EEN ANALYSE VAN ONDERZOEK NAAR INCLUSIEF ONDERWIJS
EEN OVERZICHTSSTUDIE

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Voorwoord

Over de hele wereld voltrekken zich beleidsontwikkelingen en praktijken ten aanzien van inclusief onderwijs. Er werden reeds verschillende overzichtsartikelen over inclusief onderwijs geschreven, maar wat ontbreekt is een overzicht van onderzoek naar (aspecten van) inclusief onderwijs. Een samenvatting van eerdere overzichtsartikelen kan beleid, praktijk en onderzoek naar inclusief onderwijs inspireren.

Het doel van dit rapport is om bestaande overzichtsartikelen over inclusief onderwijs te analyseren met betrekking tot: (1) welke thema's zijn reeds bestudeerd? (2) wat kunnen we leren uit deze overzichtsartikelen? en (3) welke hiaten zijn er nog in dit onderzoeksveld? Gepubliceerde overzichtsartikelen werden geïdentificeerd door middel van een systematische zoektocht met behulp van de databases Education Resource Information Center (ERIC) en Web of Science (WoS). Een thematische analyse van 26 overzichtsartikelen leidde tot vijf hoofdthema's: attitudes ten aanzien van inclusief onderwijs, de professionele ontwikkeling van leraren ten voordele van inclusief onderwijs, praktijken die inclusief onderwijs in de hand werken, participatie van leerlingen met specifieke onderwijsbehoeften (SOB), en reflecties op het uitvoeren van onderzoek over inclusief onderwijs.

Over de resultaten van de review werd een Engelstalig artikel geschreven dat zal worden aangeboden aan het internationaal peer reviewed tijdschrift 'International Journal of Inclusive Education'. De beleidssamenvatting vat de belangrijkste inzichten uit de Review Inclusief Onderwijs samen.

De belangrijkste conclusie is dat professionele ontwikkeling van leraren, gebaseerd op goede praktijkvoorbeelden die leiden tot succesvolle lerarenervaringen, van vitaal belang is voor de implementatie van inclusief onderwijs. Daarnaast lijkt verder onderzoek naar de attitudes van alle leerlingen, met en zonder SOB, en de attitudes van schoolleiders, evenals onderzoek naar de academische participatie van leerlingen in een inclusieve onderwijssetting, aangewezen.

Inhoud

Beleidssamenvatting

Onderzoek naar inclusief onderwijs staat reeds lang op de onderzoeksagenda. In 1994 deed de Salamanca-verklaring zijn intrede, waarbij het recht op inclusief onderwijs voor alle leerlingen werd geratificeerd door 92 overheden, waaronder Vlaanderen (Lindsay, 2003; UNESCO, 1994). In 2007 werd dit opnieuw kracht bijgezet door de Conventie inzake de Rechten van Personen met een Handicap, dat eveneens geratificeerd werd door de Vlaamse Overheid en nog 174 andere overheden (United Nations, 2007). Hieruit blijkt dat wereldwijd de evolutie naar inclusief onderwijs wordt gepromoot. Inclusief onderwijs – in zijn veelheid aan facetten – is dan ook veelvuldig onderwerp van onderzoek. Het is daarom zinvol om een stand van zaken over dit onderwerp op te maken. Hiervoor werden volgende **onderzoeksvragen** geformuleerd:

(1) Welke thema's in het kader van inclusief onderwijs werden reeds onderzocht?

(2) Wat kunnen we hieruit leren voor de praktijk?

(3) Welke hiaten zijn er nog binnen dit onderzoeksveld?

Om deze onderzoekvragen te beantwoorden werd **een systematische zoektocht naar literatuur** opgezet. Een systematische zoektocht naar literatuur (in het Engels: *Systematic Search*), gevolgd door een overzicht van de bevindingen, is een gepaste methode om samen te vatten wat reeds gekend is, aanbevelingen te doen voor de praktijk en hiaten aan te geven in het onderzoeksveld (Grant & Booth, 2009). Voor dit rapport gingen we op zoek naar *overzichtsstudies* (in het Engels: *Review*) die bestaande literatuur rond een onderwerp dat verband houdt met inclusief onderwijs systematisch samenbrengt. We richten ons daarbij tot overzichtsstudies waarin systematisch databases werden doorzocht gebruik makend van zoektermen en inclusiecriteria die in de studie helder omschreven werden.

Voor deze 'Review Inclusief onderwijs' doorzochten we de databases *Education Resource Information Center* (ERIC) en *Web of Science* (WoS) aan de hand van volgende zoektermen: *"inclusive education"* en *"special educational needs"* in combinatie met *"education"*. De inclusiecriteria waren: (a) het artikel werd gepubliceerd in een peerreviewed[1] tijdschrift, (b) de systematische zoektocht naar artikels in het overzichtsartikel (of *review*) werd verduidelijkt aan de hand van databases, zoektermen en inclusiecriteria, (c) de artikels die uiteindelijk geselecteerd werden in de review werden overzichtelijk weergegeven, en (d) de review focust op inclusief onderwijs in het gewoon basis- en/of secundair onderwijs. Deze zoektocht leidde tot 616 artikels, waarvan 542 artikels overbleven na het verwijderen van dubbels. Op basis van het doornemen van de titel, de samenvatting (*abstract*) en de sleutelwoorden (*keywords*) bleven er nog 124 artikels over, waarvan er 12 niet traceerbaar waren. Hiervan voldeden 74 artikels niet aan de vooropgestelde criteria voor een systematische zoektocht en nog eens 12 artikels voldeden niet aan de inhoudelijke vereisten dat ze betrekking hadden op het gewoon basis- en/of secundair

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[1] Peerreview is een methode om de kwaliteit van een artikel te verbeteren, verifiëren of controleren door dit te onderwerpen aan de kritische blik van een aantal gelijken (Engels: *peers*), meestal vakgenoten.

onderwijs. Deze overzichtsartikelen handelen over buitengewoon onderwijs (n=6), voorschools onderwijs (n=2), volwassenenonderwijs (n=2), speeltijd (n=1) of langdurige gezondheids-problemen (bv. astma, epilepsie; n=1). Uiteindelijk leidde onze systematische zoektocht tot een finale selectie van **26 overzichtsartikelen**.

Het **doel van dit onderzoek** was om overzichtsstudies met betrekking tot inclusief onderwijs te analyseren om een antwoord te kunnen geven op (1) welke thema's reeds onderzocht werden, (2) wat we hieruit kunnen leren en (3) welke hiaten er nog zijn binnen dit onderzoeksveld.

In deze beleidssamenvatting geven we een antwoord op deze onderzoeksvragen.

(1) Welke thema's werden reeds onderzocht?

Vijf hoofdthema's werden uit de geselecteerde reviews geabstraheerd. Vier thema's gaan over inhoudelijke aspecten van de implementatie van inclusief onderwijs: (1) attitudes ten aanzien van inclusief onderwijs; (2) de professionele ontwikkeling van leraren ten voordele van inclusief onderwijs; (3) praktijken die inclusief onderwijs in de hand werken; en (4) participatie van leerlingen met specifieke onderwijsbehoeften (SOB) op sociaal en academisch vlak. Een laatste thema heeft betrekking op aspecten van onderzoek naar inclusief onderwijs (5).

Resultaten in verband met het *eerste thema* laten zien dat de attitudes van leraren ten aanzien van inclusief onderwijs vrij negatief zijn, in tegenstelling tot attitudes van ouders en normaal ontwikkelende leerlingen (Bates et al., 2015; de Boer et al., 2010; 2011; 2012). Leraren spelen echter een sleutelrol bij de implementatie van inclusief onderwijs. Het is daarom van vitaal belang om de attitudes van leraren ten aanzien van inclusief onderwijs positief te beïnvloeden. Attitudes van leraren, ouders en normaal ontwikkelende leerlingen worden positief beïnvloed door kennis over beperkingen en ervaring met inclusief onderwijs (de Boer et al., 2010, 2011; 2012; Qi & Ha, 2012). Bovendien zijn leraren, ouders en normaal ontwikkelende leerlingen minder positief ten opzichte van de inclusie van leerlingen met een leerstoornis, en nog minder positief ten opzichte van de inclusie van leerlingen met gedragsproblemen, in vergelijking met leerlingen met lichamelijke en zintuiglijke beperkingen (de Boer et al., 2010; 2011; 2012; Qi & Ha, 2012).

De professionele ontwikkeling van leraren, het *tweede thema*, blijkt effectiever te zijn als het zich richt op concrete onderwijsbehoeften of beperkingen van leerlingen, in plaats van op inclusief onderwijs in het algemeen (Kurniawati et al., 2014). Opleidingsprogramma's waarbij tegemoet gekomen wordt aan specifieke noden van de leraren en hun onderwijscontext, dragen het meest bij tot het veranderen van de eigen klaspraktijk (Kurniawati et al., 2014; Roberts & Simson, 2016; Qi & Ha, 2014).

Extra ondersteuning voor leraren en ondersteuning van leerlingen met SOB door medeleerlingen zijn twee vormen van praktijken die inclusief onderwijs in de hand werken, het *derde thema*. Aanvullende ondersteuning voor leraren kan verkregen worden via co-teaching (met twee leraren voor de klas staan) of via onderwijsassistenten (die geen onderwijskundige taken opnemen) (Fluijt et al., 2016; Giangreco et al., 2010; Qi & Ha, 2014). Deze bijkomende hulp voor leraren heeft tot doel dat zij meer mogelijkheden kunnen creëren om leerlingen met SOB volwaardig te laten

participeren aan het onderwijsgebeuren en er meer gericht aan hun leerdoelen kan gewerkt worden (Fluijt et al., 2016; Giangreco et al., 2010). Peer gemedieerde interventies (samenwerkend leren, peer tutoring) – waarbij leerlingen met en zonder SOB samenwerken – vergroten sociale vaardigheden van leerlingen met SOB (Kaya et al., 2015; Reichrath et al. 2010; Watkins et al., 2015).
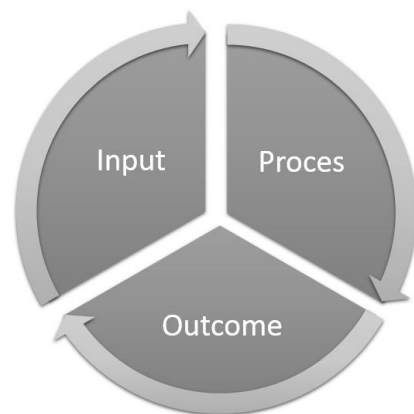
Het *vierde thema*, participatie van leerlingen met SOB, richt zich op de sociale en academische participatie van deze leerlingen in inclusief onderwijs. Sociale participatie is de aanwezigheid van wederzijds positief sociaal contact of interactie, acceptatie en vriendschappen tussen leerlingen met SOB en hun klasgenoten (Bossaert et al., 2013; Koster et al., 2009). In het algemeen staan leerlingen open voor vriendschappen met medeleerlingen met SOB, maar wijst onderzoek op gevaren, zoals bv. teveel een zorgende rol opnemen (Bates et al., 2015; Qi & Ha, 2012). Gemengde klasgroepen, met een minderheid van SOB leerlingen en een meerderheid van normaal ontwikkelende klasgenoten, kunnen nuttig zijn voor leerlingen met SOB om relaties op te bouwen met zowel klasgenoten met als zonder SOB (Parker et al., 2015; Pijl et al., 2010). We stelden vast dat in de geselecteerde overzichtartikels opmerkelijk weinig gerapporteerd werd over de academische participatie van leerlingen, in vergelijking met hun sociale participatie. Niettemin werden hogere prestaties van leerlingen met SOB, wat betreft academische en beroepsvaardigheden, vastgesteld (De Vroey et al., 2016).

Het *laatste thema* reflecteert methodologische aspecten van onderzoek naar inclusief onderwijs. Er wordt aangevoerd dat in elke studie een duidelijk omschreven definitie van inclusief onderwijs moet worden opgenomen vanwege de ambiguïteit van het concept (Göransson & Nilholm, 2014). Daarnaast moeten aspecten ter verbetering van de praktijkrelevantie van inclusief onderwijsonderzoek (bv. responsiviteit) in het achterhoofd gehouden worden bij het uitvoeren van dergelijk onderzoek (Grima-Farrell et al., 2011).

(2) Wat kunnen we hieruit leren voor de praktijk?

We kunnen de inhoudelijke thema's plaatsen in het *input-proces-uitkomsten model* van Kyriazopoulou en Weber (2009, zie Figuur 1): 'attitudes ten aanzien van inclusief onderwijs' en 'professionele ontwikkeling van leraren' hebben betrekking op input, 'onderwijs-praktijken die inclusief onderwijs versterken' op proces en 'participatie van leerlingen met SOB' op uitkomsten.

Het model stelt dat inputkenmerken het proces en de hieruit voortvloeiende uitkomsten mee bepaalt. In lijn hiermee adviseren we om sterk in te zetten op het ontwikkelen van positieve attitudes ten aanzien van

Figuur 1: input-proces-outcome model (gebaseerd op Kyriazopoulou & Weber, 2009)

inclusief onderwijs en de professionele ontwikkeling van leraren, om de implementatie van inclusief onderwijs te bevorderen. Bovendien wijzen de resultaten erop dat kennis over beperkingen en ervaring met inclusief onderwijs de houding van leraren, ouders en leerlingen positief beïnvloeden (de Boer et al., 2010; 2011; 2012; Qi & Ha, 2012). Ook wordt de cruciale rol van

leraren bij de implementatie van inclusief onderwijs beklemtoond (bv. Rouse, 2017) en wordt de professionele ontwikkeling van leraren als katalysator aangehaald om attitudes te veranderen en de capaciteit en de bereidheid van leraren te vergroten om leerlingen met SOB in het gewoon onderwijs op te nemen (Kurniawati et al., 2014). In navolging van het voorgaande moeten opleidingen inzake inclusief onderwijs effectieve pedagogische strategieën aanbieden en zich richten op specifieke behoeften van leerlingen en concrete vragen en noden van leraren in hun onderwijscontext. Daarbij mag niet uit het oog verloren worden dat het gevoel van doelmatigheid van de individuele leraar ten aanzien van het verstrekken van inclusief onderwijs afgestemd is op de heersende opvattingen en attitudes in de school (Armstrong, 2014). Inclusief onderwijs impliceert bovendien een gedeelde verantwoordelijkheid van alle schoolteamleden. Het ontwikkelen van een gedeelde visie met expliciete doelen ten aanzien van inclusief onderwijs is nodig om inclusief onderwijs succesvol te implementeren (Theoharis & Causton, 2014).

De belangrijkste conclusie is dat professionele ontwikkeling van leraren, gebaseerd op goede praktijkvoorbeelden die leiden tot succesvolle ervaringen, van vitaal belang is voor de implementatie van inclusief onderwijs.

(3) Welke hiaten zijn er nog binnen dit onderzoeksveld?

In relatie tot het input-proces-uitkomsten model van Kyriazopoulou en Weber (2009), kunnen meerdere hiaten vastgesteld worden.

Wat *input* betreft stellen we drie hiaten vast. Ten eerste is het opmerkelijk dat er over de attitudes van leerlingen met SOB en de attitudes van schoolleiders met betrekking tot inclusief onderwijs niet gerapporteerd wordt in de geselecteerde overzichtsstudies is. Zoals Göransson en Nilholm (2014) aangeven richt inclusief onderwijs zich tot alle leerlingen. Daarom moet niet alleen de stem van leerlingen zonder SOB maar ook deze met SOB gehoord worden. Ook mag de rol van schoolleiders in het implementatieproces van inclusief onderwijs niet onderschat worden (Ainscow & Sandill, 2010). Verder onderzoek naar attitudes van alle leerlingen, in het bijzonder deze met SOB, en naar attitudes van schoolleiders als belangrijke '*change agents*' in veranderingsprocessen, is dan ook aangewezen. Ten tweede viel op dat in de overzichtsartikelen vooral gerapporteerd wordt over formele opleidingsinitiatieven voor leraren in een opleidingscontext, extern van de werkplek. Informele vormen van leren en leren op de werkplek, bijvoorbeeld door middel van het opzetten van leergemeenschappen met leraren uit het buitengewoon onderwijs (Rieser, 2012), kwamen niet aan bod. Verder onderzoek naar vormen van informeel leren en professionalisering van leraren op de werkplek is dan ook aan te raden. Ten derde kwamen we geen studies op het spoor naar essentiële randvoorwaarden zoals financiële middelen en aanpassingen aan infrastructuur ten voordele van de implementatie van inclusief onderwijs. Wellicht komen deze onderwerpen eerder aan bod in nationale of internationale rapporten. Deze werden niet opgenomen in deze Review Inclusief Onderwijs.

Met betrekking tot *proces* valt op dat het-schoolbeleid weinig aandacht krijgt. alsook het effect van diverse concrete strategieën of (didactische) praktijken die de leraar in de klas kan toepassen.

Wat *uitkomst* betreft, is het opmerkelijk dat academische participatie slechts in twee studies genoemd wordt, terwijl sociale participatie in acht studies aangehaald wordt. Bovendien wordt enkel verwezen naar de academische participatie van leerlingen met SOB en niet gerapporteerd over het academisch presteren van klasgenoten. Verder onderzoek over de participatie van alle leerlingen, voornamelijk op academisch vlak, lijkt dan ook aangewezen.

Tenslotte benadrukken we dat deze Review Inclusief onderwijs zich beperkt tot overzichtsstudies geselecteerd uit twee databases: ERIC en WoS. Overzichtsstudies moeten zorgvuldig gelezen en geïnterpreteerd worden, omwille van verlies van details over de context en de manier waarop de studies uitgevoerd werden (Hopayian, 2001). Binnen deze meta-review wordt het verlies van details zoveel mogelijk gecompenseerd door enkel overzichtsstudies op te nemen die de systematische zoekopdracht voor het selecteren van studies expliciteerden en waarin de opgenomen studies expliciet werden vermeld. Op die manier kunnen details over de opgenomen studies opgezocht worden indien gewenst.

Deze Review Inclusief onderwijs biedt een overzicht van wat inzake het onderzoeksgebied van inclusief onderwijs reeds bestudeerd is. Op basis hiervan reiken we handvatten aan voor de praktijk en toekomstig onderzoek. Vijf hoofdthema's werden geabstraheerd: attitudes ten aanzien van inclusief onderwijs, de professionele ontwikkeling van leraren ten voordele van inclusief onderwijs, praktijken die inclusief onderwijs in de hand werken, participatie van leerlingen met SOB, en reflecties op het uitvoeren van onderzoek over inclusief onderwijs. De belangrijkste conclusie is dat professionele ontwikkeling van leraren, gebaseerd op goede praktijkvoorbeelden die leiden tot succesvolle lerarenervaringen, van vitaal belang is voor de implementatie van inclusief onderwijs. Daarnaast lijkt verder onderzoek naar de attitudes van alle leerlingen, met en zonder SOB, en de attitudes van schoolleiders, evenals academische participatie van alle leerlingen, aangewezen.

1. INTRODUCTION

Policy developments (UNESCO, 2000; United Nations, 2007) have put inclusive education (IE) on the worldwide reform agenda. IE aims to include students with special educational needs (SEN) in mainstream education by improving and adapting specific classroom practices to the individual needs of the learner (Coates & Vickerman, 2008; de Boer, Pijl, & Minnaert, 2010; Lindsay, 2007), where students should not only be physically integrated, but also socially included. Regarding the effectiveness of IE, academic outcomes and socio emotional outcomes should both be considered (Nakken, Pijl, & van Houten, 2009). IE is therefore part of a broad human rights agenda that emphasizes the value of educating all students in mainstream education (Kurniawati, de Boer, Minnaert, & Mangunsong, 2014; Lindsay, 2007).

Inclusive education is a complex and multidimensional concept and has developed differently in various countries (Artiles & Dyson, 2005; Artiles & Kozleski, 2007). Multiple researchers (e.g., Göransson & Nilholm, 2014; Lindsay, 2003) point out differences in perspectives from politicians, researchers and practitioners regarding what schools can and should do to for IE to succeed, and which should be considered when implementing and monitoring IE. IE involves ideas on how education and schools should be organized and can therefore be regarded as an educational philosophy, however, there will always be an already established educational system from which starting point the goals for IE should be set. According to Göransson and Nilholm (2014) politicians, to a large extent, decide what should be the goal of schooling. Practitioners translate these goals into practice, and therefore play a key role in implementing IE (Rouse, 2017). Researchers should be open to different ideas about education, but should investigate how various levels and goals established for an educational system for inclusion can be achieved (Göransson & Nilholm, 2014).

Previous research mentions a variety of positive reasons for promoting IE, and Sharma and Mahapatra (2007) suggest that SEN students experience the following benefits from inclusion: decreased rates of inappropriate behaviour; increased rates of individual learning objectives achieved; inclusion in future inclusive environments and social initiations; enhanced skill acquisition and generalization; and increased friendships. The benefits for typically developing students are reported as: increased understanding, acceptance and appreciation of diversity; meaningful friendships; respect for all people; preparation for a future inclusive society; and opportunities to master skills by practicing and teaching others.

As well as benefits, several challenges related to IE are mentioned in the research. According to Sharma and Mahapatra (2007) the greatest barrier to IE is the negative attitudes of society towards it and in addition, there are obstacles in the form of physical barriers, the inability of the curriculum to meet the needs of a wide range of learners, and the lack of adequate training for staff.

Many reviews on different aspects of IE have been conducted, but there is no overall synopsis, so an overview of previous reviews is required to guide future practice and research. The purpose of

this paper therefore, is to analyse previous reviews into IE in mainstream primary and secondary education using the following research questions to guide us:

(1) What themes of IE have already been examined in previous reviews?
(2) What can be learned from this for future practice?
(3) What research gaps can be addressed in future research on IE?

2. MATERIALS AND METHODS

A systematic search and review of studies into IE was carried out to answer these research questions, which aims to conduct a methodical and comprehensive search of relevant literature. It is useful to summarize what is already known, to make recommendations for future practice, and to identify gaps in the current research field (Grant & Booth, 2009).

2.1. Search

To identify relevant reviews of IE, a comprehensive and systematic search was conducted in January 2017 using the following electronic databases: Education Resource Information Center (ERIC) and Web of Science (WoS). The descriptors "inclusive education" and "special educational needs" combined with "education" were inserted into the databases as 'topic' or 'Boolean/phrase' and the search was restricted to 'peer reviewed journals' and 'academic journals' to guarantee a minimum standard of quality and reliability. In WoS it was possible to refine the search to 'reviews' and in ERIC 'review' was added as a search term, which yielded 616 articles of which 542 remained after duplicates were removed.

2.2. Selection

To ensure reproducibility and transparency a review was included in our study if the search method was explicated, the included articles were mentioned, and if it focused on IE in mainstream primary and/or secondary education (Petticrew & Roberts, 2006).

In keeping with this criterion, all 542 articles were screened on titles, abstracts and keywords, after which 124 articles remained for further analysis, and 12 articles were untraceable. Next, 112 articles were read in more detail, of these, 74 did not explicate the search method or mention the included articles and a further 12 articles did not focus on IE in mainstream primary and/or secondary education but referred to special schools ((n=6), pre-school (n=2), adults (n=2), recess time (n=1) or long-term health conditions (e.g., asthma, epilepsy; n=1)). This resulted in a final database of 26 reviews which were read thoroughly (Moher et al., 2009). An overview of the detail of these studies (author(s); publication year; topics investigated; number of articles included; qualitative, quantitative or mixed articles included; and time frame of the systematic search) is presented in table 1.

2.3. Analysis

A thematic content analysis was conducted to sort the information obtained from the selected reviews. To structure this process, the input-process-outcome model of Kyriazopoulou and Weber (2009) was designated, because it identifies core-areas that contribute to the realization of IE.

Input represents "all aspects provided to the system to achieve a certain outcome" (p.14), and can vary from financial resources and policy developments to the training level of school actors and infrastructural issues. For this review, attitudes of stakeholders related to IE were added as a subtheme of input, because this also influences process and outcome. Process describes "all educational activities including procedures, state/school/district practice, or classroom instructional practice" (p.15), and refers to "efficiency measures such as participation rates or curricular achievements" (p.15). Academic and functional literacy, independence, or citizenship are examples of outcome variables (Kyriazopoulou & Weber, 2009).

Table 1: Overview of selected reviews, in alphabetical order (N=26)

Author(s)	Year	Topic(s) related to IE	Number of articles included	Study design	Time frame systematic search
Alkhateeb, Hadidi, & Alkhateeb	2016	Attitudes, developmental disabilities; Arab countries	42	Mixed	1990-2014
Armstrong	2014	Teachers' attitudes; social and emotional behavioural disorders	15	Mixed	Since 2000
Bates, McCafferty, Quayle, & McKenzie	2014	Typically developing students' perceptions	14	Qualitative	1985-2012
Bossaert, Colpin, Pijl, & Petry	2013	Social participation; secondary education	19	Mixed	2000-2009
Brown	2014	Comparative education	19	Mixed	2000-2013
Byrne	2013	Transition from primary to secondary; school choice; parental decision-making; moderate learning disabilities	19	Mixed	1981-2011
de Boer, Pijl, & Minnaert	2010	Parents 'attitudes; social participation	10	Quantitative	1998-2008
de Boer, Pijl, & Minnaert	2011	Regular primary schoolteachers' attitudes; social participation	26	Quantitative	1998-2008
de Boer, Pijl, & Minnaert	2012	Typically developing students' attitudes; social participation; primary education	20	Quantitative	1998-2008
De Vroey, Struyf, & Petry	2016	Inclusive school development; secondary education	96	Mixed	2000-2012
Fluijt, Bakker, & Struyf	2016	Co-teaching; team-reflection; normative professionalism	17	Mixed	2004–2015
Giangreco, Suter, & Doyle	2010	Teaching assistants	32	Mixed	2000-2007
Göransson & Nilholm	2014	Conceptual analysis; empirical analysis	20	Quantitative	2004–2012
Grima-Farrell Bain & McDonagh	2011	Research to practice; professional development; teacher education	29	Mixed	After 1967
Hughes, Banks, & Terras	2013	Transition from primary to secondary; psychosocial	5	Mixed	NTFM
Kaya, Blake, & Chan	2015	Peer-mediated intervention; emotional and behavioural disorders	12	Quantitative	After 1991
Koster, Nakken, Pijl, & van Houten	2009	Social participation; primary education	62	Quantitative	1995-2005
Kurniawati, de Boer, Minnaert, & Mangungsong	2014	Teacher training programme; primary education	13	Mixed	After 1994
Loreman	2014	Indicators; outcomes; Canada	51	Quantitative	After 2001
Parker et al.	2015	Exclusion	9	Quantitative	Until 2013
Pijl, Skaalvik, & Skaalvik	2010	Social relations; peer group; self-concept; pupil preferences	22 + 15	Quantitative	Last 15 years
Qi & Ha	2012	Physical education	75	Mixed	1990-2009
Reichrath, de Witte, & Winkens	2010	Interventions; effectiveness	20	Qualitative	2002-2007
Roberts & Simson	2016	Stakeholder attitudes; autism	23	Mixed	2004-2015
Waitoller & Artiles	2013	Professional development; teacher learning	46	Mixed	2000-2009
Watkins et al.	2015	Peer-mediated intervention; autism; peer interaction; social skills	14	Quantitative	2008-2014

* No time frame mentioned

3. RESULTS

This section outlines five main themes that emerged from the selected articles on IE. Four of these are regarding substantive aspects of the implementation of IE: attitudes towards IE (input), teachers' professional development on IE (input), IE practices (process) and student participation (outcome). A final theme addresses aspects of conducting research into IE. For each theme, we will outline the results.

3.1. Attitudes towards IE (input)

There were 12 reviews regarding attitudes towards IE (Alkhateeb et al., 2016; Armstrong, 2014; Bates et al., 2014; Byrne, 2013; de Boer et al., 2010; 2011; 2012; Kurniawati et al., 2014; Loreman, 2014; Qi & Ha, 2012; Reichrath et al., 2010; Roberts & Simson, 2016). Attitudes refer to perceptions, views, beliefs, feelings, and the predispositions of actors towards something or someone (Alkhateeb et al., 2016; de Boer et al., 2010; 2011; 2012; Kurniawati et al., 2014). Four studies define attitudes as a compilation of cognitive (beliefs or knowledge), affective (feelings) and behavioural (predisposition to act in a particular way) components (de Boer et al., 2010; 2011; 2012; Kurniawati et al., 2014). Loreman (2014) emphasizes that positive attitudes towards IE and students with special educational needs of all actors involved in IE are vital to create a school climate that embraces difference. These actors include teachers, parents, and typically developing students.

3.1.1. Attitudes of teachers towards IE

According to the study of de Boer et al. (2011), "teachers are negative or undecided in their beliefs about inclusive education and do not rate themselves as knowledgeable about educating pupils with special needs" (p. 374). Other results from this study illustrate that those teachers who have less teaching experience in general education, but more teaching experience in IE and training in special needs education have a positive attitude towards IE. In addition, the authors conclude that teachers have more negative attitudes towards children with moderate learning disabilities, behavioural problems and severe cognitive impairment, compared with children with physical disabilities and sensory impairments.

Qi and Ha (2012) found varied attitudes in teachers of physical education ranging from positive to negative. They conclude that positive attitudes are related to the female gender, those with more experience of IE, those who have a higher level of education and a higher level of perceived competence. In addition, they found that physical education teachers are more positive towards teaching students with severe cognitive impairment than towards students with emotional and behavioural disorders.

Nevertheless, Armstrong (2014), found that teachers with more experience of teaching children with social, emotional and behavioural disorders hold more negative attitudes. It is argued that a teacher's sense of professional self-efficacy is aligned with the endorsed attitudes in the wider school environment which can positively or negatively influence the teachers' ability to deal with the behaviour of these students.

Kurniawati et al. (2014) show that changing attitudes appears "to be relevant to increasing teachers' capability and willingness to educate students with SEN in inclusive settings" (p. 320). In addition, he argues that the organization of training programmes should be well thought out.

3.1.2. Attitudes of parents towards IE

The study of de Boer et al. (2010) points out that parents hold generally positive or neutral attitudes towards IE and that parents of children with SEN hold more neutral attitudes towards IE than parents of typically developing children. Often, these parents did not prefer IE because of concerns about the emotional development of their child, individual instruction and available services in regular schools. In addition, Byrne (2013) identified that parents of SEN children are more likely to select a special school when the child gets older and when it has severe needs. When choosing a secondary school, the parents considered the experiences of the child in primary school, the level of support expected, the child's ability to cope with a large class, and the teachers' capacity to meet the child's needs. The study of de Boer et al. (2010) reveals that parents "with a higher socio-economic status (SES), higher education level and more experience of inclusion hold more positive attitudes compared with parents with a low SES, lower education level and less experience of inclusion" (de Boer et al., 2010, p. 176). As found in teachers, parents hold more negative attitudes towards children with behavioural problems and severe cognitive impairment, compared to children with physical disabilities and sensory impairments (de Boer et al., 2010).

Roberts and Simson (2016) noted that parents of children with autism were optimistic that IE gave their child a better chance to have a 'normal life', but were not convinced that IE was the best educational environment for their child.

3.1.3. Attitudes of Peers towards IE

The study of de Boer et al. (2012) shows that typically developing students generally hold neutral attitudes towards peers with SEN. Students' attitudes, however, were more positive when they were female, older, had experiences with IE/peers with disabilities in their class, had knowledge of IE and were informed about disabilities by their parents. The study by de Boer et al. (2012) also concluded that students with moderate to severe cognitive impairment and behavioural problems are more vulnerable in terms of negative attitudes of peers. Students were particularly negative towards peers with behavioural problems because of their non-typical behaviour.

Bates et al. (2015) also found a wide array of attitudes in students regarding their SEN peers, ranging from open to hostile. Consistent with de Boer et al. (2012) the importance of disability awareness

was identified, as was difficulty in understanding "hidden" SEN, such as behavioural problems for young children (aged 5-11). It was also acknowledged that students were confused about what they called "double standards" or different treatment for SEN peers (Bates et al., 2015; Roberts & Simson, 2016).

The findings of Qi and Ha (2012) regarding physical education show that female students are more positive and that positive attitudes of typically developing peers are also related to structured experiences with acquaintances who have a special need.

3.2. Professional development of teachers fostering IE (input)

Professional development is mentioned in four of the selected reviews (Kurniawati et al., 2014; Loreman, 2014; Qi & Ha, 2012; Roberts & Simson, 2016). The implementation of IE requires teachers to reconsider their teaching practice, but many teachers do not feel competent doing this, so professional development should support teachers by providing good practice (Loreman, 2014).

Kurniawati et al. (2014) found that these training programmes had positive effects on mainstream primary teachers. All programmes had common characteristics, such as: the relatively short length, 200 minutes to 56 hours; the integration of field experiences; direct and systematic contact with SEN students; and a focus on attitude, knowledge and skills. Training programmes focussing on specific student needs or disabilities were found to be more effective than general training programmes. It is suggested that tools and strategies, related to specific teachers' concerns and their teaching context (e.g., curriculum), are the most helpful and effective in encouraging change in teachers' practice (Kurniawati et al., 2014; Roberts & Simson, 2016). Qi and Ha (2014) suggest that teacher educators (in physical education) must provide successful approaches for including SEN students within their own curricula, as good practice for pre-service teachers.

3.3. Practices enhancing IE (process)

Loreman (2014) points out that "inclusion is realized mainly at the classroom level" (p.468). Within the selected reviews, there were eight described practices that foster IE (De Vroey et al., 2016; Fluijt et al., 2016; Giangreco et al., 2010; Kaya et al., 2015; Qi & Ha, 2012; Reichrath et al., 2010; Roberts & Simson, 2016; Watkins et al., 2015). Practices to enhance IE for SEN students can be divided into two categories; additional support by teachers and support by peers.

3.3.1. Additional support by teachers/teaching assistants for SEN students

Co-teaching. Co-teaching is found to be an effective instrumental and pedagogical model for handling diversity from which students with and without SEN can benefit. Fluijt et al. (2016) define

co-teaching as: "Multiple professionals working together in a co-teaching team, with a shared vision, in a structured manner, during a longer period in which they are equally responsible for good teaching and good learning to all students in their classroom" (p.197). Co-teaching teams develop an attitude in which they embrace the complexity in their work as an opportunity for professional development. In addition, team-reflection is suggested to empower co-teachers and increase normative professionalism in co-teaching teams. To implement co-teaching models effectively, training for teachers is required and organizational aspects should be considered, such as training and time for co-planning, co-instruction, co-assessment, and co-reflection. Effective co-teaching strategies focus directly on student learning goals and provide adequate planned instruction (Fluijt et al., 2016).

Teaching Assistants. Teaching assistants provide special education services within regular education (Giangreco et al., 2010; Qi & Ha, 2014). Clear role clarification for teaching assistants is vital for success (Giangreco et al., 2010; Robert & Simson, 2016, Qi & Ha, 2014). Giangreco et al. (2010) suggest that their "roles should be restricted to supplemental, teacher-designed instruction as well as essential non-instructional roles (e.g., clerical duties, materials preparation, personal care, group supervision) that help create time and opportunities for general and special educators to collaborate with each other and spend more time directly instructing students with disabilities" (p.52).

3.3.2. Support by peers for SEN students

Peer support practices are mentioned in five studies (De Vroey et al., 2016; Kaya et al., 2015; Reichrath et al., 2010; Watkins et al., 2015; Qi & Ha, 2014). Peers provide a profound foundation for mutual support (De Vroey et al., 2016).

Two reviews identified peer support practices as: (1) cooperative learning (students work and thereby learn together in sustainable groups) and (2) peer tutoring (students teach each other within or cross class settings) (De Vroey et al., 2016; Qi & Ha, 2014). Another three reviews used the term peer-mediated interventions to indicate peer support practices (Kaya et al., 2015; Watkins et al., 2015; Reichrath et al., 2010). A peer-mediated intervention is "a peer-to-peer social dynamic in which didactic instruction occurs in the context of a positive social relationship that facilitates experiential social skills learning and practice" (Kaya et al., 2015, p. 121). It is indicated that these interventions can enhance desired behavioural change in a rather short period of time (3 to 6 weeks) (Kaya et al., 2015). Positive results of peer support practices were shown for increasing social skills of students with emotional and behavioural disorders (Kaya et al., 2015; Watkins et al., 2015). Reichrath et al. (2010) concluded that peer-mediated intervention is also a feasible strategy to increase reading comprehension and phonological skills of students with reading and/or moderate learning disabilities.

3.4. Student participation (outcome)

Eight of the selected reviews refer to social participation of SEN students (Bates et al., 2014; Bossaert et al., 2013; Hughes et al., 2013; Koster et al., 2009; Parker et al., 2015; Qi & Ha, 2012; Roberts & Simson, 2016; Watkins et al., 2015) and two reviews mention academic participation (De Vroey et al., 2016; Loreman, 2014).

3.4.1. Social participation

Several researchers consider social participation to be the most adequate concept to describe the social dimension of inclusion (Bossaert et al., 2013; Koster et al., 2009). "Social participation of pupils with special needs in regular education is the presence of positive social contact/interaction between these children and their classmates; acceptance of them by their classmates; social relationships/friendships between them and their classmates and the pupils' perception they are accepted by their classmates" (Koster et al., 2009, p.135). The review studies reveal that students in general are open to friendships with SEN peers (Bates et al., 2015; Qi & Ha, 2012). Nevertheless, possible barriers such as 'caretaking' roles, safety concerns (e.g., medication needs), and discrepancies between interests and abilities are highlighted. Furthermore, bullying (e.g., pushing, stealing, lying, teasing), alienation and exclusion were reported as an existing problem in the interaction between students and their SEN peers (Bates et al., 2015). Exclusion of SEN students may occur more among students with attention deficit hyperactivity disorder (ADHD), depression, disruptive behaviour, and moderate learning disabilities (Parker et al., 2015; Pijl et al., 2010). Prevention and mixed classes that include a minority of SEN students in a class of typically developing peers, may help to foster positive relationships (Parker et al., 2015; Pijl et al., 2010).

Hughes et al. (2013) investigated the psychosocial impact of the transition from primary to secondary school for SEN students in IE and concluded that these students "are more likely to have anxieties regarding the practical aspects (e.g., provision) of the new secondary school pre-transition" (p.30), and they are also more worried about being bullied. Students with severe cognitive impairment experience more bullying and alienation and perceive lower levels of support than typically developing peers after the transition (Hughes et al., 2013).

3.4.2. Academic participation

De Vroey et al. (2016) record higher achievements in academic and vocational skills for SEN students who are part of secondary mainstream classes in comparison to special education, whereas, the results for students with emotional and behavioural disorders were found to be inconsistent. Fewer emotional problems were observed in students with autism spectrum disorders in large secondary schools and classes where teachers are more familiar with SEN students (De Vroey et al., 2016). Furthermore, Loreman (2014) noticed that some groups of students (with severe disabilities) have fewer career opportunities than their peers.

3.5. Reflection on conducting research on IE

A final main theme found in research concerning IE involves critical reflection and is described in four of the selected reviews (Brown, 2014; Göransson & Nilholm, 2014; Grima-Farrell et al., 2011; Waitoller & Artiles, 2013).

Göransson and Nilholm (2014) point out that there is ambiguity regarding what is meant by IE. Therefore, it is advocated that "the operative definition – whatever that might be in the given context – ought to be clear" (p.276). Brown (2014) also underpins this, noting that "disability is conceptualized differently depending on the cultural context of the study" (p. 62). Waitoller and Artiles (2013) note that much research uses a narrow approach regarding exclusion and describe it as a complex phenomenon that not only considers unequal access and outcomes for SEN students, but also their broader background. This "is problematic considering that students experience interacting and complex forms of exclusion" (p.347).

Finally, Grima-Farrell et al. (2011) examined factors that enhance the practical impact of research on IE. Three themes were abstracted to assist researchers and practitioners when conducting or implementing research on IE: (1) the responsiveness of research such as usability, accessibility and consistency, and the organisational demands for implementation; (2) long-term collaboration between researchers and practitioners; and (3) support for the school acting on researchers' advice.

4. DISCUSSION

The purpose of this study was to analyse reviews on IE regarding what themes have been studied, what can be learned from these themes and what gaps in the research can be addressed.

4.1. What themes have been studied?

Five main themes were abstracted from the selected reviews, four are about substantive aspects of the implementation of IE: (1) attitudes towards IE; (2) teachers' professional development fostering IE; (3) practices enhancing IE; and (4) participation of students with SEN. The last theme refers to aspects of conducting research into IE.

The results relating to the first main theme show that in general the attitudes of teachers towards IE are rather negative, in contrast with the attitudes of parents and peers (Bates et al., 2015; de Boer et al., 2010; 2011; 2012). Teachers, however, play a key role in the implementation of IE so it is vital to positively influence their attitudes. Positive attitudes of teachers, parents and typically developing students are related to their knowledge of disabilities and their experience of IE (de Boer et al., 2010; 2011; 2012; Qi & Ha, 2012). Teachers, parents and typically developing students are less positive towards children with behavioural problems and severe cognitive impairment, compared with children with physical disabilities and sensory impairments (de Boer et al., 2010; 2011; 2012; Qi & Ha, 2012).

Professional development of teachers, the second main theme, is found to be more effective if it focusses on specific student needs or disabilities, rather than on IE in general (Kurniawati et al., 2014). Training programmes considering specific teachers' concerns and their teaching context are the most helpful in encouraging change in teachers' practice (Kurniawati et al., 2014; Roberts & Simson, 2016; Qi & Ha, 2014).

The third main theme is additional support for teachers and support from peers for SEN students which are two types of practice that enhance IE, and which can be provided by other teachers (co-teaching) or teaching assistants (Fluijt et al., 2016; Giangreco et al., 2010; Qi & Ha, 2014,). This additional support aims to help teachers create more opportunities to directly instruct SEN students and focus more directly on their learning goals (Fluijt et al., 2016; Giangreco et al., 2010). Peer support practices (cooperative learning, peer tutoring) increase the social skills of students with emotional and behavioural disorders, and enhance the reading comprehension and phonological skills of students with reading and/or moderate learning disabilities (Kaya et al., 2015; Reichrath et al., 2010; Watkins et al., 2015).

The fourth main theme, student participation, focuses on the social and academic participation of SEN students within mainstream education. Social participation refers to the presence of mutual positive social contact or interaction, acceptance and friendships between students and their SEN peers (Bossaert et al., 2013; Koster et al., 2009). In general, students are open to friendships with

SEN peers, but barriers (e.g., 'caretaking' roles) should be considered (Bates et al., 2015; Qi & Ha, 2012). Mixed classes with a minority of SEN students and a larger number of typically developing peers, fosters positive relationships (Parker et al., 2015; Pijl et al., 2010). In addition, within the selected reviews there were remarkably few results reported on the academic participation of students compared to their social participation. Nevertheless, the higher achievements of SEN students regarding academic and vocational skills have been described (De Vroey et al., 2016).

The final theme reflects on the methodological aspects regarding research into IE. It is argued that an operative definition of IE should be included in each study because of the ambiguity of the concept (Göransson & Nilholm, 2014). In addition, aspects to enhance the practical impact of IE research (e.g., responsiveness) must be considered when conducting IE research (Grima-Farrell et al., 2011).

4.2. What can be learned from these themes?

These substantive main themes can be placed within the input-process-outcome model of Kyriazopoulou and Weber (2009): 'attitudes towards IE' and 'professional development' relate to input, 'practices enhancing IE' to process and 'participation of students with SEN' to outcome. The model states that input influences the process and outcome. In keeping with this model, it can be concluded that we must focus on attitudes towards IE and professional development to stimulate the implementation of IE. The results indicate that knowledge of disabilities and experience of IE positively influence the attitudes of teachers, parents and typically developing students (de Boer et al., 2010; 2011; 2012; Qi & Ha, 2012). In addition, the crucial role of teachers in implementing IE is echoed in the literature (e.g., Rouse, 2017). Teacher professional development is emphasized to change attitudes and increase teachers' capability and willingness to educate students with SEN in mainstream education (Kurniawati et al., 2014). Accordingly, training programmes should provide effective pedagogical strategies and focus on specific student needs or disabilities, specific teachers' concerns, and their teaching context. In addition, it is important to bear in mind that the sense of professional self-efficacy of teachers is aligned with the endorsed attitudes in the wider school environment (Armstrong, 2014). IE implies a shared responsibility among all school team members and a shared vision with explicit goals towards IE can be helpful in its successful implementation (Theoharis & Causton, 2014).

The conclusion is that teacher professional development on evidence-informed IE practices that lead to successful teacher experiences, is vital for the successful implementation of IE. Support for teachers in favour of SEN students can be provided through external training programmes, as well as by co-teaching which serves as a good model for professional development of teachers in the workplace.

4.3. What gaps are there in the research that can be addressed?

There are multiple research gaps that can be addressed regarding the input-process-outcome model of Kyriazopoulou and Weber (2009).

Regarding the input of the model, three research gaps are identified. Firstly, it is remarkable that the attitudes of SEN students and school leaders towards IE were not reported in the selected articles. As Göransson and Nilholm (2014) point out, IE is for all children, therefore, the voices of students with and without SEN should be highlighted. In addition, the role of school leaders within the implementation process of IE should not be underestimated (Ainscow & Sandill, 2010), so it is apparent that future research is required that includes an analysis of the attitudes of all children and school leaders. Secondly, teachers' professional development is only considered within training programmes, whereas much professional development for IE teachers can be generated at the workplace, for example through learning communities that include special teachers or co-teaching (Fluijt et al., 2016; Rieser, 2012). Research into this topic is mandatory regarding the implementation of IE. Thirdly, financial resources and accommodated infrastructure for implementing IE were not explored in the selected reviews and it can be argued that these subject matters are addressed in national or international reports not included in this study.

Concerning the process of the model, 'state/school/district practice' was little discussed in comparison to 'classroom instructional practice' and it can be argued that these are the subject of national or international reports not included in this study.

Regarding the outcome, it is noteworthy that the topic of academic participation is only mentioned in two studies, whereas social participation is mentioned in eight. Furthermore, only some aspects of participation for SEN students was mentioned, whereas the participation of all students in IE should be considered, so further research on this topic, especially on academic participation, is required.

Finally, it is acknowledged that the literature reviewed in this article is limited to review studies selected from two databases: ERIC and WoS. The reviews call for careful reading and interpretation, so a loss of detail about context and the way in which the studies were conducted may occur (Hopayian, 2001). Within this meta review, the loss of detail is compensated for as much as possible by only including reviews that explicated their systematic search method and mentioned the included studies.

This meta review provides an overview of what has been studied within the field to guide future practice and research. Five main themes were abstracted: attitudes towards IE, teachers' professional development on IE, IE practices, student participation, and critical reflections on IE research. The main conclusion is that teacher professional development on evidence-informed IE practices leading to successful teacher experiences, is vital for the implementation of IE. In addition, future research on the attitudes of all students, with and without SEN, and the attitudes of school leaders, as well as academic participation of all students is necessary.

5. ACKNOWLEDGEMENTS

5.1. Notes on Contributors

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