

# INCLUSION

Academic progress of students with specific disability labels, namely, learning disabilities and mild intellectual disabilities, support inclusive education. Students who do not have disabilities made significantly more progress in reading and math in inclusive environments ([Cole, Waldron and Majd, 2004](#)).

Students who support their peers with disabilities in general education settings illustrated positive academic outcomes in the form of improved academic achievement, completion of assignments, and participation in classroom discussions ([Cushing and Kennedy, 1997](#)).

The vast majority of outcomes associated with inclusive education suggest either positive or neutral effects among students without disabilities. The exposure of students with disabilities to a general-education curriculum is strongly and positively correlated with better performance in math and reading ([Kalambouka, Farrell and Dyson, 2008](#)).

Full inclusion in general education settings for students with intellectual disabilities resulted in their improved literacy skills ([Sermier, Dessemontent, Bless and Morin, 2012](#)).

Students with autism in inclusive classrooms rather than in special ed settings earned significantly higher scores on academic achievement tests ([Kurth and Mastergeorge, 2012](#)).

[Four Myths About Inclusive Education](#)