



UIC Child & Family Development Center

“Effects of Inclusive Class Membership on Peers without Disabilities”

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A frequent concern about students with disabilities in general classrooms is that their presence will be detrimental to other students (McGregor & Vogelsberg, 1998). This project is investigating instructional opportunities and outcomes for students without disabilities in districts that espouse a commitment to inclusive practices. The purpose of the study is to address the question: *Does inclusive class membership affect the learning outcomes of peers without disabilities? If it does, how?* Observational data were collected by trained observers to determine the learning opportunities and engagement of students with and without disabilities. Students in these classrooms were followed for two academic years to determine the effects of inclusive class membership on social and academic outcomes. These studies involve the collection of observational, demographic, achievement test, interview, and rating scale data. Repeated measures data analysis are being used to determine whether group membership is associated with specific learner outcomes.