

SWIFT Center

Bibliography of Research Support for K-8th Grade Inclusive Education

December, 2014

Bibliography of Research Support for K-8th Grade Inclusive Education

Presented here are references to books, chapters, and peer-reviewed journal articles that provide evidence for improved student outcomes through inclusive education in elementary and middle schools (K-8th grades). Not included here are the broad evidence bases for each feature in the SWIFT framework.

Books and Chapters

Burrello, L., Sailor, W., & Kleinhammer-Tramill, J. (2013). *Unifying educational systems: Leadership and policy perspectives*. New York, NY; London, England: Routledge, Taylor & Francis Group.

Lenz, B. K., Deshler, D. D., & Kissam, B. R. (2004). *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools*. Boston: Allyn & Bacon.

Mitchiner, M., McCart, A., Kozleski, E., Sweeney, H., & Sailor, W. (2014). Emerging trends and future directions in effective inclusive elementary schools for students with extensive support needs. In J. McLeskey, N. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of research and practices for effective inclusive schools* (pp. 447-491). New York: Routledge.

Rostetter, D., Kowalski, R., & Hunter, D. (1984). Implementing the integration principle of PL 94–142. In N. Certo, N. Haring, & R. York (Eds.), *Public school integration of severely handicapped students* (pp. 293-320). Baltimore, MD: Paul H. Brookes.

Peer-Reviewed Journal Articles

- Abawi, L., & Oliver, M. (2013). Shared pedagogical understandings: Schoolwide inclusion practices supporting learner needs. *Improving Schools, 16*(2), 159-174.
- 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.
- Cole, C. M., Waldron, N., & Majd, M. (2004). Academic progress of students across inclusive and traditional settings. *Mental Retardation, 42*(2), 136-144.
- Cosier, M. E., & Causton-Theoharis, J. (2011). Economic and demographic predictors of inclusive education. *Remedial and Special Education, 32*(6), 496-505.
- Cosier, M. E., Causton-Theoharis, J., & Theoharis, G. (2013). Does access matter? Time in general education and achievement for students with disabilities. *Remedial and Special Education, 34*(6), 323-332.
- Cushing, L. S., & Kennedy, C. H. (1997). Academic effects of providing peer support in general education classrooms on students without disabilities. *Journal of Applied Behavior Analysis, 30*(1), 139-151.
- DeMatthews, D. E. & Mawhinney, H. (2013). Addressing the inclusion imperative: An urban school district's responses. *Education Policy Analysis Archives, 21*(61), 1-30.
- Dessemontet, R. S., Bless, G., & Morin, D. (2012). Effects of inclusion on the academic achievement and adaptive behaviour of children with intellectual disabilities. *Journal of Intellectual Disability Research, 56*(6), 579-587.
- Dionne, J., Glasson, Pierard, B. J., Royer, E., Saint-Laurent, L., & Simard, C., (1998). Academic achievement effects of an in-class service model on students with and without disabilities. *Exceptional Children, 64*(2), 239-253.

- Downing, J. E., Spencer, S., & Cavallaro, C. (2004). The development of an inclusive charter elementary school: Lessons learned. *Research and Practice for Persons with Severe Disabilities, 29*(1), 11-24.
- Durlak, J., Weissberg, R. P., Dymnicki, A., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.
- Favazza, P. C., & Odom, S. L. (1997). Promoting positive attitudes of kindergarten-age children toward people with disabilities. *Exceptional Children, 63*(3), 405-418.
- Fisher, M., & Meyer, L. H. (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*(3), 165-174.
- Foreman, P., Arthur-Kelly, M., Pascoe, S., & King, B. S. (2004). Evaluating the educational experiences of students with profound and multiple disabilities in inclusive and segregated classroom settings: An Australian perspective. *Research and Practice for Persons with Severe Disabilities, 29*(3), 183-193.
- Furney, K. S., Hasazi, S. B., Clark, Keefe, K., & Hartnett, J. (2003). A longitudinal analysis of shifting policy landscapes in special and general education reform. *Exceptional Children, 70*(1), 81-94.
- Giangreco, M. F., Dennis, R., Cloninger, C., Edelman, S., & Schattman, R. (1993). "I've counted Jon:" Transformational experiences of teachers educating students with disabilities. *Exceptional Children, 59*(4), 359-372.
- Harrower, J. K., & Dunlap, G. (2001). Including children with autism in general education classrooms: A review of effective strategies. *Behavior Modification, 25*(5), 762-784.
- Helmstetter, E., Curry, C. A., Brennan, M., & Sampson-Saul, M. (1998). Comparison of

- general and special education classrooms of students with severe disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 33(3), 216-27.
- Huber, K. D., Rosenfeld, J. G., & Fiorello, C. A. (2001). The differential impact of inclusion and inclusive practices on high, average, and low achieving general education students. *Psychology in the Schools*, 38(6), 497-504.
- Hunt, P., & Goetz, L. (1997). Research on inclusive educational programs, practices, and outcomes for students with severe disabilities. *The Journal of Special Education*, 31(1), 3-29.
- Idol, L. (2006). Toward inclusion of special education students in general education: A program evaluation of eight schools. *Remedial and Special Education*, 27, 77-94.
- Jackson, L. B., Ryndak, D. L., & Wehmeyer, M. L. (2008). The dynamic relationship between context, curriculum, and student learning: A case for inclusive education as a research-based practice. *Research and Practice for Persons with Severe Disabilities*, 33(4), 175-195.
- Johnson, J. W., McDonnell, J., Holzwarth, V. N., & Hunter, K. (2004). The efficacy of embedded instruction for students with developmental disabilities enrolled in general education classes. *Journal of Positive Behavior Interventions*, 6(4), 214-227.
- 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.
- Kishi, G. S., & Meyer, L. H. (1994). What children report and remember: A six-year follow-up of the effects of social contact between peers with and without severe disabilities. *Journal of the Association for Persons with Severe Handicaps*, 19(4), 277-28.

- Korenich, R., & Salisbury, C. (2006). Effects of Inclusive Class Membership on Peer without Disabilities (2002-2005). Chicago: UIC-Chicago Child & Family Development Center.
- Kozleski, E. B., & Jackson, L. (1993). Taylor's story: Full inclusion in her neighborhood elementary school. *Exceptionality*, 4(3), 153-175.
- Krajewski, J. J., & Hyde, M. S. (2000). Comparison of teen attitudes toward individuals with mental retardation between 1987 and 1998: Has inclusion made a difference? *Education & Training In Mental Retardation & Developmental Disabilities*, 35(3), 284-293.
- 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.
- Lawson, H., & Sailor, W. (2000). Integrating services, collaborating, and developing connections with schools. *Focus on Exceptional Children*, 33(2), 1-22.
- Manset, G., & Semmel, M. I. (1997). Are inclusive programs for students with mild disabilities effective? A comparative review of model programs. *The Journal of Special Education*, 31(2), 155-180.
- McDonnell, J., Thorson, N., Disher, S., Mathot-Buckner, C., Mendel, J., & Ray, L. (2003). The achievement of students with developmental disabilities and their peers without disabilities in inclusive settings: An exploratory study. *Education & Treatment of Children*, 26(3), 224-236.
- McDonnell, J., Thorson, N., McQuivey, C., & Kiefer-O'Donnell, R. (1997). Academic engaged time of students with low-incidence disabilities in general education classes. *Mental Retardation*, 35(1), 18-26.

- McLeskey, J., Landers, E., Williamson, P., & Hoppey, D. (2012). Are we moving toward educating students with disabilities in less restrictive settings? *The Journal of Special Education, 46*(3), 131-140.
- McLeskey, J., Waldron, N., & Redd, L. (2014). A case study of a highly effective, inclusive elementary school. *Journal of Special Education, 48*, 59-60.
- Miles, K. H., & Darling-Hammond, L. (1998). Rethinking the allocation of teaching resources: Some lessons from high-performing schools. *Educational Evaluation and Policy Analysis, 20*, 9-29.
- National Center on Schoolwide Inclusive School Reform (The SWIFT Center). (2013). *Research supporting SWIFT domains and features*. Lawrence, KS: Author.
- Odden, A., & Archibald, S. (2000). Reallocating resources to support higher student achievement: An empirical look at five sites. *Journal of Education Finance, 545-564*.
- O'Rourke, J. (2014). Inclusive schooling: If it's so good — why is it hard to sell? *International Journal of Inclusive Education*.
doi: 10.1080/13603116.2014.954641
- Peck, C. A., Staub, D., Gallucci, C., & Schwartz, I. (2004). Parent perception of the impacts of inclusion on their nondisabled child. *Research and Practice for Persons with Severe Disabilities, 29*(2), 135-143.
- Ruijs, N. M., & Peetsma, T. T. (2009). Effects of inclusion on students with and without special educational needs reviewed. *Educational Research Review, 4*(2), 67-79.
- Ruijs, N. M., Van der Veen, I., & Peetsma, T. T. (2010). Inclusive education and students without special educational needs. *Educational Research, 52*(4), 351-390.

- Ryndak, D., Jackson, L. B., & White, J. M. (2013). Involvement and progress in the general curriculum for students with extensive support needs: K-12 inclusive-education research and implications for the future. *Inclusion, 1*(1), 28-49.
- Ryndak, D. L., Morrison, A. P., & Sommerstein, L. (1999). Literacy before and after inclusion in general education settings: A case study. *Research and Practice for Persons with Severe Disabilities, 24*(1), 5-22.
- Ryndak, D. L., Ward, T., Alper, S., Montgomery, J., & 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 & Training in Autism & Developmental Disabilities, 45*(3), 323-338.
- Sailor, W. (2014). Advances in schoolwide inclusive school reform. *Remedial and Special Education, Online First*. doi:10.1177/0741932514555021
- Sailor, W., & McCart, A. (2014). Stars in alignment. *Research and Practice for Persons with Severe Disabilities, 39*, 55-64.
- Sailor, W., McCart, A., & Choi, H. (2012). *A comparison of academic outcomes and implementation of the schoolwide applications model in Washington DC*. Lawrence, KS: University of Kansas.
- Sailor, W., & Roger, B. (2005). Rethinking inclusion: Schoolwide applications. *Phi Delta Kappan, 86*(7), 503-509.
- Sailor, W., Zuna, N., Choi, J., Thomas, J., McCart, A., & Roger, B. (2006). Anchoring school-wide positive behavior support in structural school reform. *Research and Practice for Persons with Severe Disabilities 31*(1), 18-30.
- Salend, S. J., & Duhaney, L. M. G. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial and Special Education, 20*(2), 114-126.

- Sermier Dessemontet, R., & Bless, G. (2013). The impact of including children with intellectual disability in general education classrooms on the academic achievement of their low-, average-, and high-achieving peers. *Journal of Intellectual and Developmental Disability, 38*(1), 23-30.
- Staub, D., & Peck, C. A. (1994). What are the outcomes for nondisabled students? *Educational Leadership, 52*(4), 36-40.
- Stevens, R. J., & Slavin, R. E. (1995). The cooperative elementary school: Effects on students, achievement, attitudes, and social relations. *American Educational Research Journal, 32*(2), 321-351.
- Waldron, N. L., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation, 20*(1), 58-74.
- Webster, A., & Carter, C. (2013). A descriptive examination of the types of relationships formed between children with developmental disability and their closest peers in inclusive school settings. *Journal of Intellectual and Developmental Disability, 38*(1), 1-11.
- Wehmeyer, M. L., Lattin, D. L., Lapp-Rincker, G., & Agran, M. (2003). Access to the general curriculum of middle school students with mental retardation: An observational study. *Remedial and Special Education, 24*(5), 262-272.



The National Center on Schoolwide Inclusive School Reform (The SWIFT Center) produced this document under U.S. Department of Education, Office of Special Education Programs Grant No. H325Y120005. OSEP Project Officers Grace Zamora Durán and Tina Diamond served as the project officers. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, please use the citation provided above.