



Benefits of Inclusive Schools



- **There are academic benefits for both students with disabilities and students without disabilities when they are taught in an inclusive educational setting**

Choi, J. H., Meisenheimer, J. M., McCart, A. B., & Sailor, W. (2016). Improving learning for all students through equity-based inclusive reform practices: Effectiveness of a fully integrated schoolwide model on student reading and math achievement. *Remedial and Special Education*, online. doi: 10.1177/0741932516644054.

Cole, C. M., Waldron, N., & Majd, M. (2004). Academic progress of students across inclusive and traditional settings. *Mental Retardation*, 42(2), 136-144.

- **There are behavioral and social benefits for students with disabilities when they are academically and socially included at school**

Woodman, A. C., Smith, L. E., Greenberg, J. S., & Mailick, M. R. (2016). Contextual factors predict patterns of change in functioning over 10 years among adolescents and adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 46(1), 176-189. doi:10.1007/s10803-015-2561-z.

Wehmeyer, M. L. (2006). Beyond access: Ensuring progress in the general curriculum for students with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 31(4), 322-326. doi: 10.1177/154079690603100405.

- **Students with disabilities taught in inclusive settings have more successful postsecondary outcomes**

Haber, M. G., Mazzotti, V. L., Mustian, A. L., Rowe, D. A., Bartholomew, A. L., Test, D. W., & Fowler, C. H. (2016). What works, when, for whom, and with whom: A meta-analytic review of predictors of postsecondary success for students with disabilities. *Review of Educational Research*, 86(1), 123-162. doi: 10.3102/0034654315583135.

Rojewski, J. W., Lee, I. H., & Gregg, N. (2013). Causal effects of inclusion on postsecondary education outcomes of individuals with high-incidence disabilities. *Journal of Disability Policy Studies*, 25(4), 210-219.

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32(3), 160-181. doi: 10.1177/0885728809346960.

- **ALL students attending effective inclusive schools benefitted from a greater sense of belonging at school**

Lyon, K. J., Blue-Banning, M., & McCart, A. B. (2014). *Lessons from the field*. Lawrence, KS: National Center on Schoolwide Inclusive School Reform: The SWIFT Center.

Shogren, K. A., Gross, J. M. S., Forber-Pratt, A. J., Francis, G. L., Satter, A. L., BlueBanning, M., & Hill, C. (2015). The perspectives of students with and without disabilities on inclusive schools. *Research & Practice for Persons with Severe Disabilities*, 40(4), 243-260. doi: 10.1177/1540796915583493.

The World Economic Forum's Future of Jobs Report 2018 found that in the future job market, the skills of "creativity, originality and initiative, critical thinking, persuasion and negotiation will...retain or increase their value, as will attention to detail, resilience, flexibility and complex problem-solving. Emotional intelligence, leadership and social influence as well as service orientation also see an outsized increase in demand relative to their current prominence." We are capacitating all our students for a brighter future when we teach them to work together.



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Additional Resources

- http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf
- <https://bit.ly/Understood-ORG>
- <https://www.thinkinclusive.us/research-inclusive-education/>
- <https://www.sipinclusion.org/whyinclusion/>
- <https://bit.ly/Swift-Schools>
- https://ncd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf

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