

# add\*Ed Research

What does past research  
on inclusive education say  
about the perspectives of  
parents with students who  
have intellectual disability?

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# Summary



**This review reports on the past 26 years of research on parent perspectives of inclusive education for students with intellectual disability to paint a picture of current issues and understanding.**



# Method

- **Collected articles published between 1994 and 2019 from 3 different databases + ancestry search using key words**
- **Inclusion and exclusion criteria were set to ensure that articles with relevance would be included in the final set**
- **Articles were categorized based on location, year of publication, research design, data source and collection measure, student grade and research aim**
- **Inter-rater reliability was assessed for inclusion determinations from a randomly selected 30% of the articles**

# Findings



- **63 articles were found to be directly relevant to the topic**
- **Research covered across 19 countries, with nearly half originating from North America**
- **1-3 articles were published per year of the 25-year span with a substantial increase in articles between 2015-2019.**
- **Majority of the studies used qualitative designs and included more than one family source.**
- **Most of the articles focused on the topic of perspectives and beliefs (67%). Others included related factors (51%) and experiences (30%).**

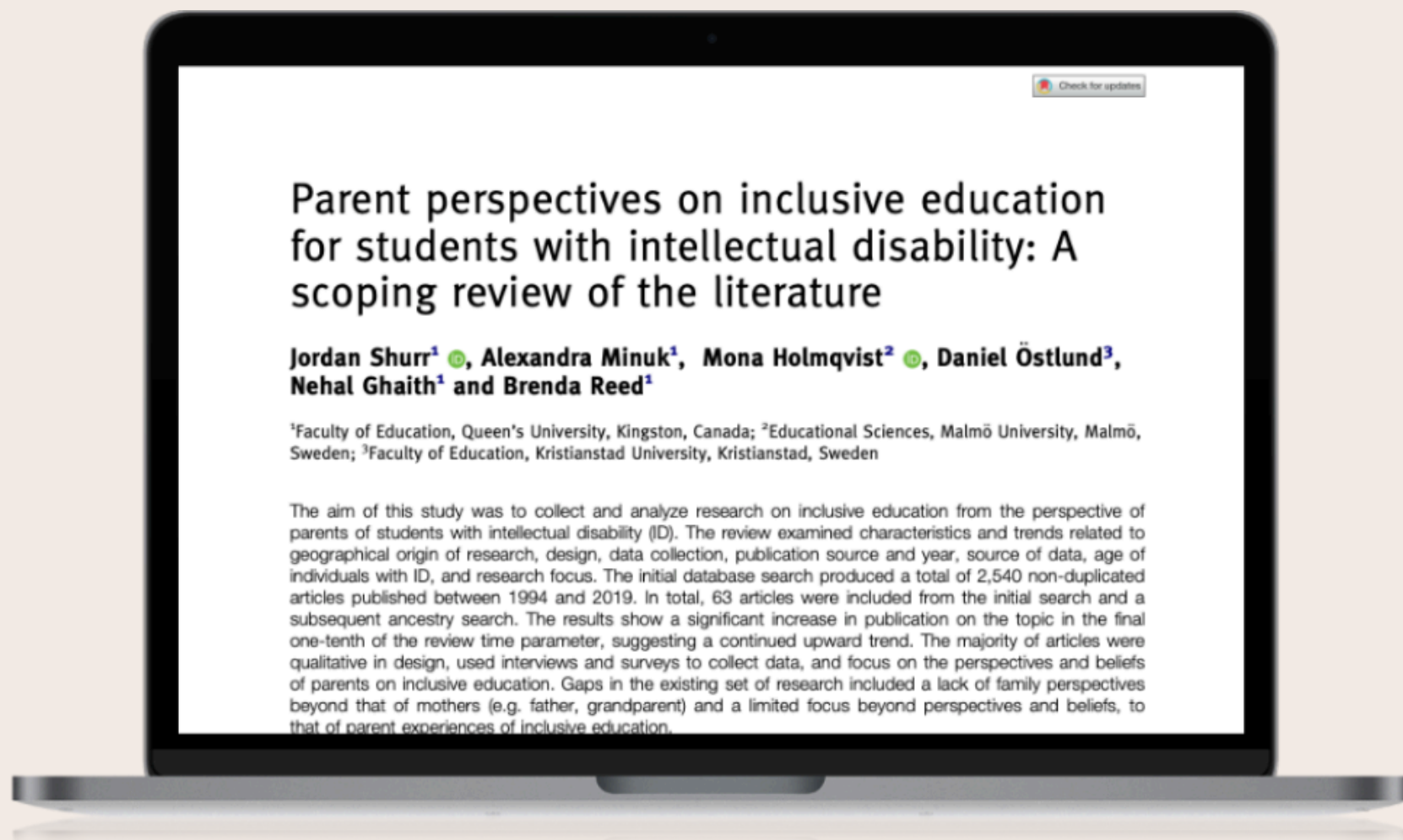


# **Educator Take-Aways**



- **To gain an understanding of current research available on the topic of parents perspectives on inclusive education for student with intellectual disability**
- **To identify specific studies on the topic that might be helpful for further reading**
- **To demonstrate the areas in need of more research.**





**Shurr, J., Minuk, A., Holmqvist, M., Östlund, D., Ghaith, N., & Reed, B. (2021). Parent perspectives on Inclusive Education for students with intellectual disability: A scoping review of the literature. International Journal of Developmental Disabilities, 1-11. <https://doi.org/10.1080/20473869.2021.2003612>**