



INCLUSION vs NON-INCLUSION: A Quantitative Quasi-Experimental Study Exploring the Differences Between Inclusion and Non- Inclusion

Dr Elizabeth P Threatt

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This research study explored the differences between inclusion and non-inclusion placement relative to reading achievement as well as determined the relationship between teacher experience and teacher efficacy relative to reading achievement. Academic achievement was defined as a general education student's performance in reading as measured by the North Carolina End of Grade assessment. Analyses were conducted using ANOVA. The study included 130 fourth grade teachers from three school districts in Southeastern North Carolina. Results of this study indicated that general education students improved significantly in reading achievement from the third to the fourth grade when class type was not a factor. Results of this study also indicated that there is a significant difference in general education students reading achievement when class type is considered. During the third grade, students in inclusion classes scored significantly lower than students in non-inclusion classes in reading achievement when class type is a factor. Similarly, during the fourth grade, students in inclusion classes scored significantly lower than students in non-inclusion classes in reading achievement. Therefore further research is needed to determine why inclusion is having a negative impact on the achievement of general education students

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