted because they could hang out there and did not get bothered by anyone. While describing the wishing well area, River shared, “It reminds me of me singing my favorite songs, and playing games, just hanging with my friends outside at school. Being together.”

Another highly photographed location was the art room. This room was associated with students feeling accepted, at ease, and encouraged to be themselves. Sunny described feeling free to “express ourselves as much as we want, and nobody will judge” in art class. River said it
was where he spent most of his free time. In this theme, the students valued the autonomy to make choices and be seen as normal adolescents.

**I am included on campus.** The theme I Am Included on Campus came from student participants’ observations that this year “felt different.” The students’ enrollment in yearbook and other general education classes from the beginning of the year resulted in the students feeling more connected to the classes as they got to do the work for themselves and not in a structured or guided class setting. Meadow described how it felt to be included:

> Well, it was pretty fun because when we were trying to do culinary, in the first week of school and the second week, and this week. It actually feels like that. Culinary is where I belong in. The whole school, it feels like where I belong.

Lily’s sense of pride was conveyed despite her limited verbal skills:

> [Student gets badge. Student holds up her badge and shows me, then looks closely at herself]. “Look!” [Student points at the picture on the badge and then at the knight icon at the bottom of the badge.] Me!”

In these exchanges, the theme of inclusion was evident through the feeling of being a part of regular class activities. Sunny described a student who has disabilities and shared the joy she felt watching him being treated as an equal in a culinary class picture. Sunny described the photo: “The kids were just talking, and everyone was having a great conversation...He’s just a normal kid.” The sense of wanting inclusion and seeking inclusion for others illustrated the empathy student participants had for other students in their situation who typically would be excluded.

**I Am Self Confident**

The second thematic category to emerge was I Am Self Confident. In this group, the subthemes include I Am Confident on Campus, I Am Abled on Campus, I Know Who I Am, and
I Learn by Doing. Student participants shared their metacognitive awareness, critical thinking skills, and self-advocacy capacity.

**I am confident on campus.** Student participants expressed confidence on campus as students who knew what they were doing and where they needed to go. The feelings of being in control and not having to rely on others came through in the photos of the campus quads and images of classrooms where teachers encouraged autonomy (e.g., the art and culinary classrooms). River expressed excitement when he shared, “I get to pick my own seat” in a class where he feels empowered to make choices. Equally, Rain, and Meadow explained how they find “quiet places” and “walk to think” on the bustling campus as ways to manage their anxiety and maintain a positive frame of mind. In these exchanges, students shared how they experienced confidence in their daily school lives through deliberate choice-making. Students appeared to be empowered by being given choices rather than being told what to do. Students also felt more in control when they were able to decide for themselves what strategy to use (e.g., walking or sitting quietly).

**I am abled on campus.** Student participants identified this theme as the way students experience being treated with “pity” by some people and in some spaces. The students chose an image of a fellow student in a wheelchair who was sitting alone as the catalyst for this part of the discussion. Student participants in the focus group reflected on how they “know what we’re supposed to know; we know who and how to ask for help when we need help.” Similarly, they agreed, “I don’t need a label.” In many ways, this theme emerged as a foil to the other themes. The students chose to photograph mostly spaces where they could decide for themselves what to do. Yet, this image was of a student who was not as free to make those choices. This theme
again speaks to the profound sense of empathy exhibited by study participants who gave voice to an injustice they experience through the image of another experiencing the same injustice.

**I know who I am.** The theme I Know Who I Am was evident in almost every conversation. Student participants wanted to share what they liked, how they thought, and things they were really excited about in the photos they took. Meadow explained, “These pictures show our point of view. We love seeing the us in, um, school campus.” The pictures gave the students opportunities to share how they like to learn (e.g., River liking to do schoolwork to “rock-n-roll music” or Sunny sharing how she “can walk around and talk, do math, and still, I have my struggles.”).

Students shared their personal stories, too. Rain talked about his tomato plant from a project we did together the spring before, and River told me how much he loved “jumping in the leaves” each fall. The photos allowed students to express themselves and more capably show how self-aware they are. Student participants wanted to convey they were, in Sunny’s words, “just like normal kids.”

**I learn by doing.** The theme I Learn by Doing emerged from the discussions of classes and activities student participants took pictures of and chose to discuss. Many of the images showed equipment or activities where the students were physically doing the work or would use an item to do the work. For example, River shared a picture of the art room supplies he was very excited to start using; he could not wait to “get painting!” Later, River shared a picture of another student “making pancakes.”

Sunny’s photos included art and culinary, and her pictures showed students actively engaged in work-based learning activities. In one photo, students were drawing; in another photo, they were cleaning. Both pictures showed physical tasks, and that was what she spoke
about: “He lets us do all the work” and “Yeah, everyone does everything; they cook, they clean-up, the kids just being kids.” Equally, Meadow also explained, while describing a lei exploration in an agriculture floral class, “Instead of going to class and doing boring homework and all that, I like touch; I like learning with touch. When I want to know more, I touch to see how different things feel. I like texture.” Student participants were acutely aware of their kinesthetic learning style and their preference for classes that catered to that format.

I advocate. The third thematic category to emerge was I Advocate. In this group the subthemes included I am Change and I’ll Leave My Mark. In this category, student participants shared their empathy for others and desire to foster a better community for everyone.

I am change. The theme I Am Change is one that arose as student participants became more confident in the process and more assured in their statements. The act of taking pictures, the process of the daily interviews, and the final focus group discussion helped to galvanize the students into people who spoke more confidently and shared more freely. As discussed in the photovoice introduction in this chapter, student participants, over the course of the week, (a) gained skill in photo taking, (b) sped up the interview duration, and (c) demonstrated increased astuteness in student interview observations.

When asked in the focus group how student participants' photos could bring change, Rain hoped it would make people “quit treating us differently.” Sunny agreed, saying, “We can inspire more other kids to see the pictures and be like, ‘Oh, I can do that; this is how they did it,’ and everything like that. It inspires more people.” Meadow elaborated, “You know, like a memory or we can say, we can put a reminder like in um say, uh that all students need when they leave to go out into the world.” River suggested, “We can help ‘em.” The empathy, altruism, and hope exhibited by the study students was remarkable to document.
**I'll leave my mark.** The final theme came from student participants’ desire to bring change to their school landscape. As they photographed the school, they noticed many changes like removed trees and unmaintained areas of the campus. Meadow explained, “We don't have a whole lot of rainbows in our school.” Students also photographed and discussed places they enjoy being, like a couple of benches on campus that were places the kids really liked to hang out. Other campus locations photographed included the wishing well, senior square, and the chess board.

Looking collectively at the pictures led student participants to decide they could ask for permission to create a senior project like had been done in years past “like for a memory, like forever.” The students discussed the creation of a garden or orchard in the area outside our classroom where a tree had been. The students suggested benches and “trees and flowers and everything.” The students’ desire to create a space for others was evidenced in this theme. Just like the earlier theme of being a part of campus, in this theme students wanted to actively bring change to their campus in a way that is both meaningful and long lasting. The students want to be able to visit the space they envisioned, like the bench in senior square or the wishing well. In his instance, the students want to be just like the students who came before them; they want to be remembered and have a place to remember.

**Research Question 2**

Research Question 2 derived from the photovoice process of sharing participant photos to identify the effect of the images on relevant stakeholders (Wang & Burris, 1997). The function of the All IN Pix YPAR focus group meeting was to (a) identify relevant themes from the selected daily photos, (b) allow participants a chance to discuss the photos, and (c) choose the photographs that became the All IN Pix YPAR Gallery Exhibit Survey. I created the exhibit and
shared it with the students and their families for approval. All approved and felt the All IN Pix Gallery Exhibit Survey conveyed student participants’ ideas accurately.

The students were very proud of the All IN Pix Gallery Exhibit Teacher Reaction Survey video and expressed excitement at letting people see what they had done. The students were curious about the impact of the All IN Pix survey, and I was able to share the results after I reviewed them. They were delighted to learn that most people who viewed the gallery exhibit had their perceptions of people with significant disabilities changed. This knowledge brought the students pride and self-confidence that their photos and comments could make people say such nice things.

The All IN Pix Gallery Exhibit had a positive impact on 72% of teachers who worked in the study school district. The 28% of respondents who said they were not influenced tended to be people who already worked with students with disabilities. These respondents explained their responses by describing how they have frequent interactions and “know how amazing our kiddos are!”

None of the respondents provided a negative comment. Two comments in the surprised group indicated the type of exchanges and insights shown on the video was not evident in their experience. It is very possible students gave more forthright and authentic statements due to my role as a trusted member of the school environment. Student participants identified the themes I Am Included and I Am Abled to address the intersection of teachers whose approach was not indicative of the style of learning and autonomy in instruction the students identified in the theme I Learn by Doing and used by those teachers who foster environments where students feel empowered to learn. The intersection of these three themes could have created tension for the survey respondents, causing them to cast doubt on the students' statements (e.g., “They sound
like all the other kids. They talk so rarely in class.” and “They are insightful and reflective, more so than they let on to be.”). These comments were made by survey respondents who indicated a new awareness because of the survey.

The All IN Pix Gallery Exhibit Teacher Reaction Survey was most effective at “informing” respondents. A quarter of all respondents said they exited the survey knowing more about people with significant disabilities. One response in the informed group read, “Never really took the time to find out what students with disabilities can do.” Another large response group, 20% of teacher respondents, were categorized as View Their World. One respondent in this group said the All IN Pix Gallery Exhibit “widened my perspective from their point of view.” Another 15% of respondents were categorized as Include. An Include respondent shared, “All students, including students with disabilities, want to be included.”

The other All IN Pix Gallery Exhibit Teacher Reaction Survey respondents fell into smaller categories but were still powerful in their sentiment. Two people saw the uniqueness of people with significant disabilities for the first time. Two respondents were “inspired” by the All IN Pix Gallery Exhibit. Two wanted to “share with students.” One person observed “Personal insight was given regarding the positive influence of school.” Another declared, “What a powerful tool! It is moving to glimpse the thoughtful issues from inside the students. Innovative education is wonderful to witness.” The last comment came from a parent who shared, “My son has a disability; most of these are variations on things he would have said.” In these statements, the power of the All IN Pix Gallery Exhibit Teacher Reaction Survey enhanced education stakeholders’ insights into the unique experience of students with significant disabilities in high school.
The photovoice method and All IN Pix Gallery Exhibit Teacher Reaction Survey proved an effective tool to influence the perceptions of people who teach students in the district. Respondents identified the exhibit as a good learning tool, an effective communication tool, and an inclusive teaching practice tool. The photovoice process was also identified as effective in illustrating the power of inclusive school practices by many survey respondents.

Conclusions

Associating Photovoice and Students with Significant Disabilities Empowerment

The All IN Pix YPAR study involved students with significant disabilities sharing their daily experiences in high school through the process of photovoice. Student participants identified 10 themes and photos to share with the teachers in their school district via the All IN Pix Gallery Exhibit Teacher Reaction Survey using the photovoice method. Teacher respondents identified an additional 10 themes that correlated to the effectiveness of the photovoice method for increasing awareness, understanding, and empathy of the lived experiences of people with significant disabilities. The three thematic categories I Belong, I Am Self-Confident, and I Advocate were the overarching themes of the student participant interviews and focus group. Study findings were examined through the lens of the three theories that guided this investigation: education empowerment theory, critical disability theory, and the social model of disability theory.

Relationship to Education Empowerment Theory

Empowerment education theory contends people improve their status in life, increase their self-confidence, and inflate their social currency by becoming aware of their current social standing through introspection, meta cognitive practice, and authentic reciprocal interaction with the larger community (Abma et al., 2020; Freire & Ramos, 1970; Rivers, 2020). The photovoice
process of photo taking, individual sensemaking, group discussion, and choice making enabled
the students to directly communicate to the larger school community who they are, how they see
themselves, how they feel about their campus experience, and how they wanted to learn.

In the process of looking at their campus through a camera lens, students explored new
aspects of their lives and shared these views in the daily student interview about a single photo.
In the interviews, students reflected on their own strengths and drew from their personal
experiences to recognize their student identity more fully. Likewise, the act of meeting as a
group allowed student participants to discuss jointly how the collection of their images spoke to
them as individuals and as a community of students who shared the experience of being
significantly disabled.

Through these interactive tasks, student participants gained confidence in themselves and
their ideas. The All IN Pix Gallery Exhibit Teacher Reaction Survey further empowered the
students who felt emboldened by the process of photovoice (a) to advocate for teaching practices
that cater to their unique learning styles, (b) to be recognized for their humanity rather than their
disability, and (c) to be heard as advocates for a better learning community through their
inclusion and campus beautification suggestions. Student photos, themes, and discussions lead
to pronouncements of individual autonomy, personal empowerment, anti-ableist attitudes, and
inclusive actions that were informative, impactful, and insightful for educators in the district.
Thus, the All IN Pix YPAR study embodied the principles of empowerment education theory as
both student participants and the study community learned more about people with significant
disabilities as a marginalized group.
**Relationship to Critical Disability Theory**

Critical disability theory is used to examine the culture of disability in a community and how their norms and mores can be broadened to encompass all people, including those with disabilities, in authentic ways (Abma et al., 2020; Wang, 2019). Disruption of the institutionalized systems that prevent authentic inclusion begins by people, who were themselves marginalized, asserting their normalcy and identifying ways to change social perceptions of people with disabilities (Abma et al., 2020; Wang, 2019).

In the All IN Pix YPAR study, student participants photo documented their day and their daily struggle for acceptance and equity in their education and social interactions. Through the photo viewing, student participants reflected on their role as a student with a significant disability in high school at the intersection of their identity as a valued member of the school community and someone perceived by society to be incapable of self-sufficiency or autonomy. The students saw themselves as normal juxtaposed to their being viewed as ill-equipped, in need of pity, or monitoring by abled others. Student participants grew in their identity as people able to meet the demands of the general education school setting and aware of how best they could be included through recognition of how they are perceived by others and what they value.

The process of individual awareness, growth, and reflection was finalized by conveyance, when student participants, through the All IN Pix Gallery Exhibit Teacher Reaction Survey, spoke out against the prejudice, inequity, and disenfranchisement that keeps them oppressed. Through the expression of identity, awareness of the status quo, advocacy for inclusion, and a call to action for campus beautification, the All IN Pix YPAR study reflected critical disability theory principles of cultural awareness, enlightenment, empowerment, and advocacy.
Relationship to the Social Model of Disability Theory

The social model of disability theory holds that people are people, regardless of disability, and the label of disability is a socially constructed term that creates barriers to inclusion and participation by people with disabilities (Arstein-Kerslake et al., 2019; Kunt, 2020). The social model of disability recognizes people have afflictions or ailments that require interventions, but the persistence of outdated policies and practices, institutional infrastructure, or physical make-up of buildings limits the inclusion of those who are not allowed authentic access due to the barriers created by these practices, policies, and environments.

Consistent with the social model of disability theory, the All IN Pix YPAR student participants identified for themselves what an equitable member of the student learning community looked like in their view. The students repeatedly referred to themselves as “normal” and “typical.” In none of the conversations did the students identify as disabled. Instead, they spoke of “having a disability,” just like they spoke of “having long hair.” In these exchanges, the students spoke of their disability like any other feature of themselves. They did not focus on their disability or use it as a filter for their perception.

To the contrary, student participants spoke of their disability as something intrinsic, natural, and assimilated into their lives rather than as a central focus; their disability is just part of who they are. Furthermore, the recognition of the intrinsic connection between student participants and their identity was shared by the teachers who responded to the All IN Pix Gallery Exhibit Teacher Reaction Survey. Viewing the students’ world enabled many commenters to know and understand more fully the lived experience of people with significant disabilities who too frequently are barred from communicating these thoughts by social, emotional, political, and economic ideals, infrastructure, and practices that keep these voices
unheard. The All IN Pix YPAR study demonstrated the social model of disability principals by spreading awareness of how people with significant disabilities want to be included, taught, and influential in their community.

**Recommendations for Students with Significant Disabilities Empowerment**

People with disabilities are their best advocates, according to both the United Nations and the Individuals with Disabilities in Education Act (Arstein-Kerslake et al., 2019; European Union Agency for Fundamental Rights, 2015; IDEA, 2004; Taylor et al 2020; U.S. Department of Education, 2018). To advocate, one must first become empowered in their life through explicit planning and intentional development of activities to increase autonomy, self-awareness, and self-sufficiency. The following recommendations come from the findings of the All IN Pix YPAR study that asked students with significant disabilities to share their experience as high school students on a comprehensive campus. These recommendations are divided into five areas of focus: (a) student choice, (b) experiential learning, (c) individual education plan (IEP) augmentation, (d) club affiliation, and (e) teacher professional development training.

**Student Choice**

Student participants in the All IN Pix YPAR study discussed the empowerment they feel when they can make choices regarding their learning. Simple choices, like choosing their own seat, enabled students to gain confidence in their role as a student in the class. Choosing how to complete a project is another explicit example of how students want the opportunity to complete assignments using the methods and modes they know are most effective for them.

The freedom to choose how to complete assigned tasks enables students to overcome imposed learning obstacles by choosing the method they are most confident using. Learning barriers create additional obstacles for students with disabilities who may not be able to meet the
skill objectives as they simultaneously learn to navigate new forms of work submission or task completion according to narrow prescripts of the classroom teacher. Expanding opportunities for students to determine their best tools and tactics empowers students to approach learning in a manner they are confident with while they journey into the unknown of course material. Student choice methods include choice boards, choosing what program or format to submit assignments, and allowing students to form their own work groups.

Allowing for technology choices as students ask for these options is also fundamental for students to become responsible for their own lifelong learning. As both high school students and transition aged students, the ability to make choices concerning how to learn is paramount and must be encouraged and endorsed by educators who are responsible for helping students adjust to owning their life choices and making decisions that are appropriate and safe and satisfying as adults. In multiple student interviews, the freedom to choose in an educational setting made the students feel comfortable, accepted, and in control of their learning in a way that empowered the students to be more confident and ultimately more capable in these classes.

**Experiential Learning**

Student participants spoke of the power they feel when being allowed to learn through doing. I Learn by Doing was derived directly from the students’ recognition of their preferred learning style as kinesthetic. Across many interviews, students expressed the control they felt when they did something, and someone critiqued their process rather than being lectured to and asked to work independently. A lecture disconnected from the actual manipulation of the task resulted in the students feeling confused and overwhelmed rather than feeling able and immersed in the task and connected to the learning.
**Modeled instruction.** Student participants chose the theme I Learn by Doing as a topic in the All IN Pix Gallery Exhibit to convey to educators their need to manipulate things as they learn and the power of teaching through action. The students demonstrated they are aware, not only of their own strengths, but that this project could convey their metacognitive awareness and shape future instruction.

In many ways, the photovoice process became a means of doing that empowered student participants. The photo taking, photo discussion, focus group, and photo gallery guided student participants through a process where they demonstrated they can become empowered in their own learning and advocate for teaching methods that benefit them educationally. Educators who responded to the All IN Pix Gallery Exhibit Teacher Reaction Survey said they heard the student appeals, and many learned from the process.

**Hands-on instruction.** Just as student participants felt empowered by doing, they felt empowered through manipulation of things in authentic settings. The culinary and art classes were frequent topics of photo discussions because, in these rooms, students feel involved and in control of their learning because they get their hands dirty and “do stuff.” As noted previously, student participants described themselves as kinesthetic learners through their need to manipulate and touch things, to feel the “texture,” as Meadow put it. Students also described how the lecture and note taking style of instruction was complex and not effective for them, making them less confident and less apt to become engaged in learning. Student participants discussed the confidence, camaraderie, and capacity they gain through cooperative activities in art and cooking.

Hands-on instruction is valuable and meets students with significant disabilities where they are. As demonstrated through the student participant interviews, students frequently
struggled to directly articulate what they were thinking. But when their conversations were facilitated taking a photo and bringing it to the conversation, the barriers created by dialogue were reduced. Students still struggled at times to find the right word—or did not have a frame of reference for what they wanted to say—but wanted to discuss things they were curious about. For example, Rain did not know what the game of chess was or the name of the knight mascot but brought photos of these to discuss so he could become more informed, aware, and connected to his high school. Dialogue alone would have been more difficult, complicated, and a barrier to Rain’s learning about these locations and icons on campus and school materials. Student participants advocated for what worked for them. They learned more by doing, through touch, than by using other learning modes.

**Video practicum.** The adoption of instructional practices that use video-based teaching methods is also a recommendation from student participants who found the ability to watch and see lessons as an effective manner to gain knowledge. Video instruction was the subject of one student interview where the student explained they like to use video to “check and see” if they are doing it right. In another student interview, the student explained how they needed to do things over and over and watch and receive visual feedback as they solved problems. This type of feedback is available only in the moment, in real-time, in a traditional classroom lesson, unless the teacher is using a video instruction model that allows the student to revisit it as many times as needed to master the task.

As the example of Rain and the game of chess illustrates, students do not always have a one-to-one correspondence of vocabulary to depend on as the sole means of instruction. In many instances, in the student interviews and focus group discussion, students had an idea but not the correct term to describe things they wanted to say. Association is a tool students employ to make
their ideas known and express themselves; therefore, a lecture or reading assignment unsupported by photo or video creates a barrier to learning for the students who cannot visualize or make their own mental image of some words. The incorporation of videos in learning enables students to self-check for accuracy and understanding but also allows students to make associations to previous knowledge that facilitates their acquisition of new information and skills. The internalization of knowledge facilitated by videos helped the students in this study feel they could control when and how they acquired a skill and empowered them in both their learning and self-determination.

**IEP Augmentation**

The process of the All IN Pix YPAR study gave student participants the opportunity to guide the conversation, focus attention on, and honestly share their insights in a way that was new and empowering to witness. The process of photo capture, photo discussion, and photo sharing allowed the students to embrace their own identity more fully and step into a newfound confidence in their ability to speak for themselves and be heard in their community.

Incorporation of photovoice into different aspects of the IEP process would put students at the center of their IEP rather than sidelined as spectators.

**Photovoice-based interviews for IEP transition planning.** The study participants were all high school transition-age students, meaning, in their yearly IEP meeting, the additional components of the transition plan are required (IRIS Center; n.d.; Taylor & Balandin, 2020; U.S. Department of Education, 2017). The transition plan develops from a student interview that helps the student (a) identify potential career fields they may be interested in, (b) seek out educational opportunities after high school to acquire the necessary training for the chosen career fields, and (c) develop an independent living plan with corresponding goals in the areas of

The incorporation of photovoice into the interview portion of transition plan development would help to better situate and orient the student in the center of the conversation by empowering them to find the subjects of the discussion and drive that discussion using photos of their own choosing. The second step of photo sharing can also enable authentic participation in the student’s IEP meeting, an additional goal of the transition planning element. The photovoice method could make the student a more equitable member of the IEP team.

**Photovoice-based interviews for IEP evaluation interviews.** Students become eligible for an IEP through evaluations conducted every 3 years to initiate services, change services, or maintain services (U.S. Department of Education, 2017). During an IEP evaluation, a school psychologist conducts a variety of tests and inventories to reach a determination of eligibility for special education services under one of the 13 eligible categories designated in the IDEA (2004; U.S. Department of Education, 2017). These tests are comprehensive, take an extensive amount of time, and are very often conducted by people who have limited, if any, prior interaction with the students. The photovoice tool could provide an icebreaker activity that provides students with a chance to do something that will empower them to share more fully who they are, how they learn, and how they see themselves in their community.

Students with disabilities need to be empowered in their education rather than intimidated by testing. Yet, the current interview process for IEP eligibility is interviewer directed and focuses on students orally sharing or drawing responses. The photovoice use of photo taking places the student in charge of guiding the conversation and allows them to share things that matter to them from their own point of view. The photographs can orient the interview
according to the photo rather than the language of the questioning. Using a structured interview, the interviewer could create a sense of familiarity with the student by having photo sharing be the start of multiple meetings across the days of testing. Through repeated interviews, the student would gain trust in both the interviewer and the process, and the interviews would, hopefully, become richer, fuller, and take less time to conduct—as was evident in the All IN Pix YPAR daily student interviews.

The photovoice tool places students at the center of the evaluation for eligibility process through authentic involvement not always achievable with students with significant disabilities using current processes. The act of being identified can be demoralizing and disenfranchising to a student who may not comprehend fully the importance of the IEP function. Incorporating photovoice could help students regain some power and self-confidence in the process of eligibility determinations.

**Club-Based Student Involvement**

The benefits of club involvement were reiterated in multiple All IN Pix YPAR student participant interviews and the focus group meeting. Student participants felt connected to the larger school community and more visible on campus due to their participation in their club. The students gained confidence from the development and organization of campus club activities and saw these activities as ways to interact authentically with peers. As a source of empowerment, the club became a vehicle in which students could envision themselves enacting change. The club also provided them an identity beyond disabled. Club participation was a means of empowering and increasing the social capital of students on campus. Other high schools should help establish campus clubs for students with significant disabilities as a source of student empowerment.
**Teacher Professional Development Training**

Over 70% of teacher respondents to the All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey said their perceptions of students with significant disabilities were changed by viewing the student photos and reading the student comments. The respondents represented 7% of teachers who were members of the teacher union Facebook group in the school district of study. While the number of teachers who agreed to the survey and watched the exhibit was small, the impact of the exhibit was high. Nearly three fourths of all respondents said they changed during the 6 minutes they watched the video. The impact of the exhibit to sway teachers came from seeing through the eyes of student participants and hearing from student participants themselves.

**Teacher professional development sharing gallery exhibit.** The All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey could become an instructional tool and a template for how additional resources could be developed to help educators better educate students with significant disabilities. The power of the survey came from student participants' voices asking for and advocating on their own behalf for inclusive, nonableist practices to increase educational equity. The survey enabled student participants a means of presenting their preferred learning strategies, policies, and priorities that can be profound in helping district teachers see the value and feel compelled to adopt inclusive practices, advance inclusive policies, and seat more students with significant disabilities in general education classes.

To increase student empowerment in learning, teachers should view the All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey video. As the teacher respondents suggested, sharing this video would be important to help people with little or no interactions with students with significant disabilities begin to see them as people and not just their disability. Teachers should
also watch the exhibit to increase their understanding and awareness of how student participants with significant disabilities saw themselves and see the changes the students advocated for in their education.

**Teacher Professional Development for Photovoice Based Curriculum Planning**

Teachers should attend professional development trainings to learn how to use and incorporate the photovoice method to include students with significant disabilities in general education classes. Teaching of the photovoice method should occur in tandem with the viewing of the All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey video. The photovoice method of asking students to take photographs is a model that could allow authentic participation of students with significant disabilities in general education classes where they often struggle with traditional modes of assignment completion and assessment.

Students should be able to use methods they can adapt for lifelong learning, including photo documentation and photo explanation of what they know using real world situations. Photographs empower students to make concrete connections of abstract ideas. The process of photovoice, met student participants’ need to do, to be hands on, and to share using a technology based nontraditional method. Photovoice-based lessons could empower students with significant disabilities to authentically participate in general education classes. The method should be explicitly taught to educators for instructional use.

**Recommendations for Future Research**

The All IN Pix YPAR study was an important step in expanding the body of research with students with significant disabilities by incorporating their perspectives. Yet, more needs to be investigated. This study should be replicated in additional high school settings to verify the effectiveness of photovoice as a means of continuing the exploration of the lived experience of
students with significant disabilities, and how, if at all, the gallery exhibit influences teachers who work with those students.

The parameters of this study could be changed to increase the body of knowledge surrounding students with significant disabilities in education research. For instance, more could be learned by expanding the participant numbers to see if similar themes emerge in a larger group. Likewise, the All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey could be distributed in a manner that generates more respondents to see if the positive influence is maintained with a larger group of teachers. Another study parameter change could be to purposefully recruit a wider group of students, such as students with different types of disabilities and more students who use alternative and augmented communication tools.

Future studies could explore the recommendations made by the students to expand the research by developing methods advocated by students with significant disabilities. The use of photovoice as an interview tool in both IEP transition planning and IEP eligibility evaluation interviews would be important in identifying ways to increase student involvement in the IEP processes. Studies should explore the effect of the other recommendations the students made for hands-on teaching methods, student choice-based learning practices, activity-driven instructional planning, and video-supported lesson development from the perspective of students with significant disabilities’ inclusion in general education classes. Finally, studies should examine the impact on students with significant disabilities’ involvement in club-based extracurricular activities in high school and their sense of belonging and empowerment.

**Researcher Reflexivity**

As a parent of children with mild disabilities and an educator of students with significant disabilities, I am aware that my positionality is as an advocate for inclusive practices. As a
means of offsetting my own biases and to validate my findings, I repeatedly sought confirmation of my assumptions from student participants themselves and colleagues at work who I spoke to throughout the data collection phases. The All IN Pix YPAR Gallery Teacher Reaction Survey also acted to help authenticate my findings as they were echoed and reiterated by respondents. In these interactions, my observations were validated, and my biases minimized, adding to the trustworthiness of my findings.

The themes I identified were echoed in the student participant focus group. Student participants were asked to identify their own themes, unaware of the themes I had labeled in my first cycle coding. The focus group identified nearly the same themes, adding more than I had considered in the areas of enthusiasm to be back at school and ableism on campus. Furthermore, students viewed and were proud of the gallery video, confirming that the video captured their thoughts and opinions.

The All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey was shared with the families of the students prior to posting. The families also found it authentic and accurate. This validation was important since the parents had been in earshot of many of the student interviews; they saw and heard the responses their students gave and many of them sat in on the focus group meeting discussion. These families knew what their children’s participation was and how their students felt about their education. Yet, the parents themselves gained a deeper understanding of their own children through the photovoice process, validating the methodology’s impact and powerful ability to illuminate and empower people with significant disabilities.

In addition to asking the students, I spoke often to education professionals who work with students with significant disabilities in general and, in some cases, the study students themselves. These practitioners listened to and validated my observations, adding their own experiences as
anecdotal agreement of the student participant observations and comments. With these professionals, I discussed student recommendations to help determine which ones to endorse and how to propose the adoption of the recommendations. For instance, informal discussions with the two study site school psychologists made me consider suggesting photovoice for the IEP evaluation protocol. Similarly, discussions with the district transition coordinator about the effectiveness of photovoice and the type of findings and revelations students were making made me consider how photovoice could be incorporated into the IEP transition interview protocol.

I sought out the teachers whose classes were the subjects of photographs and asked them if they found the student observations to be accurate. These teachers validated the accuracy of student observations and found student descriptions to be effective for them to hear and informative for their planning. This helped me consider what class policies could be maintained or modified to meet the needs conveyed by the students.

Finally, the All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey became a validation of my findings in terms of people who agreed with the authenticity of the photos, comments, and call to action put forth by student participants as one that must be advanced. Almost a quarter of respondents said their perceptions had not changed, but they made a point to acknowledge their own experiences with students with significant disabilities and confirmed, praised, or applauded the exhibit. One respondent, who identified as a parent of a child with disabilities, said the statements shared in the exhibit mimicked his own conversations with his child. The survey responses were confirmation my findings were derived from the data and not my biases.

The collaborative way the data were collected—and conclusions reached with student participants, participant families, and district of study practitioners—made me confident of the
All IN Pix YPAR study findings that photovoice helped reveal what it is like to be a student with significant disabilities in high school. In addition, the All IN Pix YPAR Gallery Exhibit was an effective tool for creating positive change in perceptions about people with significant disabilities among teachers who work in the district. This finding was affirmed in the survey and was not a product of my preconceived notions or objectives. The consideration of photovoice as an effective tool to empower students with significant disabilities in their own education also was confirmed by student participants and was not a result of my personal goals. In the confirmation from student participants, their families, and professionals in the community, the results were authenticated and increased the trustworthiness of this study.

**Conclusion**

The All IN Pix YPAR study involved students with significant disabilities in high school by using the method of photovoice to photo document one week at school. The guiding research questions focused on the lived experiences of students with significant disabilities in high school and the influence of a photo gallery and survey on teachers who work in the district of the study. The purpose of the two research questions was to add to the minimal body of research surrounding students with significant disabilities from their point of view.

Photovoice effectively made students the central data collection tool in the study by giving the students the freedom to choose the photo subjects, the pictures they discussed, and the photos that made-up the gallery exhibit. In all instances, student participants’ voices became amplified. They gained confidence through the act of taking pictures and sharing in the daily interviews. Student participants found more confidence in the focus group where they viewed the images and chose the gallery photos.
The themes identified by the focus group for the gallery exhibit reflected the shared ideas and experiences of student participants who joined the discussion. The themes were discussed in relation to the guiding research question and fell into three categories: I Belong, I Am Self Confident, and I Advocate. Ten subthemes identified by student participants became the All IN Pix Gallery Exhibit. These 10 themes evolved from the student daily interviews and the focus group meeting where students picked the gallery photos. The students previewed the All IN Pix YPAR Gallery Exhibit Teacher Reaction Survey before it was shared with teachers in the school district. Student participants agreed with the exhibit and felt proud of the message the survey conveyed.

The survey was effective and positively influenced perceptions of teachers who viewed and responded. Respondents who said their perceptions were not changed reported their prior experiences with people with disabilities made these comments true, but not new, to them. Survey respondents who said their perceptions were changed reported gaining knowledge, awareness, insight, and appreciation for students with significant disabilities because of viewing the gallery exhibit video.

The All IN Pix YPAR study confirms the presumptions put forth by the theoretical frameworks that guided the study. The iterative nature of photovoice facilitates education empowerment theory principles of introspection, analysis, and sharing to create more equitable education experiences for students with significant disabilities. The process of taking pictures and discussing what is significant in the photos empowers students to demand people view them as typical rather than disabled, aligning with critical disability theory’s tenet that people who are themselves disabled, through self-awareness and issue orientation, can become advocates for the change they want to see. Finally, as advocates for change and in alignment with social disability
theory, the students in this study identified the institutionalized ways they are disenfranchised while advancing recommendations for more inclusive education practices.

The All IN Pix YPAR study findings led to five recommendations to increase student empowerment of students with significant disabilities in high school. The recommendations include student choice, experiential learning, IEP augmentation, club affiliation, and teacher professional development training. The collaborative development of these recommendations with students and educators increases the trustworthiness of the findings and recommendations.

The All IN Pix YPAR study was an effective method for authentic inclusion of students with significant disabilities in research. The students became empowered in their own education through their participation in the All IN Pix YPAR study, and they influenced the way educators in their district perceive people with significant disabilities in the process. The potential for photovoice to empower more students with disabilities in additional settings is only one of the multiple avenues of research still needing investigation. The need to increase academic inclusion as a means of increasing social acceptance and increasing economic stability in the long run for students with significant disabilities is still unmet and can hopefully be mitigated when students have better education outcomes.


https://doi.org/10.1111/1467-9604.12234

https://doi.org/10.1080/09687599.2019.1619239


California Department of Education. (n.d.-d). *Promotion, retention, and grading.* https://www.cde.ca.gov/sp/se/sr/promoretntn.asp
California Department of Education. (n.d.-e). *Special populations.*
https://www.cde.ca.gov/ci/ct/pk/pops.asp

https://www.caschooldashboard.org/reports/34765053436979/2020


Centers for Disease Control and Prevention. (2020). *Disability impacts all of us [Infographic].*

Center for Parent Information and Resources. (n.d.). *Key Terms to Know in Special Education.*
https://www.parentcenterhub.org/keyterms-specialed/


https://doi.org/10.1177/1044207319836660

https://doi.org/10.1177/1744629518767001

extensive support needs in California school districts: The state of inclusion and
https://doi.org/10.26822/iejee.2020358218

Coussens, M., Destoop, B., Baets, S. D., Desoete, A., Oostra, A., Vanderstraeten, G., Van
to elicit the perception of young children with developmental disabilities such as ADHD
and/or DCD and/or ASD on their participation. *Plos One, 15*(3), Article e0229538.
https://doi.org/10.1371/journal.pone.0229538

methods approaches*. SAGE Publications.

Cummings, B. (2021, August 15). *Back to school: Twin Rivers Unified reopening plans*. KCRW
https://www.americanprogress.org/article/improving-outcomes-for-students-with-disabilities/

https://www.americanprogress.org/article/remote-learning-school-reopenings-worked-didnt/


https://doi.org/10.1080/23297018.2020.1788418


Exceptional Children. (n.d.). *Analysis shows state-by-state funding shortfalls for IDEA.* https://exceptionalchildren.org/blog/analysis-shows-state-state-funding-shortfalls-idea


Google. (n.d.) *Cloud storage for work and home.* https://www.google.com/drive/


IRIS Center. (n.d.). *What is the transition planning process for students with disabilities?* Vanderbilt University. https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p01/#content


Logsdon, A. (2019, November 7). *Children can have various developmental disabilities and functions.* Verywell Family. https://www.verywellfamily.com/what-are-developmental-disabilities-2162827


https://www.washingtonpost.com/education/2021/05/20/students-disabilities-virtual-learning-failure/


https://doi.org/10.1177/2333393617732017


https://www.globalpartnership.org/blog/children-disabilities-face-longest-road-education


http://dx.doi.org/10.14196/sjpas.v7i9.2555


https://www.ssa.gov/benefits/disability/qualify.html

https://www.ssa.gov/OACT/FACTS/


https://doi.org/10.1080/1045988x.2017.1393789


Suppes, A., & Tholen, I. (2021, April 2). *A survey of special educators regarding their instructional literacy practices for students with intellectual and developmental disabilities.* University of Nebraska–Lincoln. https://mediahub.unl.edu/media/16205


Tindall-Biggins, C. M. (2020). Heard least but matter most: Listening to youth voice to understand the process of youth empowerment [Doctoral dissertation, Loyola University Chicago]. Loyola University eCommons. https://ecommons.luc.edu/luc_diss/3828


https://doi.org/10.18356/f3168773-en


https://doi.org/10.18356/6b539901-en


https://unesdoc.unesco.org/ark:/48223/pf0000232592


https://doi.org/10.1177/2158244019900176


Vocational Rehabilitation and Other Rehabilitation Services, Pub. L. No. 113–128, Title IV § 404 (2014).

https://doi.org/10.1186/s13561-020-00264-1

https://doi.org/10.33015/dominican.edu/2018.EDU.ST.01

https://doi.org/10.1089/jwh.1999.8.185

https://doi.org/10.1177/109019819702400309


https://www.who.int/news-room/fact-sheets/detail/disability-and-health


Wrightslaw. (n.d.). *IDEA compliance report: Back to school on civil rights, Part I.*
https://www.wrightslaw.com/law/reports/IDEA_Compliance_1.htm


particulate matter exposure during the 2020 wildfires in the United States. *Science Advances*, 7(33), Article 8789. https://doi.org/10.1126/sciadv.abi8789


APPENDIX A: MODIFIED SHOWeD QUESTIONING PROTOCOL

The SHOWeD questions:

What do you See?

What is Happening?

How does this relate to Our lives?

Why does this situation exist?

How can we become Empowered?

What can we Do?

## APPENDIX B: INVENTORY OF TRAUMA TRAINING

<table>
<thead>
<tr>
<th>Document Visibility</th>
<th>Document Name</th>
<th>Search Level</th>
<th>Date Posted</th>
<th>My Favorites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone</td>
<td>HZ Online - Staff User Guide</td>
<td>First Responders</td>
<td>09/18/2007</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Pandemic - Flu Free Edition (Use Avery 8140 Labels)</td>
<td>First Responders</td>
<td>09/18/2017</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>High School Lesson Plans - Science Ambassador Data File</td>
<td>First Responders</td>
<td>12/20/2017</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>K-2 Activity: Be a Flu Detective</td>
<td>First Responders</td>
<td>02/21/2021</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Help Stop the Spread (Handwashing) Poster [Pandemic]</td>
<td>First Responders</td>
<td>02/21/2021</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>GERT Summary Card</td>
<td>First Responders</td>
<td>02/21/2016</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Calls Storm/Thunder APLs Operating Instructions</td>
<td>First Responders</td>
<td>03/22/2016</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>High School Lesson Plans - Science Ambassador Data File</td>
<td>First Responders</td>
<td>12/03/2017</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Pandemic - Twitter: Stay healthy with an elbow</td>
<td>First Responders</td>
<td>03/10/2020</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Enterprise Training [Enterprise Training]</td>
<td>First Responders</td>
<td>03/10/2020</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>ERP-C-300 Level 3</td>
<td>First Responders</td>
<td>01/21/2018</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>ERP 101: Individual Emergency Plan (IEP) Special Needs Form</td>
<td>First Responders</td>
<td>11/24/2019</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>404: Classroom Kit - Emergency Supplies</td>
<td>First Responders</td>
<td>06/18/2016</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Pandemic - Facebook: Be Smart, Stay Apart (Social Distancing)</td>
<td>First Responders</td>
<td>05/18/2020</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>How an Infectious Disease Can Spread - Teacher Guide Gr 6-8</td>
<td>First Responders</td>
<td>02/20/2017</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Program Administration</td>
<td>First Responders</td>
<td>02/20/2017</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Program Administration</td>
<td>First Responders</td>
<td>02/20/2017</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Pandemic - Twitter: Be Smart, Stay Apart (Social Distancing)</td>
<td>First Responders</td>
<td>02/20/2017</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>ERP 405: Classroom Folder Contents</td>
<td>First Responders</td>
<td>12/11/2014</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Pandemic - Handwashing Poster: With hand dryer option [Pandemic]</td>
<td>First Responders</td>
<td>02/16/2020</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Triton Plan</td>
<td>First Responders</td>
<td>02/27/2020</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Pandemic - Teachers’ Tips for Caring for your Classroom</td>
<td>First Responders</td>
<td>06/16/2020</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>ERP-C-300 Level 3</td>
<td>First Responders</td>
<td>02/20/2017</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>ERP-C-300 Level 3</td>
<td>First Responders</td>
<td>02/20/2017</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Pandemic - Handwashing Poster: With hand dryer option [Pandemic]</td>
<td>First Responders</td>
<td>02/16/2020</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Triton Plan</td>
<td>First Responders</td>
<td>02/27/2020</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>Pandemic - Teachers’ Tips for Caring for your Classroom</td>
<td>First Responders</td>
<td>06/16/2020</td>
<td>Download</td>
</tr>
<tr>
<td>Everyone</td>
<td>ERP 405: Classroom Folder Contents</td>
<td>First Responders</td>
<td>12/11/2014</td>
<td>Download</td>
</tr>
</tbody>
</table>
## My Requests - Jessica Jennings

<table>
<thead>
<tr>
<th>Action</th>
<th>Activity Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Fullname</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SUMMER 2021: Community Circles and Peace Centers</td>
<td>08/10/2021</td>
<td>08/19/2021</td>
<td>In-District PD Request Form</td>
</tr>
</tbody>
</table>

### Pending Prior Approval (8 Records)

<table>
<thead>
<tr>
<th>Action</th>
<th>Activity Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Fullname</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SUMMER 2021: YOUTH MENTAL HEALTH FIRST AID</td>
<td>08/30/2021</td>
<td>09/06/2021</td>
<td>In-District PD Request Form</td>
</tr>
<tr>
<td></td>
<td>SUMMER 2021 - Studies Weekly: Student and Teacher Well Being</td>
<td>08/10/2021</td>
<td>08/19/2021</td>
<td>In-District PD Request Form</td>
</tr>
<tr>
<td></td>
<td>Project Certification - Two Day</td>
<td>02/09/2021</td>
<td>02/10/2021</td>
<td>In-District PD Request Form</td>
</tr>
<tr>
<td></td>
<td>August 13: Session 3 - COVID-19 SPED Procedures for District; Learning for SPED Staff; Only Attendance at one session Required for SPED Staff</td>
<td>09/13/2020</td>
<td>09/13/2020</td>
<td>In-District PD Request Form</td>
</tr>
<tr>
<td></td>
<td>August 12: Session 2: SEL, Self-Care</td>
<td>09/13/2020</td>
<td>09/13/2020</td>
<td>In-District PD Request Form</td>
</tr>
<tr>
<td></td>
<td>August 12: Session 1: Creating Access to the Essential Standards: Unique Curriculum</td>
<td>09/13/2020</td>
<td>09/13/2020</td>
<td>In-District PD Request Form</td>
</tr>
<tr>
<td></td>
<td>B201 - M. LINDA WISH SCHOOL</td>
<td>11/21/2019</td>
<td>11/21/2019</td>
<td>In-District PD Request Form</td>
</tr>
</tbody>
</table>

### Instructor Has Confirmed Attendance (6 Records)

<table>
<thead>
<tr>
<th>Action</th>
<th>Activity Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Fullname</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SUMMER 2020: 60 HOURS: Math teacher: - Math Teacher - - Math Teacher</td>
<td>08/31/2020</td>
<td>07/31/2020</td>
<td>In-District PD Request Form</td>
</tr>
<tr>
<td></td>
<td>SUMMER 2020: Exploring SMART Summer Workshop (Secondary Teachers) - Getting Started with your Classroom Technology</td>
<td>07/20/2020</td>
<td>07/20/2020</td>
<td>In-District PD Request Form</td>
</tr>
<tr>
<td></td>
<td>SUMMER 2020: Differentiated Classroom Workshop - 101</td>
<td>09/01/2020</td>
<td>09/02/2020</td>
<td>In-District PD Request Form</td>
</tr>
<tr>
<td></td>
<td>SUMMER 2020: Focus 5-EL Strategies - Thinking Bushes and Language Supports (Grades 7-12)</td>
<td>09/11/2020</td>
<td>09/11/2020</td>
<td>In-District PD Request Form</td>
</tr>
<tr>
<td></td>
<td>SUMMER 2020: Evidence-Based Practices for Autism</td>
<td>09/10/2020</td>
<td>09/10/2020</td>
<td>In-District PD Request Form - ONLINE COURSE</td>
</tr>
</tbody>
</table>
## My Portfolio - Jessica Jennings

### Completed by Purpose

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/10/2020</td>
<td>Setting up Google Classroom for Digital Learning (Advanced)</td>
<td>1.00</td>
</tr>
<tr>
<td>06/10/2020</td>
<td>G &amp; A: Unique Curriculum via Distance Learning</td>
<td>1.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>G &amp; A: RCSC &amp; Bridge Google Classroom</td>
<td>1.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>Per/Per Secret</td>
<td>1.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>Google Classroom - Secondary</td>
<td>1.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>Neaport - Part II (Intermediate)</td>
<td>1.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>Neaport - Part I (Beginner)</td>
<td>1.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>Google Sites - Part II (Advanced)</td>
<td>1.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>Introduction to Screenreading (Secondary)</td>
<td>1.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>Google Sites - Part I (Intermediate)</td>
<td>1.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>Beginning Google Classroom - Secondary</td>
<td>1.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>Professional Development for Rio Linda High School</td>
<td>8.00</td>
</tr>
<tr>
<td>06/15/2020</td>
<td>Professional Development for Rio Linda High School</td>
<td>17.90</td>
</tr>
</tbody>
</table>

### Completed by Purpose

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/15/2020</td>
<td>5201:17 SPEED M.SI.2OC</td>
<td>8.00</td>
</tr>
</tbody>
</table>

### Summer Pay Rate (06/01/2020 to 06/30/2020) (6 Records)

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/12/2020</td>
<td>SUMMER 2020 Beginner SMART Summer Workshop (Secondary Teacher) - Getting Started with your Classroom Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>07/03/2020</td>
<td>SUMMER 2020 Beginner SMART Summer Workshop (Secondary Teacher) - Creating Effective Lessons</td>
<td>3.00</td>
</tr>
<tr>
<td>08/15/2020</td>
<td>SUMMER 2020 English Advanced/Intermediate Workshops - 301</td>
<td>3.00</td>
</tr>
<tr>
<td>08/13/2020</td>
<td>SUMMER 2020 Focus on ELL Strategies - Teaching Reading and Language Supports (Grades 4-12)</td>
<td>3.00</td>
</tr>
<tr>
<td>10/10/2020</td>
<td>SUMMER 2020 Evidence Based Practices for Autism</td>
<td>3.00</td>
</tr>
<tr>
<td>08/02/2020</td>
<td>SUMMER 2020 Totally Techy Tuesday</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.90</td>
</tr>
</tbody>
</table>

### Summer Pay Rate (06/01/2018 to 06/30/2019) (6 Records)

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/2018</td>
<td>AUGUST 18: Leveraging Resources to Support Students in the Least Restorative Environment at the Secondary Level: SECONDARY SPEED as listed in description</td>
<td>6.00</td>
</tr>
<tr>
<td>08/15/2018</td>
<td>AUGUST 18: Great Expectations Designing and Implementing Effective and Engaging Literacy Instruction for All in SECONDARY School Settings: Secondary: SPEED as listed in description</td>
<td>6.00</td>
</tr>
<tr>
<td>06/16/2018</td>
<td>AUGUST 18: Unique Curriculum 163: SDC MS K-12: TEACHERS</td>
<td>5.00</td>
</tr>
<tr>
<td>06/01/2018</td>
<td>AUGUST 18: Unique Curriculum 163: SDC MS K-12: TEACHERS</td>
<td>6.00</td>
</tr>
<tr>
<td>06/16/2018</td>
<td>SUMMER 16: Classroom Culture Kick-Off Guide</td>
<td>5.00</td>
</tr>
<tr>
<td>06/04/2018</td>
<td>SUMMER 18: Non-Hotline Crisis Intervention</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36.90</td>
</tr>
</tbody>
</table>

### Summer Pay Rate (06/01/2017 to 06/30/2018) (2 Records)

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/10/2017</td>
<td>SUMMER 17: ELA Pearson Publisher Training: My Perspectives Supporting Visual Learning Abilities 6-12 (August 1)</td>
<td>0.00</td>
</tr>
<tr>
<td>06/20/2017</td>
<td>SUMMER 17: Special Ed Mini-Conference: PECS</td>
<td>12.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30.30</td>
</tr>
</tbody>
</table>
Good afternoon, (student).
How are you doing today? Can you show me the Mood Meter?

If a student indicates they are not feeling well or do not feel comfortable or are not in a mood to continue, the session will end.

I’m glad you’re well.

We’re meeting to discuss the pictures you took today. Are you ok with talking to me about 1 of those pictures? If not, we don’t have to continue.

The student will agree to continue, or the session will end.

Let’s start this session with a 3 Minute Guided Meditation Body Scan to help us relax and clear our mind.

Great, that was nice. Now let’s begin.

First, this project is meant to be anonymous, meaning no one knows who is involved. Ok.

We should not tell people we are a part of this team because we don’t want them to know our name or that we have a disability. That’s our personal information to share only with your family and myself. Ok?

Next week we will meet with other students. After we meet, we shouldn’t talk about the project, to keep everyone who is in it a secret. This is a secret club. Ok.

Please show me the picture you like best from the ones you took today.

If a student chooses more than 1, I will redirect them to pick their favorite from the few.

Wow, those are nice pictures. Let’s just pick one to talk about today.

What do you see?
What is happening?
How does this relate to our lives?
Why does this situation exist?
How can we become empowered?
What can we do?
Thanks for sharing your thoughts with me about this picture.
I look forward to our conversation tomorrow.
Have a good afternoon.
APPENDIX D: ALL IN PIX GALLERY EXHIBIT TEACHER REACTION SURVEY

All IN Pix YPAR: Audience Survey

A Youth Participatory Action Research Study of Students with Significant Disabilities in High School

Invitation to Participate
I am conducting a survey of middle and secondary educators to gain insight into your perceptions of students with significant intellectual and developmental disabilities using photos taken by the students and their comments about those photos. I invite you to participate.

Significance of the Research
The All In Pix Research Study is examining the impact of students with significant disabilities sharing their daily experience in high school with fellow educators in their same district using the students’ photos and comments in a Gallery Slide Exhibit. I am asking educators to provide their reactions to the All in Pix Photo Exhibit. The findings will help shape education policy for students with significant disabilities in the district where the study is conducted.

What Will You Do?
Participating in the survey will take approximately 10 minutes. Your responses will be anonymous and you may use whatever internet-connected device you choose (e.g., computer, phone, tablet). You may find it easier to complete the survey on a laptop/computer or tablet.

Possible Risks
There are no risks to being in this study.

Possible Benefits to You
You are not expected to directly benefit from being in the study.

Compensation
By completing this survey, you will have the option of entering your name into a drawing for a $25 Amazon e-gift card. I will offer approximately 4 gift cards at the end of the study. Your chances of winning a gift card will depend upon the number of individuals who respond to the survey.

In order to document your receipt of payment, you must provide your name and address to the research team. Payment records will be stored for up to 3 years and may also be stored with the Financial Personnel at the University.

The identifiable information you provide for the drawing will be entered into a separate survey. These responses will not be in any way connected to the anonymous responses you provide for the survey.

Protecting Your Information
Reasonable steps will be taken to protect your privacy. The survey will ask you for your work email to confirm your employment in the district under study. Additionally, an emailed copy of the consent form will be provided to you. Your responses will be anonymous. The gift card survey will ask you to provide your name and email address; this is voluntary for those who entered into the gift card drawing.

The data who will have access to your research records are the study personnel, the IRB, and any other person, agency, or sponsors as required by law or contract or institutional responsibility. The information from this study may be published in scientific journals or presented at scientific meetings and may be reported individually, or as part of group or summarized data but your identity will be kept strictly confidential.

Your Rights as a Research Subject
You may ask questions about this survey prior to agreeing to participate or during the study. If you have questions, please contact:

Lead Researcher:
Jessica Jennings
(916) 837-5555
j.jennings@g.u.pacific.edu

Name of Faculty Advisors: Dr. Rod Githens and Dr. Robert Calvert
Dr. Rod Githens, 916.739.7322, rgithe@g.u.pacific.edu
Dr. Robert Calvert, 916.246.8133, rcalvert@pacific.edu

For questions concerning your rights or complaints about the research, please contact the institutional Review Board (IRB):
Phone: 1 (209) 949-3503 or irb@pacific.edu

Consent
You will be asked to indicate your consent below. You can decline not to participate in this study at any time (e.g., before, during, or after the research begins) for any reason. You will not lose any benefits to which you are entitled.

Email 

Valid email

This form is collecting emails. Change settings
Section 2 of 4

Consent to participate in All IN Pix Study

You will be asked to indicate your consent below. You can decide not to participate in this study at any time (e.g., before, during, or after the research begins) for any reason. You will not lose any benefits to which you are entitled.

Consent - You are voluntarily making a decision whether or not to participate in this research study. By clicking on the I Agree button below, your consent to participate is implied. You will receive a copy of this agreement by entering your email into this form.

Suggestions:
- I disagree
- I agree

After section 2  Continue to next section

Section 3 of 4

All In Pix Gallery Exhibit Video Presentation

Description (optional)

All In Pix Gallery Exhibit:
Photographs taken by students with significant disabilities and their comments about the images.

Has the All In Pix Gallery Exhibit influenced your perceptions of students with significant disabilities?

- Yes
- No
- Add option or add "Other"

If you answered Yes. How has the All In Pix Gallery Exhibit influenced your perceptions of people with significant disabilities?

Long answer text

After section 3  Continue to next section

Section 4 of 4

Amazon e-Gift Card Drawing Entry Form

https://forms.gle/KSIXr0pa72vXssN48
APPENDIX E: TEACHER FORM FOR GIFT CARD DRAWING

Amazon e-Gift Card Drawing Entry Form

By completing the All IN Pix Gallery Exhibit Survey, you will have the option of entering your name into a drawing for a $25 Amazon e-gift card. I will offer approximately 4 gift cards at the end of the study. Chances of winning a gift card will depend upon the number of individuals who respond to the survey.

In order to document your receipt of payment, you must provide your name and email address to the research team. Payment records will be stored for up to 3 years and may also be stored with the Financial Personnel at the University.

The identifiable information you provide for the drawing will be entered into a separate survey. These responses will not be in any way connected to the anonymous responses you provide for the survey.

Enter the drawing for a $25 Amazon e-Gift Card.

Amazon e-Gift Card Image

Your first and last name: *

Short answer text

Your email address: *

Short answer text
All IN Pix District Authorization Request Form

June 9, 2021

Jessica Jennings
Rio Linda High School, SDC RISE Teacher
Doctoral Candidate at University of the Pacific, Sac
3112 Valencia Way Sacramento, Ca 95825

Kathleen Walker
Executive Director, Special Education
3222 Winona Way North Highlands, CA 95660

RE: All IN Pix YPAR: A Youth Participatory Action Research Study of Students with Significant Disabilities in High School

Dear Colleague,

I am seeking authorization to conduct a research study in Twin Rivers Unified School District for the purpose of examining the perspectives of students with significant disabilities in the high school setting from their point of view. Additionally, the study findings will be developed into the All IN Pix Gallery Exhibit Video Survey that will ask junior high and high school teachers to provide their reaction to the student photos and comments. All participants will be anonymous, and no identifiable data will accompany the All IN Pix Gallery Exhibit video or survey findings.

The All IN Pix Youth Participatory Action Research Study explores the lived experiences of students with significant disabilities in their high school learning environment. In August 2021, five student participants will be enrolled in the study high school yearbook class, where they will join the yearbook staff. As yearbook staff photographers, the five students will take photos of their school day. Student data collection will occur across one week in August 2021. At the end of each day, using a guided interview technique, students will explain why they chose the picture they did using words, images, or an Augmented or Assistive Communication Device. These interviews will be video recorded to allow for authentic interpretation of the students’ responses using my personal Zoom video conferencing platform account. Following the individual interviews, participants will discuss their perspectives on inclusion in a guided focus group discussion. Students will choose ten of the 25 photos picked by the students to become the All IN Pix Gallery Exhibit, with student comments interspersed between the pictures on a black background in white letters.

The All IN Pix Gallery Exhibit will be converted to a video and uploaded into the All IN Pix Gallery Exhibit Teacher Reaction Survey Form to be shared with teachers of junior high and high school in the district of the study. Survey respondents will be eligible to enter a twenty-five-dollar Amazon eGift Card drawing as incentive to complete the survey. Email addresses will be collected to verify respondents are employed in the district. Responses will be anonymous and identifying data will be password protected. Survey respondents will be asked to provide email
and name information to opt into the Amazon e-Gift Card drawing to be conducted at the end of
the survey period, approximately 1 week after student data collection.

The study findings will be shared to the Twin Rivers Unified School district board and published
in a peer-reviewed research journal. The findings of the gallery exhibit, and student policy
suggestions will be presented to the high schools’ district school board in fall of 2021. This
discussion will inform curriculum planning and inclusive education policy. All study data will
be stored on my private computer that is password protected and will be deleted 3 years after the
study.

CONTACT INFORMATION:
Questions, Concerns, or Complaints: If you have any questions, concerns or complaints about
this research study, its procedures, risks and benefits, you should ask the Lead Researcher or
Faculty Advisor:

Name of Lead Researcher: Jessica Jennings, (XXX)XXX-XXXX, xxx@u.pacific.edu
Name of Faculty Advisors: Dr. Rod Githens and Dr. Robert Calvert
   Dr. Rod Githens XXX-XX-XXXX, xxx@pacific.edu
   Dr. Robert Calvert XXX-XX-XXXX, xxx@pacific.edu

Independent Contact: If you are not satisfied with how this study is being conducted, or if you
have any concerns, complaints, or general questions about the research or the rights of
participants, please contact Human Subjects Protection in the Office of Research and Sponsored
Programs to speak to someone independent of the research team at XXX-XXX-XXXX or
xxx@pacific.edu.

I hereby request authorization to access the following Twin Rivers databases, and authorization
to contact students, families, and personnel using the tools detailed below.

- Authorization to access Aeries Student Database to verify eligibility for the study as a
  student in the SDC RISE program.
- Authorization to access Aeries Student Database contact information of potential study
  participants for recruitment into study.
- Authorization to conduct student interviews once participants are recruited.
- Authorization to use TRUSD Email communication system to contact junior high and
  high school teachers in the district with request to participate in the All IN Pix Gallery
  Exhibit Survey.
- Authorization to use RLHS Student Yearbook Cameras.
- Authorization to access and use RLHS Student Yearbook Photographs.
- Authorization to contact staff, students, and parents via email, text, phone, or in person.
- Authorization to publish findings in peer-reviewed research journals.

Name of designated District Representative: Date:

__________________________________________  ______________

A copy of this authorization will be provided for district records.
All IN Pix Site Authorization Request Form

June 28, 2021

Jessica Jennings
Rio Linda High School, SDC RISE Teacher
Doctoral Candidate at University of the Pacific, Sac
3112 Valencia Way Sacramento, Ca 95825

Paul Orlando
Principal, Rio Linda HS
6360 Dry Creek Rd, Rio Linda, CA 95673

RE: All IN Pix YPAR: A Youth Participatory Action Research Study of Students with Significant Disabilities in High School

Dear Colleague,

I am seeking authorization to conduct a research study in Twin Rivers Unified School District for the purpose of examining the perspectives of students’ with significant disabilities in the high school setting from their point of view. Additionally, the study findings will be developed into the All IN Pix Gallery Exhibit Video Survey that will ask junior high and high school teachers to provide their reaction to the student photos and comments. All participants will be anonymous, and no identifiable data will accompany the All IN Pix Gallery Exhibit video or survey findings.

The All IN Pix Youth Participatory Action Research Study explores the lived experiences of students with significant disabilities in their high school learning environment. In August 2021, five student participants will be enrolled in the study high school yearbook class, where they will join the yearbook staff. As yearbook staff photographers, the five students will take photos of their school day. Student data collection will occur across one week in August 2021. At the end of each day, using a guided interview technique, students will explain why they chose the picture they did using words, images, or an Augmented or Assistive Communication Device. These interviews will be video recorded to allow for authentic interpretation of the students’ responses using my personal ZOOM video conferencing platform account. Following the individual interviews, participants will discuss their perspectives on inclusion in a guided focus group discussion. Students will choose ten of the twenty five photos picked by the students.
to become the All IN Pix Gallery Exhibit, with student comments interspersed between the pictures on a black background in white letters.

The All IN Pix Gallery Exhibit will be converted to a video and uploaded into the All IN Pix Gallery Exhibit Teacher Reaction Survey Form to be shared with teachers of junior high and high school in the district of the study. Survey respondents will be eligible to enter a twenty-five dollar Amazon eGift Card drawing as incentive to complete the survey. Email addresses will be collected to verify respondents are employed in the district. Responses will be anonymous and identifying data will be password protected. Survey respondents will be asked to provide email and name information to opt into the Amazon e-Gift Card drawing to be conducted at the end of the survey period, approximately 1 week after student data collection.

The study findings will be shared to the Twin Rivers Unified School district board and published in a peer-reviewed research journal. The findings of the gallery exhibit, and student policy suggestions will be presented to the high schools’ district school board in fall of 2021. This discussion will inform curriculum planning and inclusive education policy. All study data will be stored on my private computer that is password protected and will be deleted 3 years after the study.

CONTACT INFORMATION:

Questions, Concerns, or Complaints: If you have any questions, concerns or complaints about this research study, its procedures, risks and benefits, you should ask the Lead Researcher or Faculty Advisor:

Name of Lead Researcher: Jessica Jennings, 1 (916) 837-5585, j_jennings3@u.pacific.edu

Name of Faculty Advisors: Dr. Rod Githens and Dr. Robert Calvert

Dr. Rod Githens 916.739.7332, rgithens@pacific.edu

Dr. Robert Calvert 916.340.6155, rcalvert@pacific.edu

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or the rights of participants, please contact
Human Subjects Protection in the Office of Research and Sponsored Programs to speak to someone independent of the research team at 209-946-3903 or IRB@pacific.edu.

I hereby request authorization to access the following Twin Rivers databases, as well as authorization to contact students, families, and personnel using the tools detailed below, pending TRUSD District approval of the All IN Pix YPAR Study.

☐ Authorization to access Aeries Student Database to verify eligibility for the study as a student in the SDC RISE program.

☐ Authorization to access Aeries Student Database contact information of potential study participants for recruitment into study.

☐ Authorization to conduct student interviews once participants are recruited.

☐ Authorization to utilize TRUSD Email communication system to contact junior high and high school teachers in the district with request to participate in the All IN Pix Gallery Exhibit Survey.

☐ Authorization to utilize RLHS Student Yearbook Cameras.

☐ Authorization to access and utilize RLHS Student Yearbook Photographs.

☐ Authorization to contact staff, students, and parents via email, text, phone, or in person.

☐ Authorization to publish findings in peer-reviewed research journals.

Name of designated District Representative: [Signature]

Date: 4/30/12

A copy of this authorization will be provided for district records.
APPENDIX H: PATENT/GUARDIAN INFORMED CONSENT FORM

Benerd College of Education

PERMISSION FOR MINOR TO PARTICIPATE IN RESEARCH

All IN Pix YPAR: A Youth Participatory Action Research Study of Students with Significant Disabilities in High School

DESCRIPTION OF RESEARCH:

The All IN Pix Youth Participatory Action Research Study explores the lived experiences of students with significant disabilities in their high school learning environment. In August 2021, student participants will be enrolled in the study high school yearbook class, where they will join the yearbook staff. As yearbook staff photographers, students will take photos of their school day. Student data collection will occur across one week in August 2021. At the end of each day, using a guided interview technique, students will explain why they chose the picture they did using words, images, or an Augmented or Assistive Communication Device. These interviews will be video recorded to allow for authentic interpretation of the students' responses. Following the individual interviews, participants will discuss their perspectives on inclusion in a guided focus group discussion. Students will choose ten of the twenty-five photos picked by the students to become the All IN Pix Gallery Exhibit with student comments interspersed between the pictures on a black background in white letters.

The All IN Pix Gallery Exhibit will be converted to a video and uploaded into the All IN Pix Gallery Exhibit Teacher Reaction Survey Form to be shared with teachers of junior high and high school in the district of the study. Email addresses will be collected to verify respondents are employed in the district. Responses will be anonymous and identifying data will be password protected. The study findings will be shared to the Twin Rivers Unified School district board and published in a peer-reviewed
research journal in the fall of 2021 or winter of 2022. The study findings will inform curriculum planning and inclusive education policy. All study data will be stored on my private computer and private Google Drive account, both are password protected. All data will be deleted 3 years after the study.

**Participation is voluntary.** Your child will take pictures using a camera checked out from the yearbook and the pictures will be uploaded into the school district server of the study high school yearbook, on my private password protected personal computer, and uploaded into a password protected Google Drive account. Photos will not be included in study that have identifying components, such as faces or names. Pictures picked by students will become a gallery exhibit that will be shared to the high school faculty to see if their impression of people with significant disabilities has been influenced by the exhibit. The findings of the gallery exhibit, and student policy suggestions will be presented to the high schools’ district school board in fall 2021. Students will be anonymous. Student identities and data will be password protected on servers from the school site, personal computer of the researcher, and a Google Drive account designated for the All IN Pix study. Pseudonyms will identify study participants to shield student identities. Student interviews and the focus group interviews will be recorded using the ZOOM Web Video Conferencing account of myself, the primary researcher. After the study is completed all recordings and photographs will be stored on my password protected computer and All IN Pix Google Drive Account for 3 years.

Study participation is approximately eight hours spread across four-weeks. The study will host parent information meetings via individual phone calls, email, or text discussion approximately two-weeks before the study begins to answer questions and explain purpose, goals, and particulars of study. Starting week three, the students will receive camera training during yearbook class in August 2021 and picture taking tips during five one-hour class sessions the first week of school. The next week, students will take pictures in their classes and on campus, an activity that should take approximately one hour during each
of the five days. At the end of each day, I will conduct ten-minute guided interviews of each student. A final one-hour focus group discussion with all participants will occur the fourth week.

The risks associated with this study are that students may become more aware of their disability through the data capture process or expose their disability status through participation in the study. A different risk is that students may take pictures that potentially incriminate themselves, members of their family, or the larger community by capturing acts that are illegal. Any pictures with contraband or illicit acts will not be included in the study and will be destroyed after the study is completed. However, as a mandated reporter, referral to appropriate agencies may be made due to awareness of hazards or documented danger to students. A final risk is for students to explain why they are taking pictures or if they take a picture of someone who doesn’t want their picture taken. While students will be coached on how to take pictures that have no identifying markers or features as a step to shield the students from these types of protests, as yearbook staffers, students will have a reason for taking pictures outside of the study to address concerns by community members.

The benefits which may reasonably be expected to result from this study include personal growth for the student. Students may become more aware of their role in their community, and this may make them feel more included and involved. Students will gain yearlong membership as part of the yearbook staff. The act of taking pictures could empower students in their education, allowing them more freedom to demonstrate their knowledge in a non-verbal way. The pictures could help improve the awareness of the uniqueness, creativity, and capability of people with significant disabilities. The gallery exhibit may make the community rethink what a disability is and how to interact with people who have disabilities. Students may increase self-determination by becoming agents of social change in their community through their proposal of changes to the policy of inclusion on their high school campus. Finally, the entire student population may benefit from increased inclusive policies and practices in the high school resulting from this study through increased academic performance, improved attendance, and reduction of suspensions.
PARTICIPATION:
I expect to have five participants take part in this study.
Your decision whether or not to allow your child to participate in this study will not affect your child's grades or participation in school and will not involve any penalty or loss of benefits to which you or your child are otherwise entitled. If you decide to allow your child to participate, you are free to discontinue your child’s participation at any time without penalty or loss of benefits to which you or your child are otherwise entitled. Students may decide to stop participating at any time, and will be asked at each interview if they still want to participate in the study.

COLLECTION OF INFORMATION
While the study goal is to increase self-determination by becoming agents of social change in their community, student identities will be protected. Study data will be password protected on servers from the highschool of the study and my personal computer that is password protected. Students will be assigned pseudonyms to protect their identities and information that may expose their identity will be kept on password protected school and my private databases, protecting students from identity theft or exposure. The study will collect age, gender, race or ethnicity, grade, and disability designation data reported as part of the study personas under each assigned alias. The study personas will be used to showcase the educational experience of students with disabilities during the All IN Pix Gallery Exhibit. After identifiers are removed from the identifiable private information, the information or photographs could be used for future research studies or distributed to another investigator for future research studies without additional informed consent from the subject or the legally authorized representative.

PAYMENTS:
Your child will receive a twenty-five dollar Amazon e-Gift Card for his/her participation in this study.

YOUR AND YOUR CHILD’S RIGHTS:
If you have read this form and have decided to allow your child to participate in this research project, please understand your child’s participation is voluntary and your child has the right to withdraw his/her assent or discontinue participation at any time without penalty or loss of benefits to which he/she is
otherwise entitled. You are also free to withdraw your consent to allow your child to participate in this research project at any time without any penalty or loss of benefits. Even if you give permission for your child to participate, the Lead Researcher or another member of the Research Team will speak with your child to confirm your child's assent to participate in the research study. Your child has the right to refuse to participate or answer particular questions.

I will take reasonable steps to keep confidential any information that is obtained in connection with this research study and that can be identified with your child.

Measures to protect your child's confidentiality include the use of personas with pseudonyms instead of names, your child's name will not be used in any reports or publications of the data or results. The lead researcher is the only person who will know the identities of participants. The study data will be stored on a password protected computer and a password protected Google Drive account. The study records will be kept in secure locations on the cloud-based Google Drive Account and my private password protected computer, the number of researchers or persons with access to the records will be limited to the extent reasonable, records will be reasonably de-identified, limited material will correlate the consent form to the research data. Upon conclusion of the research study, the data obtained will be maintained in a safe, locked or otherwise secured location for three years.

CONTACT INFORMATION:
Questions, Concerns, or Complaints: If you have any questions, concerns or complaints about this research study, its procedures, risks and benefits, you should ask the Lead Researcher or Faculty Advisor:

Name of Lead Researcher: Jessica Jennings, 1 (916) 837-5585, j_jennings3@u.pacific.edu

Name of Faculty Advisors: Dr. Rod Gilhens and Dr. Robert Calvert

Dr. Rod Gilhens 916.739.7332, rgilhens@pacific.edu

Dr. Robert Calvert 916.340.6155, rcalvert@pacific.edu

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your child’s rights as a participant, please
contact Human Subjects Protection in the Office of Research and Sponsored Programs to speak to someone independent of the research team at 209-946-3903 or IRB@pacific.edu.

Appointment Contact: If you need to change your appointment, please contact Jessica Jennings at (1 916) 837-5585 or j.jennings3@u.pacific.edu.

DISMISSAL FROM STUDY
It is possible that we may decide that your child’s participation in this research is not appropriate. For example, if your student is not eligible for participation they will not be included. If the operation of the camera equipment inhibits participation your child may not be asked to continue in the study. Continuing to take inappropriate pictures after a photography coaching session could be a reason for a student getting dismissed from the study. In any event, I appreciate your willingness to allow your child to participate in this research.

ADDITIONAL COSTS TO SUBJECT
There is no cost to you for your child to participate in this study.

DISCLOSURE OF ANY CONFLICTS OF INTEREST
I am a teacher and case manager of students with Individualized Education Plans at the school where the study will be conducted, creating a potential for conflict of interest. While my familiarity with the students and families will help bridge the discomfort and anxiety that talking to strangers can cause people with disabilities and their families, it also means I know who opted in and out of the study. My dual role as a researcher and a teacher who has authority over students is a potential conflict, but one that will be mediated by using standardized tools to measure outcomes in the study and in classwork. In addition, as a six year employee of the district, I am a trusted member of the school community. I handle highly delicate and confidential information regularly, and conduct myself with integrity by acting transparently and seeking input from the stakeholders I serve.

NOTIFICATION OF RESEARCH RESULTS
Study participants will be notified of relevant research results, including individual research results, at
the completion of the All IN Pix research study.

**I hereby give permission for my child:** (Indicate Yes or No)

- To be audio and video recorded during this study.
  
  ___Yes___No

- For such audio and video records resulting from this study to be used for transcribing student interviews and focus groups, quotes will be paired with photos at gallery exhibits.
  
  ___Yes___No

Your signature below indicates that you have read and understand the information provided above, that you have been afforded the opportunity to ask, and have answered, any questions that you may have, that you completely volunteer to permit your child to participate in the research study (if your child assents to such participation), that you understand that your child may withdraw his/her assent and discontinue participation at any time without penalty, that you will receive a copy of this form, and that you are not waiving any legal claims, rights or remedies.

Name of Child (Please Print)

______________________________
Signature(s) of Parent(s), Guardian or Authorized Representative

______________________________
Date

______________________________
Printed Name of Parent(s), Guardian or Authorized Representative

The extra copy of this signed and dated consent form is for you to keep.
APPENDIX I: STUDENT VISUAL CONSENT FORM

This is a service learning project. Students with disabilities will take pictures of their school day.

You will take pictures for 1 week of school activities.

You pick your favorite each day then share why.

You will upload pictures the interview will last 10 minutes.

Students will upload pictures the interview will last 10 minutes. Pictures will be coded for themes a focus group interview will follow.

Study results will be shared to school leaders and presented as a gallery exhibit to influence inclusive school policies.
Take pictures
many pictures
of your learning
and school work

You can stop
at any time.
if you do not understand
or do not want to continue.

You will not
get in trouble
if you choose to stop
being in the study.

Your parent is ok if you are in the study
To join the study check yes
To not join check no.

I want to join All IN Pix Study.
Mark yes or no.
Write your name.
Write the date.

Joe Smith
APPENDIX J: STUDENT INVITATION TO PARTICIPATE IN THE STUDY

All IN Pix YPAR Pictorial Recruitment Flier (Video Read Aloud)
APPENDIX K: ALL IN PIX SECRET AGENT GOOGLE CLASSROOM
Agents,
It has been over a year since your high school was fully open due to the COVID-19 Pandemic. This August, you will be asked to collect data as a public service project.

If you accept, you will be enrolled in the school yearbook class. You will stay in the class for the entire school year. But for 1 week in August, you will complete a top secret mission. Using yearbook cameras, you will take pictures of your school day. No faces, names, or identifiable photos will be allowed. After school for 1 week, you report to Mrs. Jennings in a 10 minute interview on ZOOM after school. The week after, all secret agents meet to discuss the photos and pics 10 to share to teachers about how the return to school was from your point of view.

If you succeed in keeping under cover, taking pictures, reporting back, and joining the focus group you will earn a $25 Amazon Gift Card.

Good luck secret agents!
APPENDIX M: PHOTO AND INTERVIEW OPT-OUT FORM

Opt-Out of Photographs or Interviews - Optional Form

There are many positive accomplishments and activities that our students are involved in each school year. The news media and the Twin Rivers Unified School District Communications Department occasionally photograph or film these events for the purpose of sharing information about our programs and highlighting positive activities in our schools. These images may be used in district or school newsletters, district or school websites and social media, other promotional materials, or by the news media.

If you do not want your child’s likeness used, please complete this form and email it to communications@twinriversusd.org.

✓ I request that my child’s photo not be used in any District or media publications or presentations.

✓ I understand that this request may prevent my child from participating in some activities.

✓ I agree to also notify my child’s teacher and principal to ensure that they are aware of my preference.

✓ I will instruct my child to avoid photo and media situations or to tell an adult should their photograph be taken.

Please type your answers below.

Student’s Name:

Date:

School:

Parent or Guardian Name:

For questions related to this issue, please call the Communications Department at (916) 566-1628 or email communications@twinriversusd.org.
All IN Pix Camera Instructions (Video Read Aloud)

1. First to turn power on press the button on top of camera.
2. To take a picture, first turn dial to camera mode.
3. Camera mode takes pictures.
4. Select automatic flash mode.
5. To take a picture press button on top of camera.
6. To charge camera plug in camera cord to outlet.
7. Check the camera is charging.
8. The green light means charging.
9. To upload pictures to computer plug in camera & select picture.
10. Choose where to copy photo file.
11. Unplug camera from computer.
APPENDIX O: PHOTO INSTRUCTIONS

3 STEPS TO BETTER PRODUCT PHOTOGRAPHS

1. Setup
- Shoot Outdoors
- Cloudy days reduce glare

2. Taking Photos
- Get Level
- Steady hand = NO BLUR
- Go Macro for features and small products
- Landscape, not Portrait

3. Finish
- Lighten dark images

Common Sizing Guide
- SQUARE: 60k x 60k, 120k x 120, 240k x 240
- PORTRAIT: 150k x 150k, 300k x 300k
- LANDSCAPE: 600k x 480k, 1200k x 960k
Photography Scavenger Hunt

When looking for items use the rule of thirds grid and try to see things in a new way. Go for the unexpected. Creativity counts!

1. Find a wavy line and photograph it from a bird’s eye view.
2. Find an interesting triangle and photograph it with a friend.
3. Photograph a jagged line close up.
4. Photograph something bumpy with the light coming from above.
5. Photograph something tall from a worm’s eye view.
6. Photograph two overlapping circles.
7. Find something orange and photograph it with the light coming from behind.
8. Photograph an interesting reflection.
9. Photograph something blue and textured.
10. Take a photo that features red and green.
11. Photograph the intersection of at least 4 lines.
12. Photograph something smooth and natural.
13. Photograph a repetitious pattern.
14. Find a square or rectangle and photograph it from far away.
15. Photograph a soft texture.
16. Remember to keep in mind the rule of thirds and point of view!
17. Photograph a unique shadow.
18. Photograph something that makes a natural frame.
19. Photograph a series of parallel lines.
20. Press space. Come up with something creative or repeat one of the other prompts.
All IN Pix YPAR Focus Group Meeting Script

Good afternoon, (students).

How are you doing today? Can you show me on the Mood Meter?

*If any student indicates they are not feeling well or do not feel comfortable or are not in a mood to continue, they will leave the session.*

I’m glad you’re well.

We’re meeting to discuss the pictures you told me about last week. Are you ok with talking to the group about those pictures? If not, you don’t have to continue.

*The student will agree to continue, or the session will end.*

Let’s start this session with a 3 Minute Guided Meditation Body Scan to help us relax and clear our mind.

Great, that was nice.

Now let’s begin.

First, this project is meant to be anonymous, meaning no one knows who is involved. Ok.

We should not tell people we are a part of this team because we don’t want them to know our name or that we have a disability. That’s our personal information to share only with your family and myself. Ok?

Today we met with other students. After we meet, we shouldn’t talk about the project, to keep everyone who is in it a secret. This is a secret club. Ok.

I’m going to show you the pictures we discussed individually last week.

*Show the students all pictures as a group.*

What do you see?

How do you feel about the pictures?

What do the pictures have in common?

Are some of the photos different?

What can you envision from these pictures?

Thanks for sharing your thoughts with me about these pictures.

Have a good afternoon.