Inclusion Research

Compiled by: Lewis Jackson
Updated, September 2015

Research reporting benefits for students with disabilities:

Agran, M., Cavin, M., Wehmeyer, M., & Palmer, S. (2006). Participation of students with moderate to severe disabilities in the general curriculum: The effects of the self-determined learning model of instruction. *Journal of the Association for Persons with Severe Handicaps, 31*, 230-241.

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

Benz, M., Lindstrom, L., & Yovanoff, P. (2000). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children, 66*, 509-529.

Bochner, S., Outhred, L., & Pieterse, M. (2001). A study of functional literacy skills in young adults with Down Syndrome. *International Journal of Disability, Development, and Education, 48*(1), 67-90.

Carter, E. W., & Hughes, C. (2006). Including high school students with severe disabilities in general education classes: Perspectives of general and special educators, paraprofessionals, and administrators. *Journal of the Association for Persons with Severe Handicaps, 31*, 174-185.

Carter, E. W., Lane, K. L., Cooney, M., Weir, K., Moss, C. K., & Machalicek, W. (2013). Parent assessments of self-determination importance and performance for students with Autism or intellectual disability. *American Journal on Intellectual and Developmental Disabilities, 118*(1), 16-31.

Causton-Theoharis, J., Theoharis, G., Fernanda, O., & 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*, 136-144.

Cole, D. A., & Meyer, L. H. (1991). Social Integration and severe disabilities: A longitudinal analysis of child outcomes. *Journal of Special Education, 25*, 340-351.

Correa-Torres, S. M. (2008). The nature of social experiences of students with deaf-blindness who are educated in inclusive settings. *Journal of Visual Impairment and Blindness, 102*(5), 272-283.

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.

Davern, L. (1999). Parents' perspectives on personnel attitudes and characteristics in inclusive school settings: Implications for teacher preparation programs. *Teacher Education and Special Education, 22*, 165-182.

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 and Developmental Disability, 56(6), 579-587.

DiCarlo, C. F., Stricklin, S., Banajee, M., & Reid, D. H. (2001). Effects of manual signing on communicative verbalizations by toddlers with and without disabilities in inclusive classrooms. *Journal of the Association for Persons with Severe Handicaps, 26*, 120-126.

Doré, R., Dion, É., Wagner, S., & Brunet, J. (2002). High school inclusion of adolescents with mental retardation: A multiple case study. *Education and Training in Mental Retardation and Developmental Disabilities, 37*, 253-261.

Downing, J. E., & Peckham-Hardin, K. D. (2007). Inclusive education: What makes it a good education for students with moderate to severe disabilities? *Research and Practice for Persons with Severe Disabilities, 32*(1), 16-30.

Downing, J. E., Spencer, S., & Cavallaro, C. (2004). The development of an inclusive charter elementary school: Lessons learned. *Journal of the Association for Persons with Severe Handicaps, 29*, 11-24.

Dugan, E., Kamps, D., Leonard, B., Watkins, N., Rheinberger, A., & Stackhaus, J. (1995). Effects of cooperative learning groups during social studies for students with autism and fourth-grade peers. *Journal of Applied Behavior Analysis, 28*, 175-188.

Fisher, D. (1999). According to their peers: Inclusion as high school students see it. *Mental Retardation, 37*, 458-467.

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. *Journal of the Association for Persons with Severe Handicaps, 29*, 183-193.

Freeman, S. F. N., & Alkin, M. C. (2000). Academic and social attainments of children with mental retardation in general education and special education settings. *Remedial and Special Education, 21*, 3-18.

Freeman, S. F. N., Alkin, M. C., & Kasari, C. L. (1999). Satisfaction and desire for change in educational placement for children with Down Syndrome. *Remedial and Special Education, 20*, 143-151.

Fryxell, D., & Kennedy, C. H. (1995). Placement along the continuum of services and its impact on students' social relationships. *Journal of the Association for Persons with Severe Handicaps, 20*, 259-269.

Gelzheiser, L. M., McLane, M., Meyers, J., & Pruzek, R. M. (1998). IEP-specified peer interaction needs: Accurate but ignored. *Exceptional Children, 65*, 51-65.

Giangreco, M. F., Edelman, S. W., Dennis, R. E., & Cloninger, C. J. (1995). Use and impact of COACH with students who are deaf-blind. *Journal of the Association for Persons with Severe Handicaps, 20*, 121-135.

Gibb, S. A., Allred, K., Ingram, C. F., Young, J. R., & Egan, W. M. (1999). Lessons learned from the inclusion of students with emotional and behavioral disorders in one junior high school. *Behavioral Disorders, 24*, 122-136.

Gilberts, G. H., Agran, M., Hughes, C., & Wehmeyer, M. (2001). The effects of peer delivered self-monitoring strategies on the participation of students with severe disabilities in general education classrooms. *Journal of the Association for Persons with Severe Handicaps, 26*, 25-36.

Goldstein, H., English, K., Shafer, K., & Kaczmarek, L. (1997). Interaction among

preschoolers with and without disabilities: Effects of across-the-day peer intervention. *Journal of Speech, Language, and Hearing Research, 40*, 33-48.

Guralnick, M. J., Connor, R., Hammond, M., Gottman, J. M., & Kinnish, K. (1996). Immediate effects of mainstreamed settings on the social interactions and social integration of preschool children. *American Journal on Mental Retardation, 100*, 359-377.

Harrower, J. K. (1999). Educational inclusion of children with severe disabilities. *Journal of Positive Behavior Interventions, 1*, 215-230.

Heller, I., Manning, D., Pavur, D., & Wagner, K. (1998). Let's all sign! Enhancing language development in an inclusive preschool. *Teaching Exceptional Children, 30*(3), 50-53.

Hudson, M. E., Browder, D. M., & Wood, L. A. (2013). Review of experimental research on academic learning by students with moderate and severe intellectual disability in general education. *Research and Practice for Persons with Severe Disabilities, 38*, 17-29.

Hughes, C., Cosgriff, J. C., Agran, M., & Washington, B. H. (2013). Student self-determination: A preliminary investigation of the role of participation in inclusive settings. *Education and Training in Autism and Developmental Disabilities, 48*(1), 3-17.

Hughes, C., Harvey, M., Cosgriff, J., Reilly, C., Heilingoetter, J., Brigham, N., et al. (2013). A peer-delivered social interaction intervention for high school students. *Research and Practice for Persons With Severe Disabilities, 38*, 1-16.

Hundert, J., Mahoney, B., Mundy, F., & Vernon, M. L. (1998). A descriptive analysis of developmental and social gains of children with severe disabilities in segregated and inclusive preschools in southern Ontario. *Early Childhood Research Quarterly, 13*, 49-65.

Hunt, P., Alwell, M., Farron-Davis, F., & Goetz, L. (1996). Creating socially supportive environments for fully included students who experience multiple disabilities. *Journal of the Association for Persons with Severe Handicaps, 21*, 53-71.

Hunt, P., Doering, K., Hirose-Hatae, A., Maier, J., & Goetz, L. (2001). Across-program collaboration to support students with and without disabilities in a general education classroom. *Journal of the Association for Persons with Severe Handicaps, 26*, 240-256.

Hunt, P., & Farron-Davis, F. (1992). A preliminary investigation of IEP quality and content associated with placement in general education versus special education classes. *Journal of the Association for Persons with Severe Handicaps, 17*, 247-253.

Hunt, P., Farron-Davis, F., Beckstead, S., Curtis, D., & Goetz, L. (1994). Evaluating the effects of placement of students with severe disabilities in general education versus special classes. *Journal of the Association for Persons with Severe Handicaps, 19*, 200-214.

Hunt, P., Farron-Davis, F., Wrenn, M., Hirose-Hatae, A., & Goetz, L. (1997). Promoting interactive partnerships in inclusive educational settings. *Journal of the Association for Persons with Severe Handicaps, 22*, 127-137.

Hunt, P., & Goetz, L. (1997). Research on inclusive educational programs, practices, and outcomes for students with severe disabilities. *Journal of Special Education, 31*,

3-29.

Hunt, P., Hirose, A., & Wrenn, M. (1996, Nov.). *Facilitating social relationships in inclusive education*, New Orleans.

Hunt, P., Soto, G., Maier, J., & Doering, K. (2003). Collaborative teaming to support students at risk and students with severe disabilities in general education classrooms. *Exceptional Children, 69*, 315-332.

Hunt, P., Staub, D., Alwell, M., & Goetz, L. (1994). Achievement by all students within the context of cooperative learning groups. *Journal of the Association for Persons with Severe Handicaps, 19*, 290-301.

Jameson, J. M., McDonnell, J., Polychronis, S., & Riesen, T. (2008). Embedded, Constant Time Delay Instruction by Peers Without Disabilities in General Education Classrooms. *Intellectual and Developmental Disabilities, 46*(5), 346-363.

Jimenez, B. E., Browder, D. M., Spooner, F., & DiBiase, W. (2012). Inclusive inquiry science using peer-mediated embedded instruction for students with moderate intellectual disability. *Exceptional Children, 78*(3), 301-317.

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*, 214-227.

Justice, L. M., Logan, J. A. R., Lin, T.-J., & Kaderavek, J. N. (2014). Peer effects in early childhood education: Testing the assumptions of special-education inclusion. *Psychological Science, online*, 1-8.

Kaufman, M. J., Fuchs, D., Warren, S., Tindal, G. A., & Meyer, L. H. (1997, April). *Research issues on inclusion: Trends, issues, and paradoxes*, Salt Lake City, Utah.

Kennedy, C. H., & Itkonen, T. (1994). Some effects of regular class participation on the social contacts and social networks of high school students with severe disabilities. *Journal of the Association for Persons with Severe Handicaps, 19*, 1-10.

Kennedy, C. H., Shukla, S., & Fryxell, D. (1997). Comparing the effects of educational placement on the social relationships of intermediate school students with severe disabilities. *Exceptional Children, 64*, 31-47.

Kleinert, H., Towles-Reeves, Quenemoen, R., Thurlow, M., Fluegge, L., Weseman, L., et al. (2015). Where students with the most significant cognitive disabilities are taught: Implications for general curriculum access. *Exceptional Children, 81*(3), 312-328.

Kliewer, C. (1995). Young children's communication and literacy: A qualitative study of language in the inclusive preschool. *Mental Retardation, 33*, 143-152.

Kliewer, C. (2008). Joining the literacy flow: Fostering symbol and written language learning in young children with significant developmental disabilities through the four currents of literacy. *Research and Practice for Persons with Severe Disabilities, 33*(3), 103-121.

Kliewer, C., & Landis, D. (1999). Individualizing literacy instruction for young children with moderate to severe disabilities. *Exceptional Children, 66*, 85-100.

Klingner, J. K., & Vaughn, S. (1999). Students' perceptions of instruction in inclusion classrooms: Implications for students with learning disabilities. *Exceptional*

Children, 66, 23-37.

Kourea, L., Cartledge, G., & Musti-Rao, S. (2007). Improving the reading skills of urban elementary students through total class peer tutoring. *Remedial and Special Education, 28*, 95-107.

Kozleski, E., & Jackson, L. B. (1993). Taylor's story: Full inclusion in her neighborhood elementary school. *Exceptionality, 4*, 153-175.

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

Kurth, J., & 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.

Kurth, J., & Mastergeorge, A. M. (2012). Impact of setting and instructional context for adolescents with autism. *Journal of Special Education, 46*, 36-48.

Laws, G., Byrne, A., & Buckley, S. (2000). Language and memory development in children with Down Syndrome at mainstream schools and special schools. *Educational Psychology, 20*, 447-457.

Ledford, J. R., & Wolery, M. (2013). Peer modeling of academic and social behaviors during small-group instruction. *Exceptional Children, 79*(4), 429-458.

Logan, K. R., Jacobs, H. A., Gast, D. L., Murray, A. S., Daino, K., & Skala, C. (1998). The impact of typical peers on the perceived happiness of students with profound multiple disabilities. *Journal of the Association for Persons with Severe Handicaps, 23*, 309-318.

Logan, K. R., & Keefe, E. B. (1997). A comparison of instructional context, teacher behavior, and engaged behavior for students with severe disabilities in general education and self-contained elementary classrooms. *Journal of the Association for Persons with Severe Handicaps, 22*, 16-27.

Lund, S. K., & Light, J. (2006). Long-term outcomes for individuals who use augmentative and alternative communication: Part I - What is a good outcome? *Augmentative and Alternative Communication, 22*, 284-299.

Lynch, S., Taymans, J., Watson, W. A., Ochsendorf, R. J., Pyke, C., & Szesze, M. J. (2007). Effectiveness of a highly rated science curriculum unit for students with disabilities in general education classrooms. *Exceptional Children, 73*, 202-223.

Lyons, J., Cappadocia, M. C., & Weiss, J. A. (2011). BRIEF REPORT: Social characteristics of students with autism spectrum disorders across classroom settings. *Journal on Developmental Disabilities, 17*, 77-82.

Manset, G., & Semmel, M. I. (1997). Are inclusive programs for students with mild disabilities effective? A comparative review. *Journal of Special Education, 31*, 155-180.

Matzen, K., Ryndak, D., & Nakao, T. (2010). Middel school teams increasing access to general education for students with significant cognitive disabilities: Issues encountered and activities observed across contexts. *Remedial and Special Education, 31*(4), 287-304.

McDonnell, J., Mathot-Bucker, C., Thorson, N., & Fister, S. (2001). Supporting the inclusion of students with moderate and severe disabilities in junior high school general education classes: The effects of classwide peer tutoring, multi-element

curriculum, and accommodations. *Education and Treatment of Children, 24*(2), 141-160.

McDonnell, J., Thorson, N., Disher, S., Mathot-Buckner, C., & Ray, L. (2003). The achievement of students with developmental disabilities and their peers without disabilities in inclusive settings: An exploratory study. *Education and 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*, 18-26.

McDougall, D., & Brady, M. P. (1998). Initiating and fading self-management interventions to increase math fluency in general education classes. *Exceptional Children, 64*, 151-166.

McGee, G. G., Morrier, M. J., & Daly, T. (1999). An incidental teaching approach to early intervention for toddlers with autism. *Journal of the Association for Persons with Severe Handicaps, 24*, 133-146.

McLeskey, J., Waldron, N. L., & Redd, L. (2012). A case study of a highly effective inclusive elementary school. *Journal of Special Education*.

Okolo, C. M., Ferretti, R. P., & MacArthur, C. A. (2007). Talking about history: Discussions in a middle school inclusive classroom. *Journal of Learning Disabilities, 40*(2), 154-165.

Owen-DeSchryver, J. S., Carr, E. G., Cale, S. I., & Blakeley-Smith, A. (2008). Promoting social interactions between students with Autism Spectrum Disorders and their peers in inclusive school settings. *Focus on Autism and Other Developmental Disabilities, 23*, 15-28.

Peck, C., Schwartz, I., Staub, D., Gallucci, C., Billingsley, F., & White, O. (1996, Nov.). *Inclusive education research project: A follow-along study of outcomes for students with moderate and severe disabilities*, New Orleans.

Rafferty, Y., Piscitelli, V., & Boettcher, C. (2003). The impact of inclusion on language development and social competence among preschoolers with disabilities. *Exceptional Children, 69*, 467-479.

Rea, P. J., McLaughlin, V. L., & Walther-Thomas, C. (2002). Outcomes for students with Learning Disabilities in inclusive and pullout programs. *Exceptional Children, 68*, 203-224.

Rock, M. L. (2005). Use of strategic self-monitoring to enhance academic engagement, productivity, and accuracy of students with and without exceptionalities. *Journal of Positive Behavior Interventions, 7*, 3-17.

Ryndak, D., Morrison, A., Sommerstein, L., & Sommerstein, M. (1997, Dec.). *Changes in the use of literacy when included after ten years in self-contained special education*, Boston.

Ryndak, D. L., Downing, J. E., Jacqueline, L. R., & Morrison, A. P. (1994, Dec.). *Parents' perceptions after inclusion of their children with moderate or severe disabilities in general education settings.* Paper presented at the Annual Convention of the Association for Persons with Severe Handicaps, Atlanta.

Ryndak, D. L., Downing, J. E., Jacqueline, L. R., & Morrison, A. P. (1995). Parents' perceptions after inclusion of their children with moderate or severe disabilities. *Journal of the Association for Persons with Severe Handicaps, 20*, 147-157.

Ryndak, D. L., Morrison, A. P., & Sommerstein, L. (1999). Literacy before and after inclusion in general education settings: A case study. *Journal of the Association for Persons with Severe Handicaps, 24*, 5-22.

Sax, C., Noyes, D., & Fisher, D. (2001). High school + seamless transition = Desired outcomes. *TASH Connections, 27*(9), 17-20.

Schepis, M. M., Ownbey, J. B., Parsons, M. B., & Reid, D. H. (2000). Training support staff for teaching young children with disabilities in an inclusive setting. *Journal of Positive Behavior Interventions, 2*, 161-169.

Schmidt, R. J., Rozendal, M. S., & Greenman, G. G. (2002). Reading instruction in the inclusion classroom. *Remedial and Special Education, 23*, 130-140.

Shinn, M. R., Powell-Smith, K. A., Good, R. H., & Baker, S. (1997). The effects of reintegration into general education reading instruction for students with mild disabilities. *Exceptional Children, 64*, 59-79.

Soukup, J. H., Wehmeyer, M. L., Bashinski, S. M., & Bovaird, J. A. (2007). Classroom variables and access to the general curriculum for students with disabilities. *Exceptional Children, 74*, 101-120.

Staub, D., Spaulding, M., Peck, C. A., Gallucci, C., & Schwartz, I. S. (1996). Using nondisabled peers to support the inclusion of students with disabilities at the Junior High School level. *Journal of the Association for Persons with Severe Handicaps, 21*, 194-205.

Stevens, R. J., & Slavin, R. E. (1995). The cooperative elementary school: Effects on students' achievement, attitudes, and social relations. *American Educational Research Journal, 32*, 321-351.

Swift (undated). *Benefits of inclusive education for ALL students*: University of Kansas, Beach Center on Disability.

Szabo, J. L. (2000). Maddie's story: Inclusion through physical and occupational therapy. *Teaching Exceptional Children, 33*(2), 12-18.

Tomasik, M. (2007). Effective inclusion activities for high school students with multiple disabilities. *Journal of Visual Impairment and blindness, 10*(10), 657-659.

Vaughn, S., Elbaum, B. E., Schumm, J. S., & Hughes, M. T. (1998). Social outcomes for students with and without learning disabilities in inclusive classrooms. *Journal of Learning Disabilities, 31*, 428-436.

Waldron, N. L. (1998). The effects of an inclusive school program on students with mild and severe learning disabilities. *Exceptional Children, 64*, 395-405.

Waldron, N. L., McLaskey, J., & Pacchiano, D. (1999). Giving teachers a voice: Teachers' perspectives regarding elementary inclusive school programs. *Teacher Education and Special Education, 22*, 141-153.

Wang, M. C., & Birch, J. W. (1984). Comparison of a full-time mainstreaming program and a resource room approach. *Exceptional Children, 51*, 33-40.

Wehmeyer, M. L., Lattin, D., 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*, 262-272.

Werts, M. G., Caldwell, N. K., & Wolery, M. (1996). Peer modeling of response chains: Observational learning by students with disabilities. *Journal of Applied Behavior Analysis, 29*, 53-66.

White, M. T., Garrett, B., Kearns, J. F., & Grisham-Brown, J. (2003). Instruction and

assessment: How students with deaf-blindness fare in large-scale alternate assessments. *Journal of the Association for Persons with Severe Handicaps, 28*, 205-213.

Wolery, M., Werts, M. G., Snyder, E. D., & Caldwell, N. K. (1994). Efficacy of constant time delay implemented by peer tutors in general education classrooms. *Journal of Behavioral Education, 4*, 415-436.

Research reporting benefits for, or no deleterious impact on, peers (other students):

Carter, E. W., Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities, 30*, 15-25.

Carter, E. W., & Hughes, C. (2006). Including high school students with severe disabilities in general education classes: Perspectives of general and special educators, paraprofessionals, and administrators. *Journal of the Association for Persons with Severe Handicaps, 31*, 174-185.

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

Correa-Torres, S. M. (2008). The nature of social experiences of students with deaf-blindness who are educated in inclusive settings. *Journal of Visual Impairment and Blindness, 102*(5), 272-283.

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*, 139-151.

Deering, P. D. (1998). Making comprehensive inclusion of special needs students work in a middle school. *Middle School Journal, 29*(3), 12-19.

Dessemontet, R. S., & 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.

DiCarlo, C. F., Stricklin, S., Banajee, M., & Reid, D. H. (2001). Effects of manual signing on communicative verbalizations by toddlers with and without disabilities in inclusive classrooms. *Journal of the Association for Persons with Severe Handicaps, 26*, 120-126.

Downing, J. E., & Peckham-Hardin, K. D. (2007). Inclusive education: What makes it a good education for students with moderate to severe disabilities? *Research and Practice for Persons with Severe Disabilities, 32*(1), 16-30.

Downing, J. E., Spencer, S., & Cavallaro, C. (2004). The development of an inclusive charter elementary school: Lessons learned. *Journal of the Association for Persons with Severe Handicaps, 29*, 11-24.

Dugan, E., Kamps, D., Leonard, B., Watkins, N., Rheinberger, A., & Stackhaus, J. (1995). Effects of cooperative learning groups during social studies for students

with autism and fourth-grade peers. *Journal of Applied Behavior Analysis, 28*, 175-188.

Esposito, B. G., & Reed, T. M. (1986). The effects of contact with handicapped persons on young children's attitudes. *Exceptional Children, 53*, 224-229.

Favazza, P. C., & Odom, S. L. (1997). Promoting positive attitudes of kindegarten-age children toward people with disabilities. *Exceptional Children, 63*, 405-418.

Fisher, D. (1999). According to their peers: Inclusion as high school students see it. *Mental Retardation, 37*, 458-467.

Gallagher, P. A., & Lambert, R. G. (2006). Classroom quality, concentration of children with special needs, and child outcomes in headstart. *Exceptional Children, 73*, 31-52.

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*, 359-372.

Heller, I., Manning, D., Pavur, D., & Wagner, K. (1998). Let's all sign! Enhancing language development in an inclusive preschool. *Teaching Exceptional Children, 30*(3), 50-53.

Helmstetter, E., Peck, C. A., & Giangreco, M. F. (1994). Outcomes of interactions with peers with moderate or severe disabilities: A statewide survey of high school students. *Journal of the Association for Persons with Severe Handicaps, 19*, 263-276.

Hunt, P., & Goetz, L. (1997). Research on inclusive educational programs, practices, and outcomes for students with severe disabilities. *Journal of Special Education, 31*, 3-29.

Hunt, P., Staub, D., Alwell, M., & Goetz, L. (1994). Achievement by all students within the context of cooperative learning groups. *Journal of the Association for Persons with Severe Handicaps, 19*, 290-301.

Inclusion, N. P. D. C. o. Research syntheses points on early childhood inclusion Retrieved March 31, 2008, from www.fpg.unc.edu/-npdci

Jackson, L. B., Ryndak, D. L., & Wehmeyer, M. L. (2008-2009). 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)/ 34(1)*, 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*, 214-227.

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 disabilities. *Journal of the Association for Persons with Severe Handicaps, 19*, 277-289.

Kourea, L., Cartledge, G., & Musti-Rao, S. (2007). Improving the reading skills of urban elementary students through total class peer tutoring. *Remedial and Special Education, 28*, 95-107.

Kozleski, E., & Jackson, L. B. (1993). Taylor's story: Full inclusion in her neighborhood elementary school. *Exceptionality, 4*, 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 and Training in Mental Retardation and Developmental Disabilities, 35*, 284-293.

McDonnell, J., Mathot-Bucker, C., Thorson, N., & Fister, S. (2001). Supporting the inclusion of students with moderate and severe disabilities in junior high school general education classes: The effects of classwide peer tutoring, multi-element curriculum, and accommodations. *Education and Treatment of Children, 24*(2), 141-160.

McDonnell, J., Thorson, N., Disher, S., Mathot-Buckner, C., & Ray, L. (2003). The achievement of students with developmental disabilities and their peers without disabilities in inclusive settings: An exploratory study. *Education and 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*, 18-26.

McDougall, D., & Brady, M. P. (1998). Initiating and fading self-management interventions to increase math fluency in general education classes. *Exceptional Children, 64*, 151-166.

Peck, C. A., Staub, D., Gallucci, C., & Schwartz, I. S. (2004). Parent perceptions of the impact of inclusion on their nondisabled child. *Journal of the Association for Persons with Severe Handicaps, 29*, 135-143.

Rock, M. L. (2005). Use of strategic self-monitoring to enhance academic engagement, productivity, and accuracy of students with and without exceptionalities. *Journal of Positive Behavior Interventions, 7*, 3-17.

Ruijs, N. M., Van der Veen, I., & Peetsma, T. T. D. (2010). Inclusive education and students without special educational needs. *Educational Research, 52*(4), 351-390.

Saint-Laurent, L., Dionne, J., Giasson, J., Royer, É., Simard, C., & Piérard, B. (1998). Academic achievement effects of an in-class service model on students with and without disabilities. *Exceptional Children, 64*, 239-253.

Schmidt, R. J., Rozendal, M. S., & Greenman, G. G. (2002). Reading instruction in the inclusion classroom. *Remedial and Special Education, 23*, 130-140.

Staub, D., & Peck, C. A. (1994). What are the outcomes for nondisabled students? *Educational Leadership, 52*(4), 36-40.

Staub, D., Spaulding, M., Peck, C. A., Gallucci, C., & Schwartz, I. S. (1996). Using nondisabled peers to support the inclusion of students with disabilities at the Junior High School level. *Journal of the Association for Persons with Severe Handicaps, 21*, 194-205.

Stevens, R. J., & Slavin, R. E. (1995). The cooperative elementary school: Effects on students' achievement, attitudes, and social relations. *American Educational Research Journal, 32*, 321-351.

Swift (undated). *Benefits of inclusive education for ALL students*: University of Kansas, Beach Center on Disability.

Vaughn, S., Elbaum, B. E., Schumm, J. S., & Hughes, M. T. (1998). Social outcomes for students with and without learning disabilities in inclusive classrooms. *Journal of Learning Disabilities, 31*, 428-436.

Research reporting benefits for general education teachers

Boudah, D. J., knight, S. L., Kostohryz, C., Welch, N., Laughter, D., & Branch, R. (2000). Collaborative research in inclusive classrooms: An investigation with reflections by teachers and researchers. *Teacher Education and Special Education, 23*, 241-252.

Carter, K. B., & Scruggs, T. E. (2001). Thirty-one students: Reflections of a first-year teacher of students with mental retardation. *Journal of Special Education, 35*(2), 100-104.

Correa-Torres, S. M. (2008). The nature of social experiences of students with deaf-blindness who are educated in inclusive settings. *Journal of Visual Impairment and Blindness, 102(5)*, 272-283.

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*, 359-372.

Reports and research addressing how to do inclusive practices:

Agran, M., Sinclair, T., Alper, S., Cavin, M., Wehmeyer, M. L., & Hughes, C. (2005). Using self-monitoring to increase following-direction skills of students with moderate to severe disabilities in general education. *Education and Training in Developmental Disabilities, 40*, 3-13.

Amado, A. N. (Ed.). (1993). *Friendships and community connections between people with and without developmental disabilities*. Baltimore: Brookes.

Associates, A. (1992). *Supporting children in the classroom: An integrating aide's handbook*. Hampton, NH: author.

Barton, E. E., Reichow, B., Wolery, M., & Chen, C. (2011). We can all participate! Adapting circle time for children with Autism. *Young Exceptional Children, 14*(2), 2-21.

Bartz, J. M., Kurth, J., & Wangeman, M. (2015). Facilitating supports and services for learners with low-incidence disabilities. *Including learners with low incidence disabilities, 5*, 111-136. http://dx.doi.org/10.1108/S1479-363620140000005005

Beninghof, A. M. (1993). *Ideas for inclusion: The classroom teacher's guide to integrating students with severe disabilities*. Longmont, CO: Sopris West.

Block, M. E. (Ed.). (1994). *A teacher's guide to including students with disabilities in regular physical education*. Baltimore: Brookes.

Bradley, D. F., King-Sears, M. E., & Tessier-Switlick, D. M. (1997). *Teaching students in inclusive settings*. Boston: Allyn and Bacon.

Burke, M. D., Hagan, S. L., & Grossen, B. (1998). What curricular designs and strategies accommodate diverse learners? *Teaching Exceptional Children, 31*(1), 34-38.

Buswell, B. E., Schaffner, C. B., & Seyler, A. B. (Eds.). (1999). *Opening doors: Connecting students to curriculum, classmates, and learning* (2nd ed.). Colorado Springs: PEAK, Inc.

Calculator, S. N., & Jorgensen, C. M. (1991). Integrating AAC instruction into regular education settings: Expounding on best practices. *Augmentative and Alternative Communication, 7*, 204-220.

Candler-Lotven, A. C., Hildreth, B. L., & Strawderman, C. W. (1995). Literature on hearing impairment: A source of help with inclusion. *Child Language Teaching and Therapy, 11*(2), 176-184.

Carter, E. W., Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities, 30*, 15-25.

Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies for improving all students' social lives and learning*. Baltimore: Brookes.

Carter, E. W., & Kennedy, C. H. (2006). Promoting access to the general curriculum using peer support strategies. *Research and Practice for Persons with Severe Disabilities, 31*, 284-292.

Carter, E. W., Sisco, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. *American Journal on Mental Retardation, 113*(6), 479-494.

Carter, E. W., Swedeen, B., & Moss, C. K. (2012). Engaging students with and without significant disabilities in inclusive service learning. *Teaching Exceptional Children, 44*(5), 46-54.

Castagnera, E., Fisher, D., Rodifer, K., & Sax, C. (1998). *Deciding what to teach and how to teach it: Connecting students through curriculum and instruction* (2nd ed.). Colorado Springs, CO: PEAK, Inc.

Causton-Theoharis, J. (2009). The paraprofessional's handbook for effective support in inclusive classrooms. Baltimore: Brookes.

Chalmers, L., & Faliede, T. (1996). Successful inclusion of students with mild/moderate disabilities in rural school settings. *Teaching Exceptional Children, 29*(1), 22-25.

Chandler-Olcott, K., & Kluth, P. (2009). Why everyone benefits from including students with Autism in literacy classrooms. *The Reading Teacher, 62*(7), 548-557.

Clark, N. M., Cushing, L. S., & Kennedy, C. H. (2004). An intensive onsite technical assistance model to promote inclusive educational practices for students with disabilities in middle and high school. *Journal of the Association for Persons with Severe Handicaps, 29*, 253-262.

Connor, D. J., & Lagares, C. (2007). Facing high stakes testing in high school: 25 successful strategies from an inclusive social studies classroom. *Teaching Exceptional Children, 40*(2), 18-27.

Cook, R. E., Tessier, A., & Klein, M. D. (2000). *Adapting early childhood curricula for children in inclusive settings*. Englewood Cliffs, NJ: Merrill.

Coots, J. J., Bishop, K. D., & Grenot-Scheyer, M. (1998). Supporting elementary age students with significant disabilities in general education classrooms: Personal perspectives on inclusion. *Education and Training in Mental Retardation and Developmental Disabilities, 33*, 317-330.

Copeland, S. R., Hughes, C., Agran, M., Wehmeyer, M. L., & Fowler, S. E. (2002). An intervention package to support high school students with mental retardation in general education classes. *American Journal on Mental Retardation, 107*, 32-45.

Craig, S., & Haggart, A. G. (1994). *Integrated therapies*. Hampton, N. H.: AGH Associates.

Dalheim, M. (Ed.). (1994). *Toward inclusive classrooms*. West Haven, CT: National Education Association.

Dobson, D. (1995). *Inclusion packet: A handbook to assist educational teams in developing effective programs for students with disabilities*. Greeley, CO: University of Northern Colorado. (Available from Teacher-to-Teacher Support Network, c/o Lewis Jackson, Division of Special Education, McKee Hall, University of Northern Colorado, Greeley, CO 80639.).

Downing, J. E. (2002). *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers* (2nd ed.). Baltimore: Brookes.

Downing, J. E. (2005). *Teaching literacy to students with significant disabilities*. Thousand Oaks, California: Corwin Press.

Downing, J. E. (2005). Inclusive education for high school students with severe intellectual disabilities: Supporting communication. *Augmentative and Alternative Communication, 21*(2), 132-148.

Downing, J. E. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, California: Corwin Press.

Downing, J. E., & Eichinger, J. (2003). Creating learning opportunities for students with severe disabilities in inclusive classrooms. *Teaching Exceptional Children, 36*(1), 26-31.

Doyle, M. B. (1997). The paraprofessionals guide to the inclusive classroom. Baltimore: Brookes.

Drinkwater, S., & Demchak, M. (1995). The preschool checklist: Integration of children with severe disabilities. *Teaching Exceptional Children, 28*(1), 4-8.

Dukes, C., & Lamar-Dukes, P. (2009). Inclusion by design: Engineering inclusive practices in secondary schools. *Teaching Exceptional Children, 41*(3), 16-23.

Dyck, N., & Pemberton, J. B. (2000). A model for making decisions about text adaptations. *Intervention in School and Clinic, 38*(1), 28-32.

Dymond, S. K., Renzaglia, A., & Chun, E. J. (2008). Inclusive high school service learning programs: Methods for and barriers to including students with disabilities. *Education and Training in Developmental Disabilities, 43*(1), 20-36.

Elliott, D., & McKenney, M. (1998). Four inclusion models that work. *Teaching Exceptional Children, 30*(4), 54-58.

Erickson, K. A., & Koppenhaver, D. A. (1998). Using the "write talk-nology" with Patrik. *Teaching Exceptional Children, 31*(1), 58-64.

Falvey, M. A. (1995). *Inclusive and heterogeneous schooling: Assessment, curriculum, and instruction*. Baltimore: Brookes.

Favazza, P. C., Phillipsen, L., & Kumar, P. (2000). Measuring and promoting acceptance of young children with disabilities. *Exceptional Children, 66*, 491-508.

Ferguson, D., Gu∂jónsdóttir, Meyer, G., Droege, C. A., Meyer, G., Lester, J., et al. (1996). *Designing classroom curriculum for personalized learning*. Eugene, Oregon: School Projects, Specialized Training Program, University of Oregon.

Ferguson, D., Meyer, G., & Willis, C. (1990). *Regular class participation system*. Eugene, Oregon: Specialized Training Program, University of Oregon.

Ferguson, H., Myles, B. S., & Hagiwara, T. (2005). Using a personal digital assistant to enhance the independence of an adolescent with Asperger Syndrome. *Education*

and Training in Developmental Disabilities, 40, 60-67.

Filbin, J., & Kronberg, R. (undated). *Ideas and suggestions for curricular adaptations at the secondary level*. Denver, CO: Colorado Department of Education.

Filbin, J., Rogers-Connolly, T., & Brewer, R. (1996). *Individualized learner outcomes: Infusing student needs into the regular education curriculum*. Colorado Springs, CO: PEAK.

Fisher, D., Frey, N., & Sax, C. (1999). *Inclusive elementary schools: Recipes for success*. Colorado Springs, CO: PEAK, Inc.

Fossett, B., Smith, V., & Mirenda, P. (2003). Facilitating oral language and literacy development during general education activities. In D. Ryndak & S. Alper (Eds.), *Curriculum and instruction for students with significant disabilities in inclusive settings* (2nd ed., pp. 173-202). Boston: Allyn & Bacon.

Freschi, D. F. (1999). Guidelines for working with one-to-one aides. *Teaching Exceptional Children, 31*(4), 42-45.

Friend, M., & Bursick, W. (1996). *Including students with special needs: A practical guide for classroom teachers*. Boston: Allyn and Bacon.

Ganz, J. B., & Flores, M. M. (2010). Supporting the play of preschoolers with Autism Spectrum Disorders: Implementation of visual scripts. *Young Exceptional Children, 13*, 58-71.

Gent, P. J., & Gurecka, L. E. (1998). Service learning: A creative strategy for inclusive classrooms. *Journal of the Association for Persons with Severe Handicaps, 23*, 261-271.

Giangreco, M. F. (1996). *Vermont interdependent services team approach (VISTA): A guide to coordinating educational support services*. Baltimore: Brookes.

Giangreco, M. F. (1996). What do I do now? A teacher's guide to including students with disabilities. *Educational Leadership, 53*(5), 56-59.

Giangreco, M. F. (1997). Quick guides to inclusion: Ideas for educating students with disabilities. Baltimore: Brookes.

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011). Choosing outcomes and accommodations for children: A guide to educational planning for students with disabilities (3rd ed.). Baltimore: Brookes.

Goodman, G., & Williams, C. M. (2007). Interventions for increasing the academic engagement of students with Autism Spectrum Disorders in inclusive classrooms. *Teaching Exceptional Children, 39*(6), 53-61.

Grigal, M. (1998). The time-space continuum: Using natural supports in inclusive classrooms. *Teaching Exceptional Children, 30*(6), 44-51.

Haggart, A. G. (1994). How to set up and run inclusive extended year programming. *News Link, 8*(2), 3.

Halvorsen, A. T., & Neary, T. (2009). Building inclusive schools: Tools and strategies for success (2nd ed.). Upper Saddle River, NJ: Merrill.

Haring, N. G., & Romer, L. T. (1995). *Welcoming students who are deaf-blind into typical classrooms*. Baltimore: Brookes.

Hawbaker, B. W., Balong, M., Buckwalter, S., & Runyon, S. (2001). Building a strong BASE of support for all students through coplanning. *Teaching Exceptional Children, 33*(4), 24-30.

Hedeen, D. L., & Ayres, B. J. (2002). "You want me to teach *him* to read?". *Journal of*

Disability Policy Studies, 13(2), 180-189.

Hobbs, T., & Westling, D. L. (1998). Promoting successful inclusion through collaborative problem-solving. *Teaching Exceptional Children, 31*(1), 12-19.

Hudson, M. E., Browder, D. M., & Wood, L. A. (2013). Review of experimental research on academic learning by students with moderate and severe intellectual disability in general education. *Research and Practice for Persons with Severe Disabilities, 38*, 17-29.

Hughes, C., & Carter, E. W. (2006). *Success for all students: Promoting inclusion in secondary schools through peer buddy programs*. Boston: Pearson.

Hughes, C., & Carter, E. W. (2008). *Peer buddy programs for successful secondary school inclusion*. Baltimore: Brookes.

Hughes, C., Golas, M., Cosgriff, J., Brigham, N., Edwards, C., & Cashen, K. (2011). Effects of a social skills intervention among high school students with intellectual disabilities and Autism and their general education peers. *Research and Practice for Persons with Severe Disabilities, 36*(1-2), 46-61.

Jackson, L., Ryndak, D., & Billingsley, F. (2000). Useful practices in inclusive education: A preliminary view of what experts in moderate to severe disabilities are saying. *Journal of the Association for Persons with Severe Handicaps, 25*, 129-141.

Jackson, L., Ryndak, D., & Billingsley, F. (2003). Useful practices in inclusive education: A preliminary view of what experts in moderate to severe disabilities are saying. In D. Fisher & D. L. Ryndak (Eds.), *The foundations of inclusive education* (2nd ed., pp. 184-196). Baltimore: TASH.

Jackson, L. B., & Leon, M. Z. (1998). *Developing a Behavior Support Plan: A Manual for Teachers and Behavioral Specialists* (2nd ed.). Colorado Springs, CO: PEAK, Inc.

Jackson, L. B., McCaleb, K., & Helwick, G. (2003). Facilitating skill acquisition during general education academic subjects, electives, and other activities. In D. Ryndak & S. Alper (Eds.), *Curriculum and instruction for students with severe disabilities in inclusive settings* (2nd ed., pp. 151-172). Boston: Allyn & Bacon.

Jackson, L. B., & Panyan, M. V. (2002). *Positive behavioral support in the classroom: Principles and practices*. Baltimore: Brookes Publishing.

Jackson, L. B., Ryndak, D., & Billingsley, F. (1998, Dec.). *Developing effective inclusive practices: What the experts are saying*. Paper presented at the Annual Conference of the Association for Persons with Severe Disabilities, Seattle.

Janney, R., & Snell, M. E. (2006). *Behavioral support*. Baltimore: Brookes Publishing.

Janney, R. E., & Snell, M. E. (1997). How teachers include students with moderate and severe disabilities in elementary classes: The means and meaning of inclusion. *Journal of the Association for Persons with Severe Handicaps, 22*, 159-169.

Jorgensen, C. M. (Ed.). (1998). *Restructuring high schools for all students: Taking inclusion to the next level*. Baltimore: Brookes.

Jorgensen, C. M., Schuh, M. C., & Nisbet, J. (2006). *The inclusion facilitator's guide*. Baltimore: Brookes.

Jung, L. A., & Guskey, T. R. (2007). Standards-based grading and reporting: A model for special education. *Teaching Exceptional Children, 40*(2), 48-53.

King-Sears, M. E. (1996). Determining complements and compromises for inclusion.

Intervention in School and Clinic, 31, 231-237.

King-Sears, M. E., & Bowman-Kruhm, M. (2010). Attending to specialized reading instruction for adolescents with mild disabilities. *Teaching Exceptional Children, 42*(4), 30-40.

Kleinert, H. L., Cloyd, E., Rego, M., & Gibson, J. (2007). Students with disabilities: Yes, foreign language instruction is important! *Teaching Exceptional Children, 39*(3), 6-11.

Kleinert, H. L., Miracle, S. A., & Sheppard-Jones, K. (2007). Including students with moderate and severe disabilities in extracurricular and community recreation activities: Steps to success. *Teaching Exceptional Children, 39*(6), 33-38.

Klingner, J. K., Urbach, J., Golos, D., Brownell, M., & Menon, S. (2010). Teaching reading in the 21st century: A glimpse at how special education teachers promote reading comprehension. *Learning Disability Quarterly, 33*, 59-74.

Kluth, P., & Chandler-Olcott, K. (Eds.). (2008). *A land we can share: Teaching literacy to studnets with Autism*. Baltimore: Paul Brookes.

Koegel, L. K., Vernon, T. W., Koegel, R. L., Koegel, B. L., & Paullin, A. W. (2012). Improving social engagement and initiations between children with Autism Spectrum Disorder and their peers in inclusive settings. *Journal of Positive Behavior Interventions, 14*(4), 220-227.

Koegel, R. L., Fredeen, R., Kim, S., Danial, J., Rubinstein, D., & Koegel, L. K. (2012). Using perseverative interests to improve interactions between adolescents with Autism and their typical peers. *Journal of Positive Behavior Interventions, 14*(3), 133-141.

Kronberg, R., & Filbin, J. (1993). *Ideas and suggestions for curricular adaptations at the elementary level*. Denver, CO: Colorado Department of Education.

Kronberg, R., Jackson, L., Sheets, G., & Rogers-Connally, T. (1995). A tool box for supporting integrated education. *Teaching Exceptional Children, 27*(4), 54-58.

Kurth, J. A. (2013). A unit-based approach to adaptations in inclusive classrooms. *Teaching Exceptional Children, 46*(2), 34-43.

Landers, M. F., & Weaver, H. R. (1997). *Inclusive education: A process, not a place*. Swampscott, MA: Watersun Publishing.

Leach, D. (Ed.). (2010). *Bringing ABA into your inclusive classroom*. Baltimore: Paul Brookes.

Lohrmann, S., & Bambara, L. M. (2006). Elementary education teachers' beliefs about essential supports needed to successfullly include students with developmental disabilities who engage in challenging behaviors. *Journal of the Association for Persons with Severe Handicaps, 31*, 157-173.

Maheady, L., Michielli-Pendi, J., Mallette, B., & Harper, G. F. (2000, Nov.). *Collaborative research project to improve academic performance of diverse group of 6th graders*, Las Vegas, Nevada.

Maroney, S. A., Finson, K. D., Beaver, J. B., & Jensen, M. M. (2003). Preparing for successful inquiry in inclusive science classrooms. *Teaching Exceptional Children, 36*(1), 18-25.

McDonnell, J. (1998). Instruction for students with severe disabilities in general education settings. *Education and Training in Mental Retardation and Developmental Disabilities, 33*, 199-215.

McLeskey, J., & Waldron, N. L. (2007). Making differences ordinary in inclusive classrooms. *Intervention in School and Clinic, 42*(3), 162-168.

Moorehead, T., & Grillo, K. (2013). Celebrating the reality of inclusive STEM education. *Teaching Exceptional Children, 45*(4), 50-57.

Musti-Rao, S., Hawkins, R. O., & Tan, C. (2011). A practitioner's guide to consultation and problem solving in inclusive settings. *Teaching Exceptional Children, 44*(1), 18-26.

O'Shea, D. J., & O'Shea, L. J. (1998). Learning to include: Lessons learned from a high school without special education services. *Teaching Exceptional Children, 31*(1), 40-48.

Ohtake, Y. (2003). Increasing class membership of students with severe disabilities through contribution to classmates' learning. *Journal of the Association for Persons with Severe Handicaps, 28*, 228-231.

Okolo, C. M., & Ferretti, R. P. (1998). Multimedia design projects in an inclusive social studies classroom: "Sometimes people argue with words instead of fists". *Teaching Exceptional Children, 31*(1), 50-57.

Onosko, J. J., & Jorgensen, C. M. (1997). Unit and lesson planning in the inclusive classroom. In C. M. Jorgensen (Ed.), (pp. 71-105). Baltimore: Brookes.

Otis-Wilborn, A., & Winn, J. (2000, Nov.). *Beginning special educators' forays into regular education*, Las Vegas, Nevada.

Peterson, J. M., & Hittie, M. M. (2003). *Inclusive teaching: Creating effective schools for all learners*. Boston: Allyn & Bacon.

Power-deFur, L. A., & Orelove, F. P. (Eds.). (1997). *Inclusive education: Practical implementation of the least restrictive environment*. Gaithersburg, MD: Aspen.

Putnam, J. A. (Ed.). (1998). *Cooperative learning strategies and strategies for inclusion: Celebrating diversity in the classroom* (2nd ed.). Baltimore: Paul Brookes.

Ruder, S. (2000). We teach all. *Educational Leadership, 58*(1), 49-51.

Ryan, S., & Paterna, L. (1998). Junior high can be inclusive: Using natural supports and cooperative learning. *Teaching Exceptional Children, 30*(2), 36-41.

Ryndak, D., & Alper, S. (2003). *Curriculum and instruction for students with significant disabilities in inclusive settings*. Boston: Allyn & Bacon.

Salisbury, C. L., Evans, I. M., & Palombaro, M. M. (1997). Collaborative problem-solving to promote the inclusion of young children with significant disabilities in primary grades. *Exceptional Children, 63*, 195-209.

Salisbury, C. L., Mangino, M., Petrigala, M., Rainforth, B., Syryca, S., & Palombaro, M. M. (1994). Promoting the instructional inclusion of young children with disabilities in the primary grades. *Journal of Early Intervention, 18*, 311-322.

Sapon-Shevin, M. (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon.

Schaffner, C. B., & Buswell, B. E. (1991). Opening doors: Strategies for including all students in regular education. Colorado Springs, CO: PEAK, Inc.

Schaffner, C. B., & Buswell, B. E. (1992). Connecting students: A guide to thoughtful friendship facilitation for educators and families. Colorado Springs, CO: PEAK Parent Center.

Schaffner, C. B., & Buswell, B. E. (1997). Inherently equal: An inclusion action guide for families and educators. Colorado Springs, CO: PEAK Parent Center.

Seyler, A. B., & Buswell, B. E. (Eds.). (2001). *Individual Education Plans: Involved effective parents*. Colorado Springs: PEAK, Inc.

Shukla, S., Kennedy, C. H., & Cushing, L. S. (1999). Intermediate school students with severe disabilities: Supporting their social participation in general education classrooms. *Journal of Positive Behavior Interventions, 1*, 130-140.

Siegel-Causey, E., & Allinder, R. M. (1998). Using alternative assessment for students with severe disabilities: Alignment with best practices. *Education and Training in Mental Retardation and Developmental Disabilities, 33*, 168-178.

Siegel-Causey, E., McMorris, C., McGowen, S., & Sands-Buss, S. (1998). In junior high you take earth science: Including a students with severe disabilities into an academic class. *Teaching Exceptional Children, 31*(1), 66-72.

Smith, A. E., & Camarata, S. (1999). Using teacher-implemented instruction to increase language intelligibility of children with autism. *Journal of Positive Behavior Interventions, 1*, 141-151.

Snell, M. E., & Janney, R. E. (2000). Teachers' problem-solving about children with moderate and severe disabilities in elementary classrooms. *Exceptional Children, 66*, 472-490.

Snell, M. E., Lowman, D. K., & Canady, R. L. (1996). Parallel block scheduling: Accommodating students' diverse needs in elementary schools. *Journal of Early Intervention, 20*, 265-278.

Stainback, S., & Stainback, W. (Eds.). (1992). Curriculum considerations in inclusive classrooms. Baltimore: Brookes.

Stainback, S., & Stainback, W. (Eds.). (1996). *Inclusion: A guide for educators*. Baltimore: Paul Brookes.

Stainback, W., Stainback, S., & Stefanich, G. (1996). Learning together in inclusive classrooms: What about the curriculum? *Teaching Exceptional Children, 28*(3), 14-19.

Stremel, K., & Schutz, R. (1995). Functional communication in inclusive settings for students who are deaf-blind. In N. G. Haring & L. T. Romer (Eds.), (pp. 231-247). Baltimore: Paul Brookes, Inc.

Szabo, J. L. (2000). Maddie's story: Inclusion through physical and occupational therapy. *Teaching Exceptional Children, 33*(2), 12-18.

Thousand, J. S., Villa, R. A., & Nevin, A. I. (1994). *Creativity and collaborative learning: A practical guide to empowering students and teachers*. Baltimore: Brookes.

Tomasik, M. (2007). Effective inclusion activities for high school students with multiple disabilities. *Journal of Visual Impairment and blindness, 10*(10), 657-659.

Tomlinson, C. A. (1995). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2003). Deciding to teach them all. *Educational Leadership, 61*(2), 6-11.

van Garderen, D., & Whittaker, C. (2006). Planning differentiated, multicultural instruction for secondary inclusive classrooms. *Teaching Exceptional Children,*

??, 12-20.

Villa, R. A., & Thousand, J. S. (2003). Making inclusive education work. *Educational Leadership, 61*(2), 19-23.

Warger, C. L., & Pugach, M. C. (1996). Forming partnerships around curriculum. *Educational Leadership, 53*(5), 62-65.

Watt, S. J., Therrien, W. J., Kaldenberg, E., & Taylor, J. (2013). Promoting inclusive practices in inquiry-based science classrooms. *Teaching Exceptional Children, 45*(4), 40-48.

Williams, L. J., & Downing, J. E. (1998). Membership and belonging in inclusive classrooms: What do middle schools students have to say? *Journal of the Association for Persons with Severe Handicaps, 23*, 98-110.

Williams, W., & Fox, T. J. (1996). Planning for inclusion. *Teaching Exceptional Children, 28*(3), 58-61.

Wimberley, V. (1995). *A guide to activity based instruction and assessment*. Greeley, CO: University of Northern Colorado. (Available from Teacher-to-Teacher Support Network, c/o Lewis Jackson, Division of Special Education, McKee Hall, University of Northern Colorado, Greeley, CO 80639.).

Wolery, M., Werts, M. G., Caldwell, N. K., Snyder, E. D., & Lisowski, L. (1995). Experienced teachers' perceptions of resources and supports for inclusion. *Education and Training in Mental Retardation and Developmental Disabilities, 30*, 15-26.

Wolery, M., & Wilberg, J. S. (Eds.). (1994). *Including children with special needs in early childhood programs*. Washington, DC: National Association for the Education of Young Children.

Wood, J. W. (2006). *Teaching students in inclusive settings: Adapting and accommodating instruction* (5th ed.). Upper Saddle River, NJ: Pearson.

York-Barr, J. (Ed.). (1996). *Creating inclusive schools and communities: A staff development series for general and special educators*. Baltimore: Brookes.

Discussions of Inclusion in Relation to Equality of Educational Opportunity

Agran, M., Alper, S., & Wehmeyer, M. (2002). Access to the general education curriculum for students with significant disabilities: What it means to teachers. *Education and Training in Mental Retardation and Developmental Disabilities, 37*, 123-133.

Artiles, A. J. (2003). Special education's changing identity: Paradoxes and dilemmas in views of culture and space. *Harvard Educational Review, 73*, 164-202.

Bacon, M. M. (1996, January). *No malice required: The challenge of diversity in culturally pluralistic society*, Nashua, NH.

Braddock, J. H., & Slavin, R. E. (1995). Why ability grouping must end: Achieving excellence and equity in American education. In H. Pool & J. A. Page (Eds.), *Beyond tracking: Finding success in inclusive schools* (pp. 7-19). Bloomington, Indianna: Phi Delta Kappa Educational Foundation.

Brantlinger, E. (1997). Using ideology: Cases of nonrecognition of the politics of research and practice in special education. *Review of Educational Research, 67*, 425-459.

Byrnes, M. A. (Ed.). (2008). *Taking sides: Clashing views in special education*. Dubuque, Iowa: McGraw-Hill.

Cawley, J., Parmar, R., Foley, T. E., Salmon, S., & Roy, S. (2001). Arithmetic performance of students: Implications for standards and programming. *Exceptional Children, 67*, 311-328.

Chow, V. T., & Kasari, C. (1999). Task-related interactions among teachers and exceptional, at-risk, and typical learners in inclusive classrooms. *Remedial and Special Education, 20*, 226-232.

Gilhool, T. K. (1997). The events, forces, and issues that triggered enactment of the Education for All Handicapped Children's Act of 1975. In D. K. Lipsky & A. Gartner (Eds.), (pp. 263-273). Baltimore: Brookes.

Hardman, M. L., McDonnell, J., & Welch, M. (1997). Perspectives on the future of IDEA. *Journal of the Association for Persons with Severe Handicaps, 22*, 61-76.

Jackson, L. B. (2014). What legitimizes segregation? The context of special education discourse: A response to Ryndak et al. *Research and Practice for Persons With Severe Disabilities, 39*(2), 156-160.

Jackson, L. B., Ryndak, D. L., & Wehmeyer, M. L. (2008-2009). 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)/ 34(1)*, 175-195.

Jackson, L. B., & Schlagenhauf, S. (2000). How you can use the Colorado content standards. *The Voice, 3*(1), 1-3.

Jordan, A., & Stanovich, P. (2001). Patterns of teacher-student interaction in inclusive elementary classrooms and correlates with student self-concept. *International Journal of Disability, Development, and Education, 48*(1), ???-???

Jorgensen, C. (1997). Curriculum and its impact on inclusion and the achievement of students with disabilities. *Issue Brief, Consortium on Inclusive School Practices, 2*(2), 1-15.

Kluth, P., Villa, R. A., & Thousand, J. S. (2002). "Our school doesn't offer inclusion" and

other legal blunders. *Educational Leadership, 59*(4), 24-27.

Lasky, F. (1997). IDEA: Amended or not, the past is prologue. *Journal of the Association for Persons with Severe Handicaps, 22*, 77-79.

Lehr, D. H., & Brown, F. (Eds.). (1996). *People with disabilities who challenge the system*. Baltimore: Paul Brookes.

Lipsky, D. K., & Gartner, A. (1996). Inclusion, school restructuring, and the remaking of American society. *Harvard Educational Review, 66*, 762-796.

Lipsky, D. K., & Gartner, A. (1997). *Inclusion and school reform: Transforming America's classrooms*. Baltimore: Brookes.

Longmore, P. (2003). *Why I burned my books and other essays on disability*. Philadelphia, PA: Temple University Press.

McLaughlin, M. J. (2010). Evolving interpretations of educational equity and students with disabilities. *Exceptional Children, 76*(3), 265-278.

Moses, M. S., & Chang, M. J. (2006). Toward a deeper understanding of the diversity rationale. *Educational Researcher, 35*(1), 6-11.

Munk, D. D., & Bursuck, W. D. (1997). Can grades be helpful and fair? *Educational Leadership, 55*(4), 44-47.

Otis-Wilborn, A., & Winn, J. (2000, Nov.). *Beginning special educators' forays into regular education*, Las Vegas, Nevada.

Pool, H., & Page, J. A. (Eds.). (1995). *Beyond tracking: Finding success in inclusive schools*. Bloomington, Indiana: Phi Delta Kappa Educational Foundation.

Sapon-Shevin, M. (1996). Full inclusion as disclosing tablet: Revealing the flaws in our present system. *Theory Into Practice, 35*(1), 35-45.

Seidl, B. L., & Pugach, M. C. (1998). Responsible linkages between diversity and disability: A challenge for special education. *Teacher Education and Special Education, 21*, 319-333.

Skrtic, T. M. (1995). Deconstructing/reconstructing public education: Social reconstruction in the postmodern era. In T. M. Skrtic (Ed.), (pp. 233-273). New York: Teachers College Press.

Thousand, J., Diaz-Greenberg, R., Nevin, A., Cardelle-Elawar, M., Beckett, C., & Reese, R. (1999). Perspectives on a Freirean dialectic to promote inclusive education. *Remedial and Special Education, 20*, 323-326.

Welner, K. G. (2012). Scholars as policy actors: Research, public discourse, and the zone of judicial constraints. *American Educational Research Journal, 49*, 7-29.

Reluctant Schools

Agran, M., Alper, S., & Wehmeyer, M. (2002). Access to the general education curriculum for students with significant disabilities: What it means to teachers. *Education and Training in Mental Retardation and Developmental Disabilities, 37*, 123-133.

Dymond, S. K., Renzaglia, A., & Chun, E. J. (2008). Inclusive high school service learning programs: Methods for and barriers to including students with disabilities. *Education and Training in Developmental Disabilities, 43*(1), 20-36.

Dymond, S. K., Renzaglia, A., Gilson, C. L., & Slagor, M. T. (2007). Defining access to the general education curriculum for high school students with significant cognitive disabilities. *Research and Practice for Persons with Severe Disabilities, 32*(1), 1-15.

Hamre-Nietupski, S., Krajewski, L., Nietupski, J., Ostercamp, D., Sensor, K., & Opheim, B. (1989). Parent/professional partnership in advocacy: Developing integrated options within resistive settings. *Journal of the Association for Persons with Severe Handicaps, 13*, 251-259.

Jackson, L. B. (2014). What legitimizes segregation? The context of special education discourse: A response to Ryndak et al. *Research and Practice for Persons With Severe Disabilities, 39*(2), 156-160.

King-Sears, M. E. (1996). Determining complements and compromises for inclusion. *Intervention in School and Clinic, 31*, 231-237.

Kluth, P., Villa, R. A., & Thousand, J. S. (2002). "Our school doesn't offer inclusion" and other legal blunders. *Educational Leadership, 59*(4), 24-27.

Kunc, N. (1984). Integration: Being realistic isn't realistic. *Canadian Journal for Exceptional Children, 1*(1), 4-8.

Mamlin, N. (1999). Despite best intentions: When inclusion fails. *Journal of Special Education, 33*, 36-49.

Otis-Wilborn, A., & Winn, J. (2000, Nov.). *Beginning special educators' forays into regular education*, Las Vegas, Nevada.

Pivik, J., McComas, J., & Laflamme, M. (2002). Barriers and facilitators to inclusive education. *Exceptional Children, 69*, 97-107.

Rainforth, B. (2000). Preparing teachers to educate students with severe disabilities in inclusive settings despite contextual constraints. *Journal of the Association for Persons with Severe Handicaps, 25*, 83-91.

Riehl, C. J. (2000). The Principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research, 70*, 55-81.

Ryndak, D. L., Taub, D., Jorgensen, C. M., Gonsier-Gerdin, J., Arndt, K., Sauer, J., et al. (2014). 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*, 65-74.

Smith, P. (2007). Have we made any progress? Including students with intellectual disabilities in regular classrooms. *Intellectual and Developmental Disabilities, 45*(5), 297-309.

Accessing General Curriculum

Agran, M., Wehmeyer, M., Cavin, M., & Palmer, S. (2010). Promoting active engagement in the general education classroom and access to the general education curriculum for students with cognitive disabilities. *Education and Training in Autism and Developmental Disabilities, 45*(2), 165-174.

Browder, D. M., Jimenez, B. A., Spooner, F., Saunders, A., Hudson, M., & Bethune, K. S. (2012). Early numeracy instruction for students with moderate and severe developmental disabilities. *Research and Practice for Persons With Severe Disabilities, 37*(4), 308-320.

Browder, D. M., Trela, K., Courtade, G. R., Jimenez, B. A., Knight, V., & Flowers, C. (2012). Teaching mathematics and science standards to students with moderate and severe developmental disabilities. *Journal of Special Education, 46*(1), 26-35.

Browder, D. M., Trela, K., & Jimenez, B. (2007). Training teachers to follow a task analysis to engage middle school students with moderate and severe disabilities in grade-appropriate literature. *Focus on Autism and Other Developmental Disorders, 22*(4), 206-219.

Browder, D. M., Wakeman, S. Y., Flowers, C., Rickelman, R. J., Pugalee, D., & Karvonen, M. (2007). Creating access to the general curriculum with links to grade-level content for students with significant cognitive disabilities: An explication of the concept. *The Journal of Special Education, 41*, 2-16.

Cameron, D. L., & Cook, B. G. (2013). General education teachers' goals and expectations for their included students with mild and severe disabilities. *Education and Training in Autism and Developmental Disabilities, 48*(1), 18-30.

Carter, E. W., Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities, 30*, 15-25.

Carter, E. W., & Kennedy, C. H. (2006). Promoting access to the general curriculum using peer support strategies. *Research and Practice for Persons with Severe Disabilities, 31*, 284-292.

Carter, E. W., Moss, C. K., Hoffman, A., Chung, Y.-C., & Sisco, L. (2011). Efficacy and social validity of peer support arrangements for adolescents with disabilities. *Exceptional Children, 78*(1), 107-125.

Carter, E. W., Sisco, L. G., Brown, L., Brickham, D., & Al-Khabbaz, Z. A. (2008). Peer interactions and academic engagement of youth with developmental disabilities in inclusive middle and high school classrooms. *American Journal on Mental Retardation, 113*(6), 479-494.

Causton-Theoharis, J., Theoharis, G., Fernanda, O., & 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.

Collins, B. C., Hager, K. L., & Galloway, C. C. (2011). Addition of functional content during core content instruction with students with moderate disabilities. *Education and Training in Autism and Developmental Disabilities, 46*(1), 22-39.

Copeland, S. R., & Cosbey, J. (2008-2009). Making progress in the general curriculum: Rethinking effective instructional practices. *Research and Practice for Persons With Severe Disabilities, 33(4)/ 34(1)*, 214-227.

Copeland, S. R., Hughes, C., Agran, M., Wehmeyer, M. L., & Fowler, S. E. (2002). An

intervention package to support high school students with mental retardation in general education classes. *American Journal on Mental Retardation, 107*, 32-45.

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.

Courtade, G., Spooner, F., Browder, D., & Jimenez, B. (2012). Seven reasons to promote standards-based instruction for students with severe disabilities: A reply to Ayres, Lowrey, Douglas, and Sievers (2011). *Education and Training in Developmental Disabilities, 47*(1), 3-13.

Courtade, G. R., Spooner, F., & Browder, D. M. (2007). Review of studies with students with significant cognitive disabilities which link to science standards. *Research and Practice for Persons with Severe Disabilities, 32*(1), 43-49.

Courtrade, G. R., Browder, D. M., Spooner, F., & Dibiase, W. (2010). Training teachers to use an inquiry-based task analysis to teach science to students with moderate and severe disabilities. *Education and Training in Autism and Developmental Disabilities, 45*(3), 376-399.

Davies, D. K., Stock, S. E., King, L. R., & Wehmeyer, M. L. (2008). "Moby-Dick is my favorite:" Evaluating a cognitively accessible portable reading system for audiobooks for individuals with intellectual disability. *Intellectual and Developmental Disabilities, 46*, 290-298.

Downing, J. (2006). On peer support, universal design, and access to the core curriculum for students with severe disabilities: A personnel preparation perspective. *Research and Practice for Persons with Severe Disabilities, 31*, 327-330.

Durando, J. (2008). A survey on literacy instruction for students with multiple disabilities. *Journal of Visual Impairment and Blindness, 102*(1), 40-45.

Dymond, S. K., Renzaglia, A., & Chun, E. J. (2008). Inclusive high school service learning programs: Methods for and barriers to including students with disabilities. *Education and Training in Developmental Disabilities, 43*(1), 20-36.

Dymond, S. K., Renzaglia, A., Gilson, C. L., & Slagor, M. T. (2007). Defining access to the general education curriculum for high school students with significant cognitive disabilities. *Research and Practice for Persons with Severe Disabilities, 32*(1), 1-15.

Dymond, S. K., & Russell, D. L. (2004). Impact of grade and disability on the instructional context of inclusive classrooms. *Education and Training in Mental Retardation, 39*, 127-140.

Elliott, S. N., & others, a. (2010). Effects of using modified items to test students with persistent academic difficulties. *Exceptional Children, 76*(4), 475-495.

Evmenova, A. S., & Behrmann, M. M. (2011). Research-based strategies for teaching content to students with intellectual disabilities: Adapted videos. *Education and Training in Autism and Developmental Disabilities, 46*(3), 315-325.

Fisher, D., & Frey, N. (2001). Access to the core curriculum: Critical ingredients for student success. *Remedial and Special Education, 22*(3), 148-157.

Ford, A., Davern, L., & Schnorr, R. (2001). Learners with significant disabilities: Curricular relevance in an era of standards-based reform. *Remedial and Special Education, 22*, 214-222.

Hedeen, D. L., & Ayres, B. J. (2002). "You want me to teach *him* to read?". *Journal of Disability Policy Studies, 13*(2), 180-189.

Hunt, P., McDonnell, J., & Crockett, M. A. (2012). Reconciling an ecological curricular framework focusing on quality of life outcomes with the development and instruction of standards-based academic goals. *Research and Practice for Persons With Severe Disabilities, 37*(3), 139-152.

Jackson, L. B. (2014). What legitimizes segregation? The context of special education discourse: A response to Ryndak et al. *Research and Practice for Persons With Severe Disabilities, 39*(2), 156-160.

Jackson, L. B., Ryndak, D. L., & Wehmeyer, M. L. (2008-2009). 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)/ 34(1)*, 175-195.

Jimenez, B. E., Browder, D. M., & Courtrade, G. R. (2009). An exploratory study of self-directed science concept learning by students with moderate intellectual disabilities. *Research and Practice for Persons with Severe Disabilities, 34*, 33-46.

Johnson, E. S., & Arnold, N. (2007). Examining an alternate assessment: What are we testing? *Journal of Disability Policy Studies, 18*, 23-31.

Kearns, J. F., Towles-Reeves, E., Kleinert, H. L., Kleinert, J. O., & Thomas, M. (2011). Characteristics of and implications for students participating in alternate assessments based on alternate academic achievement standards. *Journal of Special Education, 45*(1), 3-14.

King-Sears, M. E., & Bowman-Kruhm, M. (2010). Attending to specialized reading instruction for adolescents with mild disabilities. *Teaching Exceptional Children, 42*(4), 30-40.

Koegel, L. K., Harrower, J. K., & Koegel, R. L. (1999). Support for children with developmental disabilities in full inclusion classrooms through self-management. *Journal of Positive Behavior Interventions, 1*, 26-34.

Kurth, J., Gross, M., Lovinger, S., & Catalano, T. (2012). Grading students with significant disabilities in inclusive settings: Teacher perceptions. *Journal of International Association of Special Education, 12*, 41-57.

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

Kurth, J., & Mastergeorge, A. M. (2012). Impact of setting and instructional context for adolescents with autism. *Journal of Special Education, 46*, 36-48.

Kurth, J. A. (2013). A unit-based approach to adaptations in inclusive classrooms. *Teaching Exceptional Children, 46*(2), 34-43.

Kurth, J. A., & Keegan, L. (2012). Development and use of curricular adaptations for students receiving special education services. *Journal of Special Education*.

Lee, E., & Lee, S. (2009). Effects of instructional rubrics on class engagement behaviors and the achievement of lesson objectives by students with mild mental retardation and their typical peers. *Education and Training in Developmental Disabilities, 44*(3), 356-366.

Lee, S., Amos, B. A., Gragoudas, S., Lee, Y., Shogren, K. A., Theoharis, R., et al. (2006). Curriculum augmentation and adaptation strategies to promote access to the general curriculum for students with intellectual and developmental disabilities. *Education and Training in Developmental Disabilities, 41*, 199-212.

Lee, S., Soukup, J. H., Little, T. D., & Wehmeyer, M. L. (2009). Student and teacher variables contributing to access to the general education curriculum for students with intellectual

and developmental disabilities. *Journal of Special Education, 43*, 29-44.

Lee, S., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., & Little, T. D. (2008). Self-determination and access to the general education curriculum. *Journal of Special Education, 42*, 91-107.

Lee, S.-H., Wehmeyer, M. L., Soukup, J. H., & Palmer, S. B. (2010). Impact of curriculum modification on access to the general education curriculum for students with disabilities. *Exceptional Children, 76*(2), 213-233.

Lowrey, K. A., Drasgow, E., Renzaglia, A., & Chezan, L. (2007). Impact of alternate assessment on curricula for students with severe disabilities: Purpose driven or process driven? *Assessment for Effective Intervention, 32*(4), 244-253.

Matzen, K., Ryndak, D., & Nakao, T. (2010). Middel school teams increasing access to general education for students with significant cognitive disabilities: Issues encountered and activities observed across contexts. *Remedial and Special Education, 31*(4), 287-304.

McDonnell, J., Mathot-Bucker, C., Thorson, N., & Fister, S. (2001). Supporting the inclusion of students with moderate and severe disabilities in junior high school general education classes: The effects of classwide peer tutoring, multi-element curriculum, and accommodations. *Education and Treatment of Children, 24*(2), 141-160.

McLaughlin, M. J. (2010). Evolving interpretations of educational equity and students with disabilities. *Exceptional Children, 76*(3), 265-278.

Palmer, S. B., Wehmeyer, M. L., Gipson, K., & Agran, M. (2004). Promoting access to the general curriculum by teaching self-determination skills. *Exceptional Children, 70*, 427-440.

Pennington, R. C. (2010). Computer-assisted instruction for teaching academic skills to students with Autism Spectrum Disorders: A review of the literature. *Focus on Autism and Other Developmental Disabilities, 25*(4), 239-248.

Riggs, L., Collins, B. C., Kleinert, H., & Knight, V. F. (2013). Teaching principles of heredity to high school students with moderate and severe disabilities. *Research and Practice for Persons With Severe Disabilities, 38*, 30-43.

Roach, A. T., & Elliott, S. N. (2006). The influence of access to general education curriculum on alternate assessment performance of students with significant cognitive disabilities. *Educational Evaluation and Policy Analysis, 28*(2), 181-194.

Roberts, C. A., & Leko, M. M. (2013). Integrating functional and academic goals into literacy instruction for adolescents with significant cognitive disabilities through shared story reading. *Research and Practice for Persons with Severe Disabilities, 38*(3), 157-172.

Ryndak, D. L., 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*, 28-49.

Ryndak, D. L., Moore, M. A., Orlando, A.-M., & Delano, M. (2008-2009). Access to the general curriculum: The mandate and the role of context in research-based practice for students with extensive support needs. *Research and Practice for Persons With Severe Disabilities, 33(4)/ 34(1)*, 199-213.

Sailor, W. (2009). Systems change or tinker some more? *Research and Practice for Persons With Severe Disabilities, 33(4)/ 34(1)*, 249-257.

Shogren, K. A., Palmer, S. B., Wehmeyer, M. L., Williams-Diehm, K., & Little, T. D. (2012). Effects of intervention with the self-determined learning model of instuction on access and goal achievement. *Remedial and Special Education, 33*(5), 320-330.

Shukla, S., Kennedy, C. H., & Cushing, L. S. (1999). Intermediate school students with severe disabilities: Supporting their social participation in general education classrooms. *Journal of Positive Behavior Interventions, 1*, 130-140.

Simonsen, B., Shaw, S. F., Faggella-Luby, M., Sugai, S., Coyne, M. D., Rhein, B., et al. (2010). A schoolwide model for service delivery: Redefining special educators as interventionists. *Remedial and Special Education, 31*(1), 17-23.

Sonnenmeier, R. M., McSheehan, M., & Jorgensen, C. M. (2005). A case study of team supports for a student with Autism's communication and engagement within the general education curriculum: Preliminary report of the beyond access model. *Augmentative and Alternative Communication, 21*(2), 101-115.

Soukup, J. H., Wehmeyer, M. L., Bashinski, S. M., & Bovaird, J. A. (2007). Classroom variables and access to the general curriculum for students with disabilities. *Exceptional Children, 74*, 101-120.

Spooner, F., Dymond, S. K., Smith, A., & Kennedy, C. H. (2006). What we know and need to know about accessing the general education curriculum for students with significant cognitive disabilities. *Research and Practice for Persons with Severe Disabilities, 31*, 277-283.

Spooner, F., Knight, V. F., Browder, D. M., & Smith, B. R. (2012). Evidence-based practice for teaching academics to students with severe developmental disabilities. *Remedial and Special Education, 33*(6), 374-387.

Spooner, F., Rivera, C. J., Browder, D. M., Baker, J. N., & Salas, S. (2009). Teaching emergent literacy skills using cultural contextual story-based lessons. *Research and Practice for Persons with Severe Disabilities, 34*(3-4), 102-112.

Sturm, J., Spadorcia, S. A., Cunningham, J. W., Cali, K. S., Staples, A., Erickson, K., et al. (2006). What happens to reading between first and third grade? Implications for students who use AAC. *Augmentative and Alternative Communication, 22*, 21-36.

Thompson, J. R., & others, a. (2009). Conceptualizing supports and the support needs of people with intellectual disability. *Intellectual and Developmental Disabilities, 47*(2), 135-146.

Wakeman, S., Karvonen, M., & Ahumada, A. (2013). Changing instruction to increase achievement for students with moderate to severe disabilities. *Teaching Exceptional Children, 46*(2), 6-13.

Wehmeyer, M. L. (2003). Defining mental retardation and ensuring access to the general curriculum. *Education and Training in Developmental Disabilities, 38*, 271-282.

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*, 322-326.

Wehmeyer, M. L., Lance, G. D., & Bashinski, S. (2002). Promoting access to the general curriculum for students with mental retardation: A multi-level model. *Education and Training in Mental Retardation and Developmental Disabilities, 37*, 223-234.

Wehmeyer, M. L., Lattin, D., & Agran, M. (2001). Achieving access to the general curriculum for students with mental retardation. *Education and Training in Mental Retardation and Developmental Disabilities, 36*, 327-342.

Wehmeyer, M. L., Lattin, D., 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*, 262-272.

Current Trends, Theoretical Rationales, and Empirical Reviews

Causton-Theoharis, J., Theoharis, G., Fernanda, O., & 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.

Copeland, S. R., & Cosbey, J. (2008-2009). Making progress in the general curriculum: Rethinking effective instructional practices. *Research and Practice for Persons With Severe Disabilities, 33(4)/ 34(1)*, 214-227.

Jackson, L. B. (2014). What legitimizes segregation? The context of special education discourse: A response to Ryndak et al. *Research and Practice for Persons With Severe Disabilities, 39*(2), 156-160.

Jackson, L. B., Ryndak, D. L., & Wehmeyer, M. L. (2008-2009). 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)/ 34(1)*, 175-195.

McLeskey, J., Landers, E., Williamson, P., & Hoppey, D. (2012). Are we moving toward educating students with disabilities in less restrictive environments? *Journal of Special Education, 46*(3), 131-140.

Ryndak, D. L., 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*, 28-49.

Ryndak, D. L., Taub, D., Jorgensen, C. M., Gonsier-Gerdin, J., Arndt, K., Sauer, J., et al. (2014). 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*, 65-74.