

Title: "Best Practices of Inclusion at the Elementary Level"

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Abstract:

Having inclusion in a school makes every student feel like they are part of the school. The children with disabilities feel accepted and part of the class like everyone else. Students learn to work well with each other and accept differences. Children learn to accept everyone for who they are. The Philosophy of Inclusion website says, Children that learn together, learn to live together (Friend & Bursuck, 1999). Being able to work well and accept everyone is a very important lesson that children need to learn at a very early age. In the inclusive classroom she's been exposed to normal life situations. She's been able to learn life skills that she wouldn't have been able to learn in a self-contained situation. She's much farther along in terms of maturity and responsibility (Osgood, 2005).

Building a community in the classroom is yet another best practice of inclusion today. A classroom community is a classroom of students, teacher(s), and others who all share in the responsibilities and rewards of being in that community. Everyone is accepted as they are and differences are not ignored, but embraced and used as learning tools. The Inclusion: School as a Caring Community website lists the benefits of building a classroom community for special needs students, general education students, teachers, and society.

Many times, students with special needs have difficulty making friends and being part of the community (Friend & Bursuck, 1999/1996). It is the teacher's responsibility to facilitate social interaction in the classroom and create a safe learning environment for all students. Teachers can do this by planning opportunities for social interaction, nurturing friendships and supportive behavior, and providing a positive role model.

Introduction

There are several benefits of inclusion in special education. Having inclusion in a school makes every student feel like they are part of the school. The children with disabilities feel accepted and part of the class like everyone else. Students learn to work well with each other and accept differences. Children learn to accept everyone for who they are. The Philosophy of Inclusion website says, Children that learn together, learn to live together (1999). Being able to work well and accept everyone is a very important lesson that children need to learn at a very early age. In the inclusive classroom she's been exposed to normal life situations. She's been able to learn life skills that she wouldn't have been able to learn in a self-contained situation. She's much farther along in terms of maturity and responsibility (Osgood, 2005).

Providing inclusion at the school this child attended has helped her grow, mature and be educated in the best environment for her. An experiment was done in four elementary schools and four secondary schools to see how inclusion in special education was similar and different in each school. They wanted to find out the benefits and limitations of the rest of the class after having included students with disabilities into their class. Across the four elementary schools, they reported that the other students in the classroom remained unaffected by the presence of students with disabilities. The majority (68%) across the four schools thought that the others students improved (36%) or remained about the same (32%) across the six variables (Idol, 2006).

From an article written by Eleanor A. Perry, it explains how they went through a process of distributing a questionnaire regarding, The effectiveness of schools in providing intellectually challenging environments for a diverse population; and the barriers equity might create in educating today's students to become tomorrow's high level, creative thinkers in a democratic society. Findings from the questionnaire showed 64 per cent of all respondents agreed that schools provide opportunities for all children to be successful in the classroom (1997).

Although the benefit to implementing inclusion may be great, there are limitations to inclusion in special education, as well. One major limitation of inclusion is that it is not a good fit for all students with disabilities. Some students' disabilities are so extensive, that being in the inclusive or collaborative setting does not work for them. Their cognitive abilities may be so low, that they do not benefit from the whole group experience, and are completely lost, even with assistance and support. Different lesson plans require

take a lot of time to make; if teachers have to make multiple lesson plans for the same subject everyday that is very time consuming. When students are not on the same academic levels, they must have differentiated instruction. These students need so much more additional time and support, and unfortunately, they do not always get it in the inclusive setting (Perry, 1997).

This really makes it difficult for students who need more personalized attention to get it from the teacher, because they will always be busy teaching another group of students. Inclusion in special education is not always the best for each student. With inclusion every student does not get the best possible education. The students with special needs do not get enough attention or help from the teacher like they need. Some parents of students (such as those with Down syndrome) are also expressing concern about whether their child will progress and gain skills if they are moved from a segregated setting (Knight, 1999). Taking students with special needs out of a segregated more personalized setting is not best for each student. Inclusion is not the best thing for every student. Inclusion may cause a lot of the general education students to act out or want attention because the teacher is always giving the students with disabilities attention. Inclusion may not be the best solution for every student, but for schools that decide inclusion is the way to go, there is a vast amount of technology that can help the special education students.

Statement of the Problem

This research paper will examine inclusion, both the benefits and limitations to using it, in schools today. It examines laws regarding the use of inclusion in special education. Examples from professionals are also included addressing the topic. Both sides of the argument over inclusion will be examined to determine if inclusion is the best for each student or not. It will also investigate best practices teachers feel are needed to ensure a successful inclusive program and experience for students receiving special education services.

Significance of the Study

Inclusion programs are rapidly being implemented into schools across the country, but are they really a perfect fit for all students in special education. The primary focus of this research paper is to examine the many facets of inclusion: benefits, limitations, and best practices. In doing so, teachers and education professional can use

this data to evaluate their own inclusive programs, or to determine if inclusive programs are a good fit for their school environment.

Research Questions

The following research questions will be answered throughout the research paper:

1. What are the benefits and limitations to implementing inclusion into your school?
2. What are some best practices used in the inclusive setting at your school?
3. What do teachers perceive to be best practices in inclusion?

RELATED LITERATURE

What is inclusion? Webster states that inclusion is, “the act of including”, that is the act of “containing all part of a whole.” In education, this means that all children, regardless of ability, gender, socio-economic status, cultural background, language preference or religion have the right to an education that supports their individual needs and enables them to reach their highest potential with their peers. Today’s classrooms include students from all learning levels using a variety of learning styles. A typical teacher may have students who are considered gifted, some with behavior problems, a couple with learning disabilities who would need assistance and have difficulty working independently, and then a few with more severe disabilities. The twenty first century typical classroom would include students from all learning levels. In the past, teachers taught all their students the same way and saw them all as learning on the same level. Of course we know now, this is not the case. Now you have a classroom filled with students at all different learning levels being taught different things by the same teacher.

This is all because of the idea of inclusion. Inclusion is having every student be a part of the classroom all working together no matter if the child has a learning disability or not. One of the benefits of inclusion is that all students feel part of the classroom, and they are all placed in their classroom based on their age and not learning level. Those against inclusion believe that it provides limitations to the children with special learning disabilities. The students who need special attention do not get it because the class is too large for one teacher to handle.

Laws Regarding Inclusion

When turning schools over to inclusion regarding special education there are some laws that need to be kept in mind. One of which is, Individuals with Disabilities Education Act, (IDEA,2004). IDEA does not require inclusion in schools. By law schools do not have to provide inclusion with special education students. Instead, the law requires that children with disabilities be educated to the maximum extent appropriate in the least restrictive environment (Stout, 2001). This may mean providing inclusion, but it may not. Each school needs to provide the best learning environment for each individual student. The intent of IDEA is to educate as many students as possible with disabilities in the regular classroom setting, while keeping in mind the LRE, least restricted environment. The environment needs to be appropriate for each student. LRE refers to the educational setting closest to the regular classroom in which a free appropriate public education (FAPE) can be delivered to a special education student (Stout, 2001).

LRE captures the balance between the statutory mandate to provide FAPE and the statutory preference for education of students with disabilities with no disabled students to the maximum extent appropriate (Daniel, 1997). Every student with a disability has an IEP, individualized education program. The students IEP team needs to decide what the best learning environment for that student would be. With the intent of IDEA, they hope that each student is inclusively placed into the regular classroom, but that is not always the case. The IEP team needs to implement actions that are in the child's best interest and where their best learning environment would be. In the court case, *Greer vs. Rome City School District*, the court's response; "Before the school district may conclude that a child with special needs should be educated outside of the regular classroom it must consider whether supplemental aids and services would permit satisfactory education in the regular classroom (Stout, 2001). This court case is reinforcing the idea that the placement of a child is very important and the child's needs have to be thought of first; where is this child going to get the best education in the least restricted environment (Stout, 2001).

Best Practices of Inclusion

Although there are limitation involved with inclusion, there are several best practices teachers

and education professional have used that prove to be beneficial to students with special needs. In examining best practices of inclusion, we must first take a look at what is necessary in developing a good inclusion program. Inclusion programs should contain the following elements:

A belief that all children have the potential to learn and grow

- The ability to respond to the cultural and/or socio economic needs of the student
- The ability to support positive behavior in and out of the classroom
- A dedication to seeing each child as an individual

The modification of curriculum and activities to include all students ,

(<http://www.weac.org/resource/june96/speced.htm>).

Teaching students with special needs requires the same strategies and practices as teaching general education students. In other words, good teaching practices for some students will be good practices for students with special needs students as well. All students have a right to expect the best possible learning environment; students with special needs are no exception (Daniel, 1997).

Technology's Impact on Inclusion

Technology has a big impact on inclusion in special education. There are so many technological devices for students with disabilities. Some technology that some schools provide for their special education students are, computers, augmentative communication devices, and other adaptive technology devices. Technology provides a great service not only to children with disabilities but also their teachers. There are communication devices to help nonverbal students communicate with their teachers. Fairfax County Public School keeps up with the changing and advancements of technology by the Assistive Technology Services. They provide onsite training for many different technology topics (Sisk, 2006).

Having this technology will help the students with special needs keep up with everyone else in an inclusive classroom. Providing technology to special education students will help schools keep up with the Individuals with Disabilities Education Act, keeping more students in the general inclusive classroom. Technology will also help by making the general education classroom the least restricted environment for the students. Technology has always played a big role in education, but now it plays an

even bigger role in regards to inclusion in special education (Sisk,2006).

Collaboration

Collaboration is, first and foremost, a necessary part of the inclusion process.

A general education teacher will interact with different kinds of professionals in the special education field. These include special education teachers, school psychologists, counselors, speech/language therapists, social workers, physical & occupational therapists, nurses, administrators, paraprofessionals, and other specialists. Special education teachers will likely be in contact with the general education teacher most often. A special education or resource teacher is responsible for coordinating student services and an IEP (Individualized Education Program) for each special education student (Friend & Bursuck, 1999/1996).

To make inclusion effective and successful, collaboration between these professionals is necessary. Collaboration is working in a group in a way that all members of the group contribute equally. Friend and Bursuck (1999/1996, p. 71) say that collaboration is *how* people work together, not *what* they do. Collaboration can be found in many forms, from a team meeting to sharing teaching responsibilities.

Friend & Bursuck (1999/1996) consider the characteristics of collaboration to be:

- Voluntary
- Parity in relationships
- Share a goal
- Shared responsibility in decision making
- Shared accountability for outcomes

- Shared resources
- Growing trust and respect (<http://www.weac.org/resource/june96/speced.htm>).

Other collaborative models that are often used in the classroom setting are as follows:

Teaming: In this model the special education teacher is assigned to a grade level team to provide support in instructional strategies, adaptations, and behavior strategies.

Co-teaching: The special education and general education teachers teach together in a shared classroom. Both teachers are responsible for working with students with special needs and all teaching responsibilities. Some ways to implement co-teaching are:

- One teacher, one support - one teacher is more knowledgeable about the unit than the other
- **Parallel teaching:** Each teaches the same material to half the class simultaneously
- **Station teaching:** Teachers or students rotate with different content
- **Alternative teaching:** One teacher re-teaches a small group while the other teaches a different activity
- **Team teaching:** Teachers work together in teaching the whole class

Authentic Multi-Level Instruction

Authentic multi-level instruction is another great best practice in inclusion. Classrooms today contain a very diverse population of students. Teachers need to be aware of differences in students to be able to provide the best learning environment for everyone. To make our classrooms reflect the diversity of our students, teachers need to learn about differences in race, culture, family gender, family, religions and holidays, skills and ability, and discrimination. The diversity of our schools creates an opportunity to teach students in a multilevel way (Stainback & Stainback, 1996) . Verna Eaton tells about differentiated instruction (also called multi-level instruction), an approach in which all students are taught the same

lesson, but individual needs are met. This approach allows all students to be involved in learning at their level, using their strengths, and being evaluated based on their individual goals (

<http://www.uni.edu/coe/inclusion/index.html>) . Some of the steps involved in differentiated

instruction include:

- Identify concepts and student objectives
- Clarify the concepts and content used to develop the concepts
- Select a method of presentation
- Incorporate adaptations to environment, materials, and teacher presentation
- Consider learning styles provide guided choices
- Adapt student participation as needed
- Select a method of evaluation

((<http://www.weac.org/resource/june96/speced.htm>)).

A very important part of allowing each student to participate actively at his or her own level and to meet individualized goals is an overlapping curriculum. Offering different materials in the same topic but at different reading levels has proved to be very successful. The same curriculum goals are expected of all students, but differences are taken into account.

Partnering with Parents

Another best practice is a working relationship with parents to

provide the best education for their students. This especially applies to students with significant needs. Parents know their child better than anyone else; they will be able to tell the teacher his/her strengths and areas of need. Parents can be supportive in getting the services a teacher needs. Parents act as the teacher at home by being consistent with communication, rewards, and practicing skills at home (Friend & Bursuck, 1999/1996).

The Inclusive Education website suggests that in some cases, parents need to be educated about inclusion and the necessity of the home-school relationship. Parents of students with special needs may be reluctant to expose their child to an unknown environment. In that case, parents could be invited to observe the inclusive classroom to gain an understanding of how important inclusion is to the academic, social, and personal needs of their special needs child (<http://www.uni.edu/coe/inclusion/index.html>)

Accommodations & Adaptations

Students with special needs that are included in a regular education classroom need to feel part of the class and also need to be challenged academically at their level.

In best practices teaching, educators may need to make adaptations to the curriculum and learning activities in order to provide special needs students a challenging learning environment. Some general strategies to individualize instruction for students are to vary the learning objectives, adapt materials and resources, vary teaching strategies, provide flexible time, and use technology (Kauchak & Eggen, 1998).

According to the Inclusive Education website, there are nine types of adaptations:

Size, number or amount of work

· Time for learning tasks and tests

· Level of support: peer buddies, teaching assistants

· Input/Instruction, hands-on, cooperative groups, concrete examples, visual

aids

- Difficulty: skill level, simplify directions
- Output/Task: verbal, written, hands-on materials
- Participation: extent and amount
- Alternate same materials with adapted goal
- Substitute curriculum, different instruction and materials

<http://www.weac.org/resource/june96/speced.htm>).

Teachers may also need to make accommodations for students with physical and sensory challenges. These kinds of challenges include hearing impairment, vision impairment, and/or physical disabilities. Physical disabilities can include cerebral palsy, muscular dystrophy, spinal cord injury, or any impairment related to the bones, joints, or muscles. Friend and Bursuck (1999/1996) offer some examples of learning tools that can be used with students with sensory or physical challenges:

Vision Impairments:

- Large print materials
- Low vision devices (magnifying glass)
- Bright light
- Closed circuit television
- Portable note taker

Building Community in the Classroom

Building a community in the classroom is yet another best practice of inclusion today. A classroom community is a classroom of students, teacher(s), and others who all share in the responsibilities and rewards of being in that community. Everyone is accepted as they are and differences are not ignored, but embraced and used as learning tools. The Inclusion: School as a Caring Community website lists the benefits of building a classroom community for special needs students, general education students, teachers, and society (Stainback & Stainback, 1996).

Many times, students with special needs have difficulty making friends and being part of the community (Friend & Bursuck, 1999/1996). It is the teacher's responsibility

to facilitate social interaction in the classroom and create a safe learning environment for all students. Teachers can do this by planning opportunities for social interaction, nurturing friendships and supportive behavior, and providing a positive role model.

Classroom Management

Classroom management is one final best practice of inclusion that is significantly important to teachers today. The goals of an effective management plan are to promote learning and to develop independence in students, not to control students. Classroom management is not just about rules and discipline; it is about creating an environment in which all students are able to learn. It is important to begin the school year with a clear management plan. If used consistently, students will understand what is expected of them and behavior problems will be fewer.

Summary of Literature Review

In summation, this research paper has examined the benefits and limitations, as well as best practices of inclusion in special education. Inclusion is incorporating every student into the same classroom based on grade not skill level. It is diminishing the segregated classrooms for students with disabilities. Although there is no law that requires inclusion, those schools implementing inclusive programs must make sure each student is being taught in the least restrictive environment possible. A major benefit of inclusion in special education is every student feels part of the school. A limitation would be, the fact that inclusion creates more work for the teachers and may not be the best thing for every student. From the use of technology, collaboration, parental involvement, accommodations, and classroom management, the list of best practices involved with Even with all the best practices in education, inclusion is not for every school or student. Those schools considering inclusion must first weight all aspects before making a decision because ultimately, as educators, our goal is to provide learning experiences that will help all children reach their highest potential and experience success.

Research Methodology

As a part of the study, a survey will be developed to determine the best practices in inclusion that need to be in place to implement successful inclusive classrooms. The survey will collect data on what teachers perceive to be the best practices in inclusion.

Statement of the Problem

This research paper will examine inclusion, both the benefits and limitations to using it, in schools today. It examines laws regarding the use of inclusion in special education. Examples from professionals are also included addressing the topic. Both sides of the argument over inclusion will be examined to determine if inclusion is the best for each student or not. It will also investigate best practices teachers feel are needed to ensure a successful inclusive program and experience for students receiving special education services.

Research Questions

The following research questions were answered throughout the research paper:

4. What are the benefits and limitations to implementing inclusion into your school?
5. What are some best practices used in the inclusive setting at your school?
6. What do teachers perceive to be best practices in inclusion?

Procedure

The researcher prepared the survey, letter, and demographic questionnaire. A letter was given to the principal of the elementary school explaining the study and asking permission to have the survey and demographic questionnaire completed by the teachers. Once permission was granted, the survey was placed in the participants' mailboxes. A short letter was attached to the survey explaining the purpose of the study and obtaining the teachers' consent to have it completed. A demographic questionnaire was also attached to the survey to gather data on the participants. Participants who did not return the survey were sent a reminder to complete and return. After all surveys and questionnaires were returned, the researcher prepared to disaggregate the data. The researcher tabulated the results in percentages.

Research Design

The study utilized descriptive research; descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of study (Gay, 1998). A survey was used because “a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables” (Gay, 1998).

Threats to Validity

One threat to validity is the instrument used. The instrument was designed by the researcher; thus validity could not be determined beforehand. Fraenkel and Wallen (2003) find four major threats to internal validity in survey research as follows: mortality, location, instrumentation, and instrument decay. This research is not longitudinal, thus mortality is not an issue. Location may affect the participants in this study, being that each will be in a location of our own choice while completing the survey. Some participants may choose to complete in a relaxed setting, while others may complete on the go. If the participants are rushing and completing at the last minute or on the go, instrument decay may occur.

Method of Analysis

The responses to each item on the survey were analyzed in terms of percentages.

ANALYSIS OF THE DATA

Overview

The general and special education teachers in this study were administered an attitudinal survey to determine their attitudes towards inclusion. The survey was given to the sample group with a timeframe for the return of the completed survey. A statistical analysis was performed with the response items to determine their attitudes towards inclusion at elementary school located in central and eastern Virginia.

Treatment of Data

The study used 20 teachers from elementary school located in central and eastern Virginia. Of the 20 surveys that were distributed, 16 were returned to the researcher, indicating a return rate of 88%. After the surveys were returned, the researcher prepared to disaggregate the data. The researcher tabulated the response results in percentages. Chart one shows that of my respondents, 86% were female, while 14% were male. Chart two shows that of my respondents, 32% had attained a Bachelors degree, 24% had attained a degree above Bachelors, and 44% had attained a Masters degree. Chart three shows that of my respondents, 100% had taught at the K-5 grade level. Chart four shows that of my respondents, 100% were employed at an elementary school. Chart five shows that of my respondents, 56% had worked at their current job from 0 – 5 years, 19% had worked at their current job from 6 – 10 years, 13% had worked at their current job from 11 – 15 years, 6% had worked at their current job from 16 – 20%, and 6% had worked in their current job for 20 plus years. The survey data results are disaggregated in Table 1.

Summary of Data Analysis

Table 1. Survey Results

Survey Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Special Education students benefit from inclusion. (1)	N=1 6%	N=3 19%	N=0 0%	N=11 69%	N=1 6%
Needs of my special education students are being met. (2)	N=1 6%	N=5 31%	N=3 19%	N=7 44%	N=0 0%
My special education students like being in an inclusion setting. (3)	N=0 0%	N=1 6%	N=2 13%	N=9 56%	N=4 25%
My students with disabilities and general education students work well together. (4)	N=0 0%	N=4 25%	N=1 6%	N=9 56%	N=2 13%

I have the resources I need to differentiate my instruction to meet my students' needs. (5)	N=0 0%	N=1 6%	N=4 25%	N=9 56%	N=2 13%
My general education students benefit from tools I use for my students with special needs. (6)	N=0 0%	N=0 0%	N=2 12%	N=11 69%	N=3 19%
I'm able to collaborate with special education teachers/colleagues involved in the inclusion process. (7)	N=0 0%	N=5 31%	N=2 13%	N=7 43%	N=2 13%
I feel supported by the special education teacher whose students are in my classroom. (8)	N=0 0%	N=1 6%	N=4 25%	N=2 13%	N=9 56%
I am properly trained in meeting the needs of students with special needs. (9)	N=0 0%	N=4 25%	N=2 12%	N=8 50%	N=2 13%
The inclusion team and I work well together. (10)	N=0 0%	N=2 12%	N=2 13%	N=7 44%	N=5 31%
The special education parents like the inclusive setting for their child. (11)	N=0 0%	N=1 6%	N=3 19%	N=9 56%	N=3 19%
Inclusion is best for all students involved. (12)	N=0 0%	N=3 19%	N=4 25%	N=8 50%	N=1 6%

Findings

For survey item #1 - 75% of the respondents felt that special education students benefit from inclusion, while 25% felt special education students do not benefit from inclusion; Survey item #2 – 44% of the respondents felt that the needs of their special education students were being met, 37% felt the needs of their special education students were not being met, while 19% were undecided; Survey item #3 – 81% of the respondents felt that their special education students like being in the inclusion setting, 6% felt their special education students do not like being in the inclusion setting, while 13% were undecided; Survey item #4 – 69% of the respondents felt that their students with disabilities and general education students work well together, 25% felt that these students do not work well together, and 6% were undecided; Survey item #5 – 69% of the respondents felt they had the resources needed to differentiate instruction to meet their students’ needs, 6% felt they did not have the resources they need, and 25% were undecided; Survey item #6 - 88% of the respondents felt that their general education students benefit from the tools used with their special education students, while 12% were undecided; Survey item #7 – 58% of the respondents felt they were able to collaborate with special education teacher and other colleagues involved in the inclusion process, 31% felt they were not able to collaborate with special education teachers and colleagues, while 13% were undecided; Survey item #8 – 69% of the respondents felt supported by the special education teacher whose students are in their classroom, 6% did not feel supported by the special education teacher, and 25% were undecided; Survey item #9 – 63% of the respondents felt properly trained in meeting the needs of students with special needs, 25% felt they were not properly trained, and 12% were undecided; Survey item #10 – 75% of the respondents felt they worked well with the inclusion team, 12% felt they did not work well with inclusion team, and 13% were undecided; Survey item #11 – 75% of the respondents felt the special education parents liked the inclusion setting for their child, 6% did not like the inclusion setting for their child, and 19% were undecided; Survey item #12 – 56% of the respondents felt inclusion was best for all students involved, 3% felt inclusion was not best for all students involved, and 25% were undecided.

The primary focus of this research was examined utilizing the percentage tabulations of each survey item. According to the statistical analysis, both general and special education teachers at elementary schools located in central and eastern Virginia have positive attitudes towards inclusion.

Overview

The study was completed in April of 2011. Using a researcher-designed attitudinal study, according to the responses of the sample population of general and special education teachers surveyed, 75% felt that special education students benefit from inclusion, 58% felt that they were able to collaborate with other teachers and colleagues involved in the inclusion process, and 56% felt that inclusion was best for all students involved.

Summary and Conclusions

This study would need to be conducted with a much greater population of general and special education teachers before the results could be generalized to teachers outside schools located in central and eastern Virginia. The attitudes and perceptions the sample group felt towards inclusion and students with disabilities ranged from having positive feedback regarding the benefits of inclusion to students with special needs to being undecided about certain aspects of the process. The data collected from the survey indicated that although the overall views on inclusion for general and special education teachers are positive, there were varying opinions on inclusion and its affect on the students involved.

Recommendations

It is recommended to future researchers interested in replicating this study use a larger sample of general and special education teachers to validate results. There were teachers who agreed to participate in the study, but unfortunately did not. It is also recommended that the researcher-designed survey be field-tested to validate the survey items. With a researcher-designed survey, certain biases are reflected in the survey questions, however if field-tested, those items which do not seek the type of results needed can be eliminated. It is also recommended that any further research of this study include teachers from other schools, from larger school districts. The demographics of the study could be broadened to include urban and metropolitan school districts. Schools having implemented inclusion programs within their curriculum for quite some time could be surveyed comparing results to those schools new to the inclusion process to see what differences are encountered. Another recommendation would include conducting training and staff development on the inclusion process, then re-evaluating those same elementary school teachers and noting any differences in their attitudes regarding inclusion as a result of this new instruction.

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Inclusive Education

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