

"NOW THAT THE DOORS ARE OPEN"  
AN INQUIRY INTO THE FULL INCLUSION OF A STUDENT WITH SPINAL  
MUSCULAR ATROPHY IN A PUBLIC MIDDLE SCHOOL GENERAL  
EDUCATION PROGRAM

A Dissertation

by

CHERYL ANNETTE PRITCHARD

Submitted to the Graduate School

Appalachian State University

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 2005

Doctoral Program in Educational Leadership  
Reich College of Education

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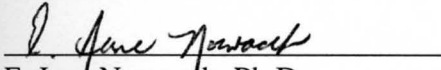
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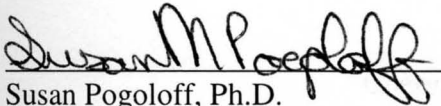
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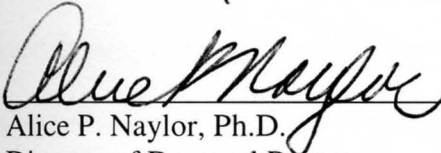
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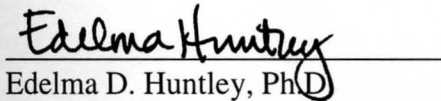
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## ABSTRACT

“NOW THAT THE DOORS ARE OPEN”

AN INQUIRY INTO THE FULL INCLUSION OF A STUDENT WITH SPINAL  
MUSCULAR ATROPHY IN A PUBLIC MIDDLE SCHOOL GENERAL

EDUCATION PROGRAM. (May 2005)

Cheryl Annette Pritchard, B.S. Georgia College

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The purpose of this study was to conduct an in-depth study of full inclusion for one student with multiple disabilities in a middle school setting. The goal was to contribute to a deeper understanding of the complex process of inclusion for one student and provide information that would contribute to the limited body of information that currently exists on inclusion for students with multiple disabilities.

Data was collected over a nine-month period of time using a variety of research techniques. By examining inclusion from multiple perspectives and multiple data sources I was able to find commonalities and differences within and across the data. These discoveries uncovered the barriers and facilitating factors to full inclusion for one student. The barriers were: a.) Power Structures/Dynamics, b.) Administrative Support, c.) Professional Development, and d.) Environmental/ Social Factors. The

facilitator was Teacher Attitudes. The information gained from this examination of the barriers and facilitators of inclusion for one student can assist schools and school systems in developing policies, practices, and procedures for full inclusion of students with multiple disabilities in middle school settings.