Research Evidence on the Effectiveness of Inclusive Education
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Adults with Down Syndrome can meaningfully contribute in the workplace.

Some of the characteristics typical of people with Down Syndrome can have a positive impact on organizational health.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
<th>Reactions</th>
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<tbody>
<tr>
<td>Direct communication</td>
<td>Transparent and simple, use no filters</td>
<td>Better conflict management</td>
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<td></td>
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<td>Develop feelings of compassion and empathy</td>
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<td></td>
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<td>Increased patience and tolerance</td>
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<td></td>
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<td>Develop emotional stability in a pressured environment</td>
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<td>Manifest empathy</td>
<td>Perceive what others are feeling and show empathy</td>
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<tr>
<td>Bonds of affection</td>
<td>Will bond to others, especially to their direct supervisor</td>
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<tr>
<td>Limited short-term memory</td>
<td>Limited ability to memorize recent learnings</td>
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<tr>
<td>Spontaneous behavior</td>
<td>Not familiar with a number of professional conduct rules</td>
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</tbody>
</table>

Positive impact on organizational health

Source: Assis, Frank, Bcheche, & Kuboiama, 2014
Why inclusion matters

“If we were able to teach hatred, we are able to teach love”

Paulo Freire, Brazilian Educator
Students with disabilities can benefit academically in inclusive classrooms.
More time in general education is associated with stronger academic skills.

- **English Language Achievement Scores**
- 8th Grade Students with Disabilities in Massachusetts (USA)

<table>
<thead>
<tr>
<th>Inclusion Percentage</th>
<th>Non-Low Income Student</th>
<th>Low-Income Student</th>
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<tbody>
<tr>
<td>80-100% of the day</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>40-79% of the day</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>0-40% of the day</td>
<td>23</td>
<td>21</td>
</tr>
</tbody>
</table>

Source: Hehir, Grindal, & Eidelman, 2012
Included students are more likely to graduate from high school in four years.

- Learning Disability-Included: 83.3%
- Learning Disability-Segregated: 43.4%
- Emotional Disability-Included: 60.6%
- Emotional Disability-Segregated: 77.4%
- Mild Cognitive Disability-Included: 38.4%
- Mild Cognitive Disability-Segregated: 31.2%

Source: Schifter, 2015
Swiss students with Down Syndrome make greater literacy gains in included settings

Source: Dessemontet, Bless, & Morin, 2012
Inclusive education yields social benefits for students with disabilities
Typically developing students can also benefit from inclusion
Inclusion is a practice, not a place
My Friends, My Community

Thank you!

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