



Inclusive Education Research and Resources



Articles.....	3
Comprehensive reports and analyses on inclusive education.....	5
Research on the Benefits of Inclusive Education (2010 onwards).....	5
Research of the benefits of inclusive education (1990's to 2010).....	7
Outcomes for Students with Learning Disabilities in Inclusive and Pullout Programs.....	7
A Comparison of Developmental Gains for Preschool Children with Disabilities in Inclusive and Self-Contained Classrooms.....	8
Impact of inclusive education on nondisabled students.....	8
Systemic barriers for parents, placement trends, LRE/IDEA noncompliance, and misconceptions about inclusive education among educators.....	9
Racial Overrepresentation in Special Education and segregated environments.....	10
Global POLICY DOCUMENTS + USDOE or NJDOE data.....	10
Videos.....	11



Articles

Inclusive education: What it means, proven strategies and a case study

<https://resilienteducator.com/classroom-resources/inclusive-education/>

SPECIAL ED SHOULDN'T BE SEPARATE, Isolating kids from their peers is unjust.

<https://www.theatlantic.com/family/archive/2023/03/kids-disabilities-special-education-school-inclusive-education/673276/>

Students With Disabilities Deserve Inclusion. It's Also the Best Way to Teach

<https://www.edweek.org/ew/articles/2019/05/08/students-with-disabilities-deserve-inclusion-its-also.html>

N.J. should end its segregation of special needs students

<https://why.org/articles/nj-should-end-its-segregation-of-special-needs-students/>

NJ Most Restrictive State in the Nation for Students with Disabilities

<https://edlawcenter.org/news/archives/special-education/nj-most-restrictive-state-in-nation-for-students-with-disabilities.html>

The Five Common Myths About Inclusive Education

<https://www.rand.org/blog/2020/06/the-five-common-myths-about-inclusive-education.html>

Quality Indicators for Effective Inclusive Education Guidebook

<http://inclusionworks.org/sites/default/files/QualityIndicatorsGuidebook.pdf>

Signs of an Inclusive School: A Parent's Perspective on the Meaning and Value of Authentic Inclusion

<https://includingsamuel.com/file/84/download?token=39EqFVA9>

5 Effective Teaching Practices for Students in Inclusive Classrooms

<https://www.thinkinclusive.us/post/5-effective-teaching-practices-for-students-in-inclusive-classrooms>



Co-Teaching: What do general educators and special educators bring to the table?

<http://archive.brookespublishing.com/author-interviews/potts-71691-interview.htm>

Supporting Students with Autism in an Inclusive Classroom – Paula Kluth’s Top 10 Tips for Teachers

https://brookespublishing.com/wp-content/uploads/2021/06/kluths_top_ten_tips.pdf

7-Step Process for Implementing Inclusive School Reform

Includes teacher feedback forms and Q&A

<https://brookespublishing.com/wp-content/uploads/2021/06/causton-principals-handbook-1.pdf>



Comprehensive reports and analyses on inclusive education

[Review of special education in the Commonwealth of Massachusetts](#)

Hehir, T., Grindal, T., & Eidelman, H. (2012). Review of special education in the Commonwealth of Massachusetts. *Boston, MA: Massachusetts Department of Elementary and Secondary Education.*

[A Summary of the Evidence on Inclusive Education](#)

Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y., & Burke, S. (2016). A Summary of the Evidence on Inclusive Education. *Abt Associates.*

[What makes a difference? Influences on outcomes for students with disabilities](#)

Blackorby, J., Knokey, A. M., Wagner, M., Levine, P., Schiller, E., & Sumi, C. (2007). What makes a difference? Influences on outcomes for students with disabilities. *Menlo Park, CA: SRI International. Retrieved June, 12, 2007.*

[The achievements of youth with disabilities during secondary school](#)

Wagner, M., Marder, C., Blackorby, J., Cameto, R., Newman, L., Levine, P., & Davies-Mercier, E. (2003). The achievements of youth with disabilities during secondary school. *Menlo Park, CA: SRI International.*

Research on the Benefits of Inclusive Education (2010 onwards)

[Effects of inclusion on the academic achievement and adaptive behavior of children with intellectual disabilities](#)

Dessementet, R. S., Bless, G., & Morin, D. (2012). Effects of inclusion on the academic achievement and adaptive behavior of children with intellectual disabilities. *Journal of Intellectual Disability Research, 56(6), 579-587*

[The Relationship of Special Education Placement and Student Academic Outcomes](#)

Cole, S. M., Murphy, H. R., Frisby, M. B., Grossi, T. A., & Bolte, H. R. (2021). The relationship of special education placement and student academic outcomes. *The Journal of Special Education, 54(4), 217-227.*

[Why Aren't Students with Severe Disabilities Being Placed in General Education Classrooms: Examining the Relations Among Classroom Placement, Learner Outcomes, and Other Factors](#)



Agran, M., Jackson, L., Kurth, J. A., Ryndak, D., Burnette, K., Jameson, M., ... & Wehmeyer, M. (2020). Why aren't students with severe disabilities being placed in general education classrooms: Examining the relations among classroom placement, learner outcomes, and other factors. *Research and Practice for Persons with Severe Disabilities*, 45(1), 4-13.

[Academic and Cognitive Profiles of Students with Autism: Implications for Classroom Practice and Placement](#)

Kurth, J. A., & Mastergeorge, A. M. (2010). Academic and cognitive profiles of students with autism: implications for classroom practice and placement. *International Journal of Special Education*, 25(2), 8-14.

[Individual Education Plan Goals and Services for Adolescents With Autism: Impact of Age and Educational Setting](#)

Kurth, J., & Mastergeorge, A. M. (2010). Individual education plan goals and services for adolescents with autism: Impact of age and educational setting. *The Journal of Special Education*, 44(3), 146-160.

[The Perspectives of Students With and Without Disabilities on Inclusive Schools](#)

Shogren, K. A., Gross, J. M., Forber-Pratt, A. J., Francis, G. L., Satter, A. L., Blue-Banning, M., & Hill, C. (2015). The perspectives of students with and without disabilities on inclusive schools. *Research and practice for persons with severe disabilities*, 40(4), 243-260.

[Relationship between disability category, time spent in general education and academic achievement.](#)

Barrett, C. A., Stevenson, N. A., & Burns, M. K. (2020). Relationship between disability category, time spent in general education and academic achievement. *Educational Studies*, 46(4), 497-512.

[Does Self-Contained Special Education Deliver on Its Promises? A Critical Inquiry into Research and Practice](#)

Causton-Theoharis, J., Theoharis, G., Orsati, F., & Cosier, M. (2011). Does Self-Contained Special Education Deliver on Its Promises? A Critical Inquiry into Research and Practice. *Journal of Special Education Leadership*, 24(2), 61-78.

[Peer Effects in Early Childhood Education: Testing the Assumptions of Special-Education Inclusion.](#)

Justice, L. M., Logan, J. A., Lin, T. J., & Kaderavek, J. N. (2014). Peer effects in early childhood education: Testing the assumptions of special-education inclusion. *Psychological Science*, 25(9), 1722-1729.

[Long-term Outcomes of Services for Two Persons with Significant Disabilities with Differing Educational Experiences: A Qualitative Consideration of the Impact of Educational Experiences.](#)

Ryndak, D. L., Ward, T., Alper, S., Montgomery, J. W., & Storch, J. F. (2010). Long-term outcomes of services for two persons with significant disabilities with differing educational experiences: A



qualitative consideration of the impact of educational experiences. *Education and training in Autism and Developmental Disabilities*, 323-338.

Social Characteristics of Students with Autism Spectrum Disorders Across Classroom Settings

Lyons, J., Cappadocia, M. C., & Weiss, J. (2011). Social characteristics of students with autism spectrum disorders across classroom settings.

A Case Study of a Highly Effective, Inclusive Elementary School

McLeskey, J., Waldron, N. L., & Redd, L. (2014). A case study of a highly effective, inclusive elementary school. *The Journal of Special Education*, 48(1), 59-70.

Research of the benefits of inclusive education (1990's to 2010)

A comparison of mainstream and special education for teenagers with Down syndrome: implications for parents and teachers

Buckley S., Bird G., Sacks B. & Archer T. (2006) A comparison of mainstream and special education for teenagers with Down syndrome: implications for parents and teachers. *Down Syndrome Research and Practice* 9, 54–67.

Including students with developmental disabilities in general education classrooms: Social benefits

Katz, J., & Mirenda, P. (2002). Including students with developmental disabilities in general education classrooms: Social benefits. *International journal of special education*, 17(2), 25-35.

The effects of inclusion on learning

Baker, E. T., Wang, M. C., and Walberg, H. J. (1994/1995). The effects of inclusion on learning. *Educational Leadership*, 52 (4), 33-35.

Outcomes for Students with Learning Disabilities in Inclusive and Pullout Programs

Rea, P. J., McLaughlan, V. L., and Walther–Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pullout programs. *Exceptional Children*, 68, 203-223.

Academic Progress of Students Across Inclusive and Traditional Settings

Cole, M., N. Waldron, and M. Majd. 2004. Academic progress of students across inclusive and traditional settings. *Mental Retardation* 42, no. 2: 136–44.

The Development of an Inclusive Charter Elementary School: Lessons Learned

Downing, J.E., S. Spencer, and C. Cavallaro. 2004. The development of an inclusive charter elementary school: Lessons learned. *Research and Practice for Persons with Severe Disabilities* 29, no. 1: 11–24.



[Development and Social Competence after Two Years for Students Enrolled in Inclusive and Self-Contained Educational Programs](#)

Fisher, M., and L. Meyer. 2002. Development and social competence after two years for students enrolled in inclusive and self-contained educational programs. *Research and Practice for Persons with Severe Disabilities* 27, no. 3: 165–74.

[Academic and Social Attainments of Children with Mental Retardation in General Education and Special Education Settings](#)

Freeman, F., and M. Alkin. 2000. Academic and social attainments of children with mental retardation in general education and special education settings. *Remedial and Special Education* 21, no. 1: 3–18.

[A Comparison of Developmental Gains for Preschool Children with Disabilities in Inclusive and Self-Contained Classrooms](#)

Holahan, A., & Costenbader, V. (2000). A comparison of developmental gains for preschool children with disabilities in inclusive and self-contained classrooms. *Topics in Early Childhood Special Education*, 20(4), 224-235

[Effects of Embedded Instruction on Students with Moderate Disabilities Enrolled in General Education Classes](#)

RIESEN, T., McDonnell, J., Johnson, J. W., Polychronis, S., & Risen, T. (2002). Effects of embedded instruction on students with moderate disabilities enrolled in general education classes. *Education and Training in Mental Retardation and Developmental Disabilities*, 363-377.

Impact of inclusive education on nondisabled students

Academic and Social Effects of Inclusion on Students without Disabilities: A Review of the Literature

Katz, J., & Mirenda, P. (2002). Including students with developmental disabilities in general education classrooms: Social benefits. *International journal of special education*, 17(2), 25-35.

[The impact of placing pupils with special educational needs in mainstream schools on the achievement of their peers.](#)

Kalambouka, A., Farrell, P., Dyson, A., & Kaplan, I. (2007). The impact of placing pupils with special educational needs in mainstream schools on the achievement of their peers. *Educational research*, 49(4), 365-382.

[What Are the Outcomes for Nondisabled Students?](#)

Staub, D., and Peck, C. (1995). What are the outcomes for non-disabled students? *Educational Leadership*, 52 (4), 36-41.



Systemic barriers for parents, placement trends, LRE/IDEA noncompliance, and misconceptions about inclusive education among educators

Parents' Participation in Special Education in the Context of Implicit Educational Ideologies and Socioeconomic Status

Lalvani, P. (2012). Parents' participation in special education in the context of implicit educational ideologies and socioeconomic status. *Education And Training In Autism and Developmental Disabilities*, 47(4), 474-486.

Privilege, compromise, or social justice: teachers' conceptualizations of inclusive education

Lalvani, P. (2013). Privilege, compromise, or social justice: Teachers' conceptualizations of inclusive education. *Disability & Society*, 28(1), 14-27.

The conflict within: resistance to inclusion and other paradoxes in special education

Connor, D. J., & Ferri, B. A. (2007). The conflict within: Resistance to inclusion and other paradoxes in special education. *Disability & Society*, 22(1), 63-77.

The State of Inclusion With Students With Intellectual and Developmental Disabilities in the United States

Wehmeyer, M. L., Shogren, K. A., & Kurth, J. (2021). The state of inclusion with students with intellectual and developmental disabilities in the United States. *Journal of Policy and Practice in Intellectual Disabilities*, 18(1), 36-43.

Considerations in Placement Decisions for Students With Extensive Support Needs: An Analysis of LRE Statements

Kurth, J. A., Ruppert, A. L., Toews, S. G., McCabe, K., McQueston, J. A., & Johnston, R. (2019). Considerations in placement decisions for students with extensive support needs: An analysis of LRE statements. *Research and Practice for Persons with Severe Disabilities*, 44(1), 3-19. <https://doi.org/10.1177/1540796918825479>

Implicit Assumptions in Special Education Policy: Promoting Full Inclusion for Students with Learning Disabilities

Kirby, M. (2017, April). Implicit assumptions in special education policy: Promoting full inclusion for students with learning disabilities. In *Child & Youth Care Forum* (Vol. 46, pp. 175-191). Springer US.



Racial Overrepresentation in Special Education and segregated environments

[Segregation and Racial Gaps in Special Education: New evidence on the debate over disproportionality.](#)

Elder, T. E., Figlio, D. N., Imberman, S. A., & Persico, C. L. (2021). Segregation and Racial Gaps in Special Education: New evidence on the debate over disproportionality. *Education Next*, 21(2), 62-69.

[Policy and the Impact on Placement, Involvement, and Progress in General Education: Critical Issues That Require Rectification](#)

Ryndak, Diane Lea, Debbie Taub, Cheryl M. Jorgensen, Jean Gonsier-Gerdin, Katrina Arndt, Janet Sauer, Andrea L. Ruppard, Mary E. Morningstar, and Heather Allcock. "Policy and the impact on placement, involvement, and progress in general education: Critical issues that require rectification." *Research and Practice for Persons with Severe Disabilities* 39, no. 1 (2014): 65-74.

[A Status Quo of Segregation: Racial and Economic Imbalance in New Jersey Schools, 1989-2010](#)

Flaxman, G., Kuscera, J., Orfield, G., Ayscue, J., & Siegel-Hawley, G. (2013). A status quo of segregation: Racial and economic imbalance in New Jersey Schools, 1989-2010.

Global POLICY DOCUMENTS + USDOE or NJDOE data

[2022 IDEA Public 618 Data \(with placement data\)](#)

New Jersey Department of Education

[IDEA series: The segregation of students with disabilities](#)

National Council on Disability

[Fast Facts on Inclusive Education in the USA \(2022\)](#)

US Department of Education, Office of Special Education Programs

[Inclusive education vital for all, including persons with disabilities – UN experts](#)

United Nations Convention on Human Rights statement on inclusive education

[The UNESCO Salamanca Statement](#)

The United Nations Educational, Scientific and Cultural Organization

Videos



NJ Inclusion Campaign Video

A collaborative of New Jersey students, parents and non-profit organizations working to ensure that students with disabilities have their place in the general education classroom throughout New Jersey.

<https://vimeo.com/110805595>



Including Samuel

Before his son Samuel was diagnosed with cerebral palsy, photojournalist Dan Habib rarely thought about the inclusion of people with disabilities. Now he thinks about inclusion every day. Habib's award-winning documentary film, "Including Samuel," Shot and produced over four years," chronicles the Habib family's efforts to include Samuel in every facet of their lives.

<https://includingsamuel.com/> &
<https://www.amazon.com/Including-Samuel-Dan-Habib/dp/B0052WC1W6>



Ruby's Rainbow: Ruby's Story of Inclusion

Liz Plachta, Ruby's mother, shares that she wanted to share this series in the hopes that "this can be used as a tool for both parents and educators alike to see the benefits of inclusion and having different learning styles and people of all abilities in the classroom."

<https://www.youtube.com/@RubysRainbow/search?query=inclusion>



5 Videos that will change your mind about inclusive education

The Maryland Coalition for Inclusive Education Presents five videos that demonstrate inclusive education.

<https://mcie.org/think-inclusive/5-videos-that-will-change-your-mind-about-inclusive-education/>



SWIFT Domains and Features at Henderson School
Schoolwide Integrated Framework for Transformation (SWIFT) is a national K-8 center providing academic and behavioral support to promote all students' learning and academic achievement, including those with the most extensive needs.

https://www.youtube.com/watch?v=NRR67_osT-Q



FORGET ME NOT Bonus content: Sara Jo Soldovieri
Sara Jo Soldovieri, a disability rights advocate formerly with the National Down Syndrome Society, discusses inclusive education as a bonus to the film “Forget Me Not.”

<https://vimeo.com/547437431>