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ACADEMIC OUTCOMES FOR STUDENTS WITH AND WITHOUT DISABILITIES IN AN INCLUSIVE CLASSROOM

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IS IT EASY TO SAY
YES TO INCLUSION?

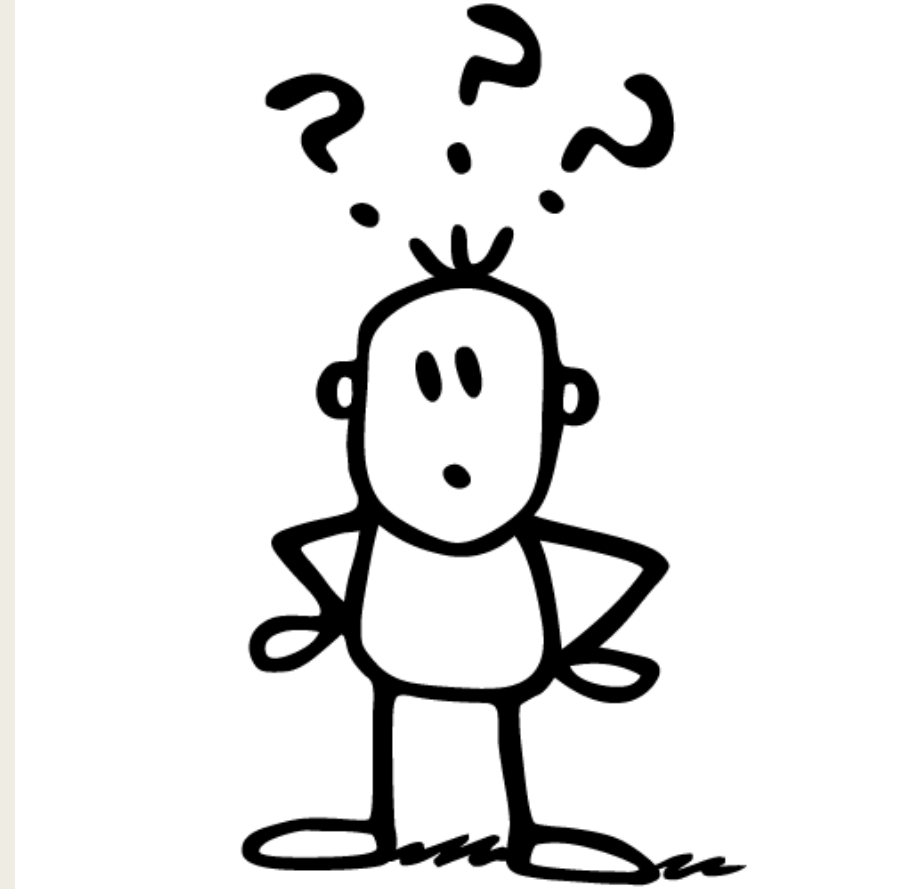
PRIME Inclusive Education 2012-14

- Philippines Response to Indigenous Peoples and Muslim Education
- Assessment of Readiness of Selected Public Schools to Address the Needs of IP/Muslim Learners with Disabilities



PRIME Inclusive Education 2014

- General education teachers questioned their own abilities in addressing the needs of learners with disabilities.



- They believed that the best mode of educational service for IP/Muslim CWD is still through the SpEd Center.



- Parents of learners with and without disabilities wondered how their children's academic progress will be affected by inclusion.



What does foreign research say

- Inclusion does not affect the achievement of non-disabled students (Trejo, 2008; Grimaldi, 2009; Brady, 2010; Trabucco, 2011)
- No significant difference in academic performance of non-disabled students in general education classes and inclusive classes

- Non-disabled students enrolled in inclusive classes scored higher in mathematics than those enrolled in general education classes (Grimaldi, 2009; Trabucco, 2011)

- Non-disabled students benefited from strategies associated with special education.

- Students with disabilities and without disabilities in inclusive classes showed improvement in academic performance (Mizzel-Bullock, 2011)



Context of Positive Academic Outcomes

- Same curriculum
 - *Allow flexibility*
- Differentiated instruction



- Use of small groups
- Common needs among disabled and non-disabled children were the reasons for the groupings.



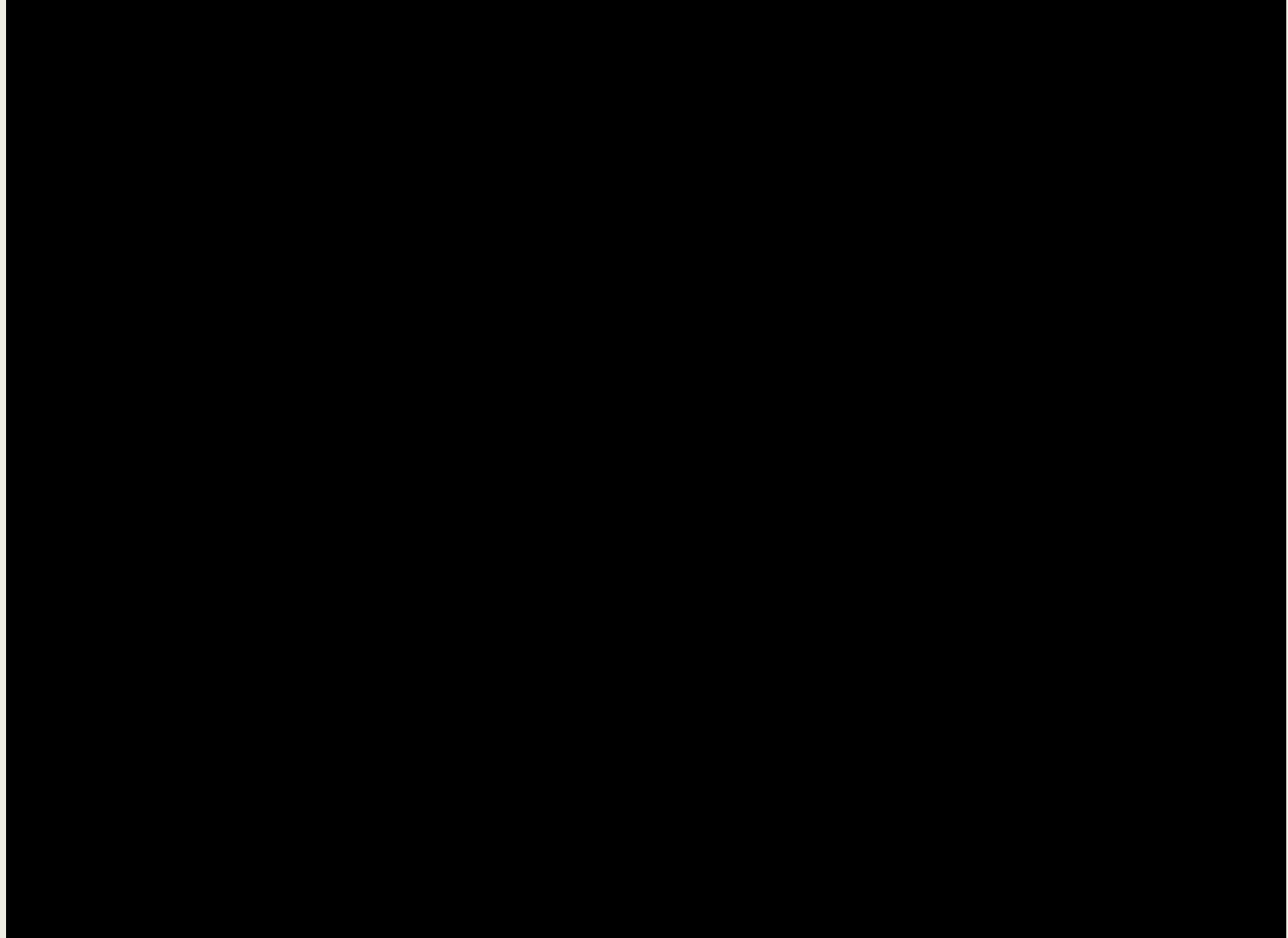
- General education teachers typically lectured and stayed in front of the class whereas teachers in inclusive classes worked with children in smaller groups.



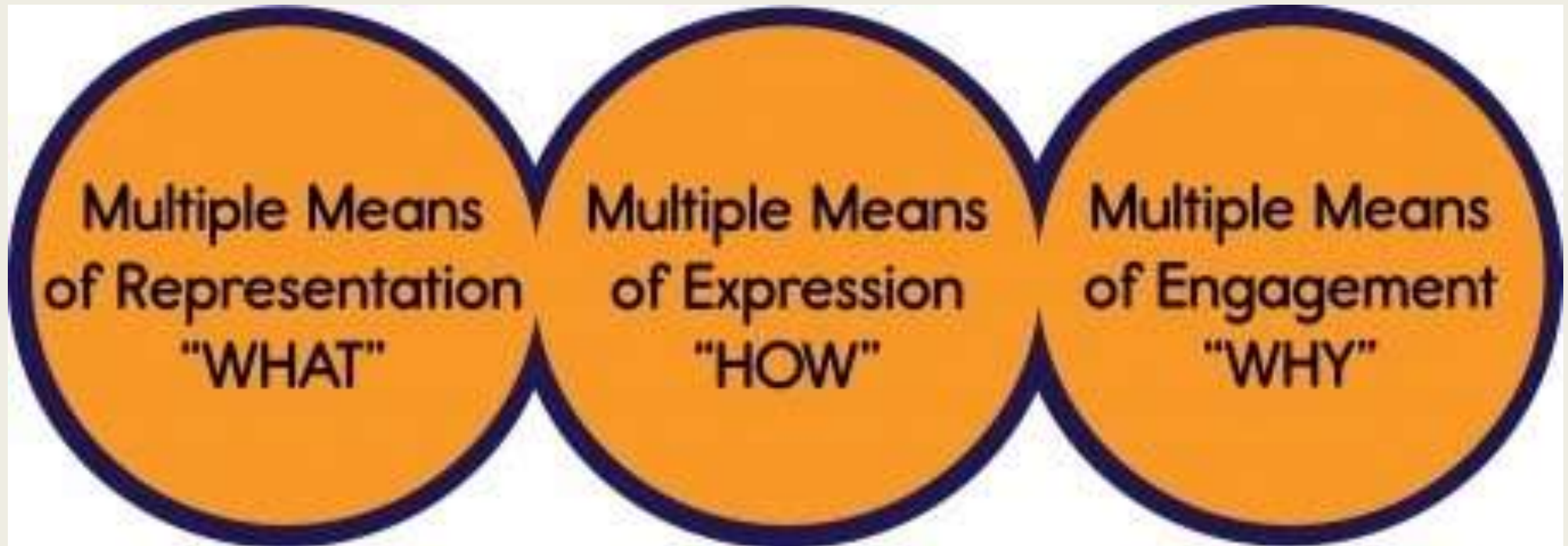
- Class sizes were small (not more than 20 students; not more than 5 students with disabilities in the class)

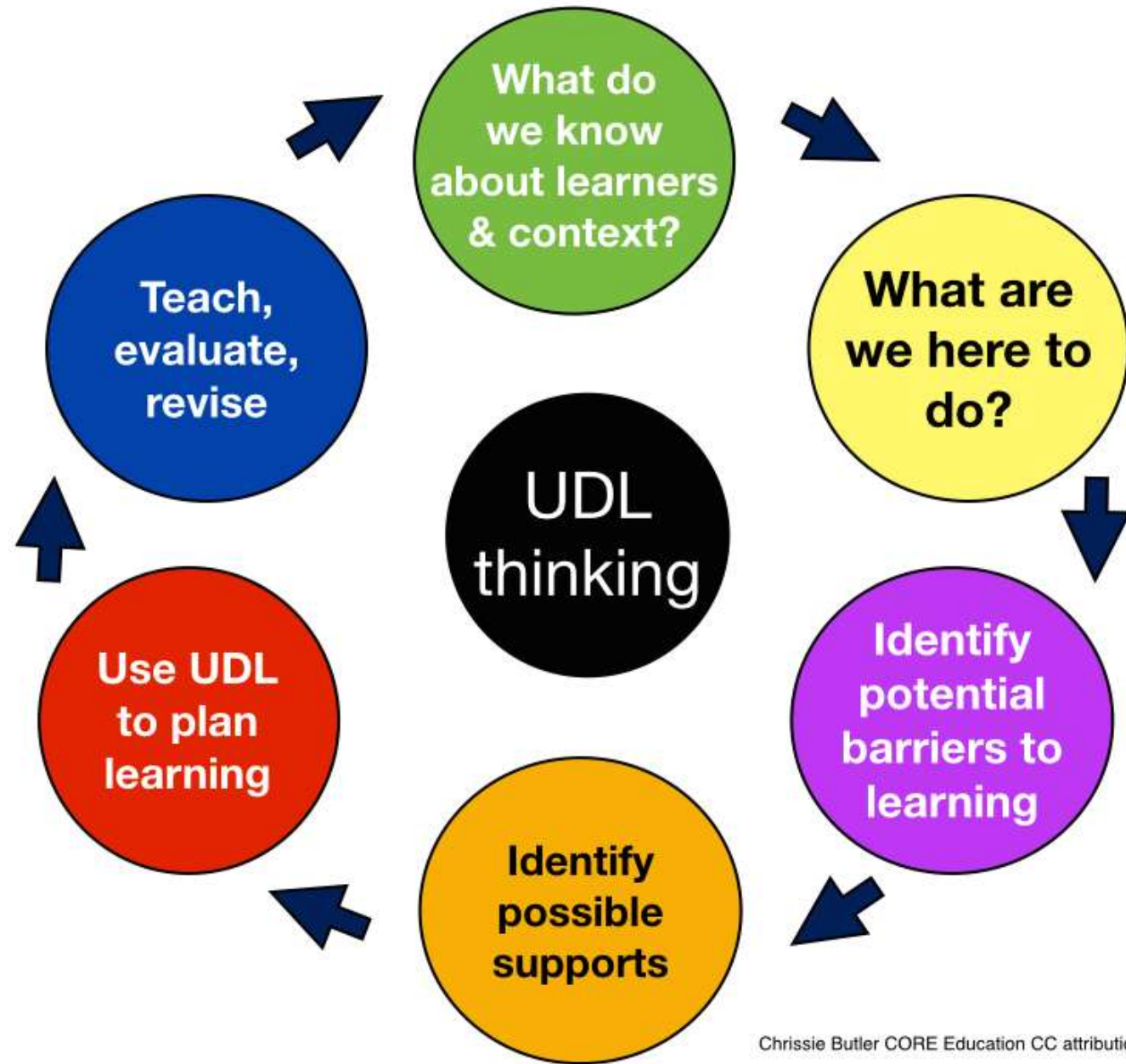
- Co-teaching (general education and special education teachers working in 1 class)
- Planning time

Explicit Instruction

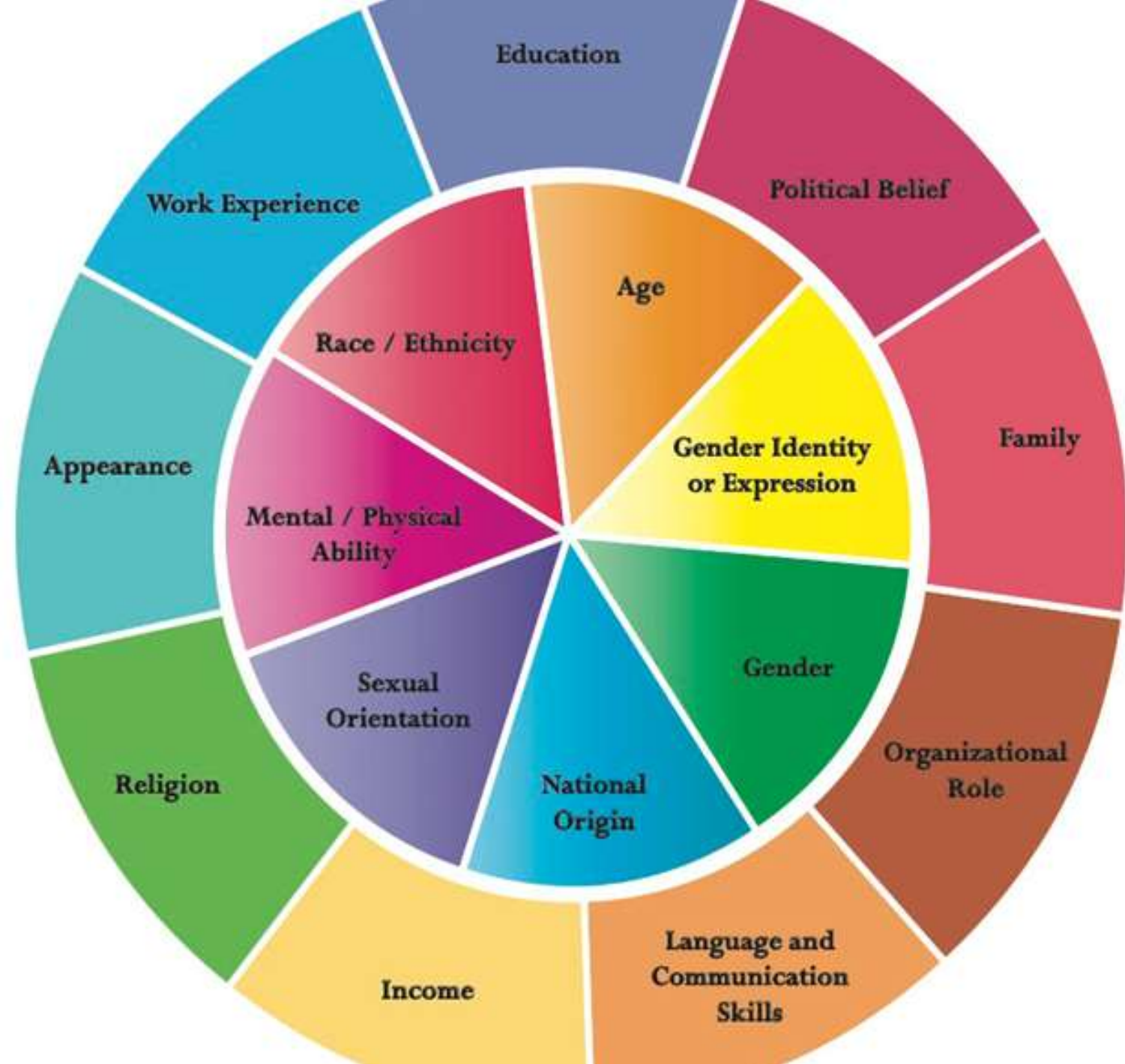


Universal Design for Learning





■ Differentiated Instruction and Universal Design for Learning address DIVERSITY.



Reflection Questions

- How diverse is your class?
- In what ways do you address diversity?

- “Ability – disability”
is just one aspect of
diversity



IT IS TIME TO SAY
YES TO INCLUSION.

What does that mean?

- Think

- Plan

- Act

WITH DIVERSITY IN MIND.

Are teachers' and parents' fears about inclusion unfounded?

- The answer is up to us.



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