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Defining Access and Opportunity Barriers in Inclusive Educational Environments: A Synthesis of the Research

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Defining Access and Opportunity Barriers in Inclusive Educational Environments:

A Synthesis of the Research

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Abstract

Every Student Succeeds Act (2015) is legislation that supports every child’s right to quality education, while the Individuals with Disabilities Act (IDEA, 2004) specifically addresses the rights of students with disabilities. IDEA (2004) states that all children with disabilities, including students with extensive support needs (ESN), should receive grade-level instruction in general education classrooms alongside their peers to “the maximum extent appropriate” (IDEA, 2004). Unfortunately, students with extensive support needs (ESN) often experience obstacles that impede their ability to access educational opportunities in the general education setting (Pufpaff, 2008). Ruppar, Dymond, and Gaffney (2011) stated that academic instruction offered in inclusive contexts could be used as a powerful tool to build self-efficacy and independence for these students. The purpose of this research synthesis is to define the barriers faced by students with ESN and explore the evidence-based practices (EBP) that may result in increased access to inclusive education for this diverse group of learners (Taub, McCord, & Ryndak, 2017).

Keywords: "students with significant disabilit* OR "developmental disabilit*" OR intellectual disabili* OR "severe disabilit*"; barrier or obstacle or challenge, access or accessibility or opportunity; inclusive education OR inclusion or mainstreaming OR integration; NOT physical education: REMOVE disabilt*
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Presentation Overview

Presentation title
Defining access and opportunity barriers in inclusive educational environments: A synthesis of the research

Primary Topic
Inclusive education

Theme of Interest
Research to practice

Presentation Type
Poster session

Learning Objective
1. By the end of this session, participants will be able to define access and opportunity barriers in academic instruction that exist for students with extensive support needs (ESN) in inclusive educational settings.
2. By the end of this session, participants will be able to describe specific, evidence-based practices (EBPs) that facilitate access to instruction for students with ESN in inclusive educational settings.

Research Questions
The purpose of this research synthesis is to define the barriers faced by students with ESN and explore the evidence-based practices (EBP) that may result in increased access to inclusive education for this diverse group of learners (Taub et al., 2017).

Justification
The provision of equal educational opportunities to students with ESN allows for increased self-determination (Browder, Wakeman, Rickelman, Pugalee, & Karvonen, 2016). Additionally, quality academic instruction increases an individual’s ability to gain access to information, communicate with others for a variety of purposes, and effectively advocate for themselves (Browder et al., 2016). This poster presentation will provide a synthesis of current research defining access and opportunity barriers that impact students with ESN access to inclusive educational settings. A secondary aim will offer evidence-based practices that can help practitioners and their families implement strategies that will increase opportunities to learn in inclusive environments (Taub et al., 2017).

**Methodology**

**Overview**

The following procedures will be followed to ensure that this review contains a comprehensive search of peer-reviewed articles. Academic databases including EBSCO host, Academic Search Complete, PsycINFO, and PsycARTICLES will be utilized as online reference tools. A search of these databases will be conducted using the following terms: "students with significant disabilit* OR "developmental disabilit*" OR intellectual disabili* OR "severe disabilit*"; barrier or obstacle or challenge, access or accessibility or opportunity; inclusive education OR inclusion or mainstreaming OR integration; NOT physical education

**Criteria.**

Inclusion criteria for initial discovery will consist of articles published in English between 2001 to 2018. A backward search will also be conducted to identify additional relevant items. Articles selected for this review will include research addressing:
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1) students with significant disabilities: intellectual disability, severe disability, developmental disability

2) barrier, obstacles, or challenges

3) access, accessibility, or opportunity

4) inclusive educational settings: mainstreaming, integration

5) school-age K-12

6) Not physical education

**Expected Outcomes.**

A review of the literature seeks to investigate access and opportunity barriers for students with ESN as well as evidence-based practices (EBP) that increase opportunities for students with ESN to learn in inclusive educational environments (Taub et al., 2017).
References


