Inclusion in General Education Correlated with Improved Education, Employment, and Independent Living Outcomes

What is the level of evidence?

This predictor of post-school success has been labeled by NTACT at a Research Based level of evidence, based on four *a priori* correlational studies and three exploratory correlational studies. *More information on NTACT’s process for identifying effective practices is available here: NTACT’s Effective Practices.*

What is the predictor?

Inclusion in general education requires students with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities.

What are the essential characteristics?

1. Provide administrative support (e.g., professional development for teachers and paraprofessionals, common planning, providing paraprofessionals) to teachers for students with disabilities included in general education classrooms.
2. Provide specific instruction to support students with disabilities who are included in general education (e.g., differentiated instruction, learning strategies, study skills, organizational skills, personal management skills).
3. Evaluate the effectiveness of inclusive programming by using formative assessment to identify when adjustments are needed to accommodate all students’ learning differences (e.g., pace, communication skills).
4. Develop a receptive school atmosphere for including students with disabilities in general education by educating administrators, teachers, other staff, and students about person-first language and disability rights.
5. Observe and assess integrated environment to identify and provide interventions for needed academic, social, behavior, and communication skills to ensure a conducive learning environment for all students.
6. Use diverse instructional strategies to meet the learning needs of all students including universal design for learning, technology, and linking instruction to student interests.
7. Provide professional development for secondary personnel to ensure personnel are qualified to use universal design for learning and evidence-based instructional strategies.
8. Engage students as active participants in general education instructional processes utilizing multiple models of inclusive learning.

**Where is the best place to find out how to do this practice?**


**References used to establish this evidence base:**


**Reference used to define and identify characteristics of this predictor:**