

REFERENCES:

Academic Impact on Non-disabled Students

- ❖ Inclusion enhances non-disabled students' learning. (Kaskinen-Chapman, 1992; Cole, Waldron, & Majd, 2004; Dessementet & Bless, 2013)
- ❖ Through the development of a culture of collaborative problem solving, the inclusion of students with disabilities can serve as a catalyst for school-wide improvement and yield benefits for non-disabled students (Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993; Hehir & Katzman, 2012)
- ❖ Several reviews of existing studies found that inclusion was generally associated with either positive or neutral effects on academic outcomes for non-disabled students (Kalambouka, Farrell, Dyson, & Kaplan, 2007; Ruijs & Peetsma, 2009; Hehir, Grindal, Freeman, Lamareau, Borquaye, Burke, 2016)

Academic Impact on Students with Disabilities

- ❖ The academic impacts of inclusion have been studied in many ways with many different populations of students around the world. Multiple systemic reviews of scholarly research literature have found that disabled students educated in general education classrooms academically outperform their non-included peers. (Hehir, Grindal, Freeman, Lamareau, Borquaye, Burke, 2016)
- ❖ Disabled students educated with non-disabled peers performed significantly better on measures of language and mathematics than students with similar disabilities who spend less of their school day with non-disabled peers (Hehir, Grindal, & Edelman, 2012)
- ❖ Students with disabilities in fully inclusive placements were almost five times more likely to graduate on time (Schifter, 2015)
- ❖ Included students were nearly twice as likely as their non-included peers to enroll in some form of post-secondary education (Baer, Dviso, Flexer, Queen & Meindl, 2011)
- ❖ A UK study found that included students were approximately 2 ½ years ahead on expressive language and more than 3 years ahead in reading, writing and literacy skills (Buckley, Bird, Sacks, & Archer, 2006)

Impact on Adult Outcomes for Students with Disabilities

- ❖ The more time students with disabilities spent in regular classes, the more they achieved as adults in employment and continuing education. (Ferguson & Ash, 1989)
- ❖ A 15 year study found that students with disabilities educated in inclusive settings had an employment rate of 73% while those in segregated programs had an employment rate of 53.% (Affleck, Madge, Adams, & Lowenbraun, 1988)
- ❖ "Across a number of analyses of post-school results, the message was the same: those who spent more time in regular education experienced better results after high school." (U.S. Department of Education, 1997)

Social/Emotional Impact on Students with Disabilities

- ❖ Students with disabilities in inclusive classrooms demonstrated higher levels of engaged behavior than students with developmental disabilities in special education classrooms (Katz & Mirenda, 2002)
- ❖ Students educated in inclusive classrooms where more accepted by their peers, had better social relationships, were less lonely, and exhibited fewer behavioral problems than similar children educated in resource room or self-contained special education classroom setting (Wiener & Tardif, 2004)
- ❖ Included students with disabilities demonstrate more independence and self-sufficiency, for example doing things on their own "usually" or "very often" 34% of the time, compared to 22% of the time for their non-included peers (Newman & Davies-Mercier, 2005)
- ❖ Included students were 8% less likely to received disciplinary action than their students who spent less time in general education classes (Marder et al, 2003)
- ❖ Less peer abuse (teasing, insults, social rejection) of students with disabilities was found in inclusive schools, possibly because students in inclusive schools were more likely to stand up for their peers with disabilities (Bunch & Valeo, 2004)
- ❖ Typical students in non-inclusive schools drew children with intellectual disability as monsters; in inclusive schools, they drew them as children, and selected significantly fewer negative adjectives to describe them (Georgiadi, Kalyvas, Kourkoutas & Tsakiris, 2012)
- ❖ Inclusive classroom interactions can lead to genuine friendships among students with and without disabilities. (Hamill, 2003; Casale-Giannola & Wilson Kamens, 2006)

Social/Emotional Impact on Non-disabled Students

- ❖ Attending class alongside a student with a disability can yield positive impacts on the social attitudes and beliefs of non-disabled students. A literature review describes five benefits of inclusion for non-disabled students:
 - reduced fear of human differences and increased comfort and awareness of people who look or behave differently
 - growth in social cognition (increased tolerance of others, more effective communication with all peers)
 - improvements in self-concept (increased self-esteem, perceived status, and sense of belonging)
 - development of personal moral and ethical principles (less prejudice, higher responsiveness to the needs of others)
 - warm and caring friendships (Staub & Peck, 1995)

Additional Resources

❖ Research:

- Recent Literature Review: A Summary of the Evidence on Inclusive Education / Instituto Alana

www.researchgate.net/publication/312084483/_A_Summary_of_the_Research_Evidence_on_Inclusive_Education

- The National Catholic Board on Full Inclusion has collected a list of published studies on inclusion:

fullinclusionforcatholicshools.org/research-that-supports-inclusion

❖ Websites:

- www.inclusiveschooling.com
- www.UDLCenter.org
- www.CAST.org
- Inclusion-international.org

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