

Research Proposal Summary

Behaviors and Peer Acceptance in Inclusive Classrooms

Is there a relationship between inclusive classroom behaviors and the level of peer acceptance of students with disabilities? To determine if there is a relationship between the two, the amount of times a student with a disability or developmental delay is selected as preferred by their peers, will be recorded and compared to the amount of positive and negative behaviors in the inclusive classrooms. Both teachers' and students' (K-6th grade) behaviors will be recorded. Additionally, a survey will be given to teachers to analyze their views on inclusive education and class management in order to promote inclusive learning and peer acceptance amongst all of their students. Previous research suggests that teachers' and students' behaviors in the classroom can influence whether or not students with disabilities or developmental delays are accepted by their peers. Thus, a teacher's expressed values can direct their normally developing student's views on acceptance and their behaviors towards their peers with disabilities. In addition, accommodations provided by teachers to include students with disabilities in daily in-class activities can enhance their sense of belonging and therefore provide them with a welcoming environment in which they can excel socially, emotionally, and academically.