

the condition of education 2002



INDICATOR 28

Inclusion of Students With Disabilities in Regular Classrooms

The indicator and corresponding tables are taken directly from *The Condition of Education 2002*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2002*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002025>) or contact ED PUBs at 1-877-4ED-PUBS.

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U.S. Department of Education
Office of Educational Research and Improvement

Special Programs

Inclusion of Students With Disabilities in Regular Classrooms

Inclusion rates for students of almost all disability types have increased over the past decade.

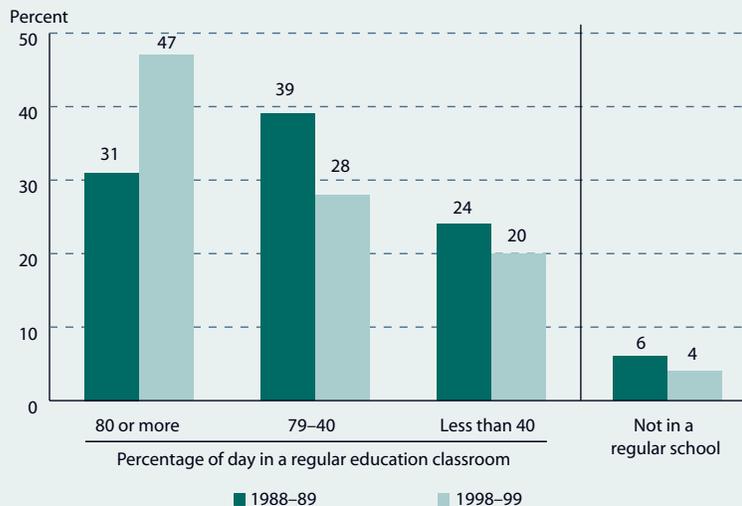
Since 1975, Congress has required that students with disabilities receive an education in the “least restrictive environment.”* Such an environment is determined on a case-by-case basis. Data suggest that, since 1988, U.S. schools have found the regular education classroom to be the “least restrictive environment” for increasing numbers of students with disabilities.

In 1998–99, states reported that 47 percent of students with disabilities spent 80 percent or more of the day in a regular education classroom. In 1988–89, only 31 percent of such students did so. The increase in the percentage of students with disabilities included in regular classrooms is noteworthy because the number of such students has been growing faster than total school enrollments. The ratio of special education students to total K–12 enrollment in

1988–89 was 112 per 1,000 students; in 1998–99, it was 130 per 1,000 students (NCES 2001–034, table 53).

Although the percentage of students with disabilities placed in regular classrooms for at least 80 percent of the day increased between 1988–89 and 1998–99, the size of increase varied by type of disability. The largest increase occurred among students with specific learning disabilities (from 20 to 45 percent). The smallest increases occurred among students with multiple disabilities (from 7 to 11 percent) and those who are both deaf and blind (from 12 to 14 percent). The percentage of students with disabilities educated in separate facilities declined for students of all disability types (for which data exist) except for those with visual impairments (see supplemental table 28-1).

SPECIAL EDUCATION: Percentage distribution of students ages 6–21 with disabilities, by educational environment: 1988–89 and 1998–99



*Congress first required that students with disabilities receive an education in the “least restrictive environment” in the Education of All Handicapped Children Act of 1975 (P.L. 94-142). This requirement is still in effect under section 612(a)(5) of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (P.L. 105-17).

NOTE: Students counted as disabled are those students served under Part B of the IDEA in the United States and outlying areas. See *Supplemental Note 10* for definitions of all disability types. Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2000). *22nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*; and U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2001). *23rd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*.

FOR MORE INFORMATION:
 Supplemental Note 10
 Supplemental Table 28-1
 NCES 2001–034



Inclusion of Students With Disabilities in Regular Classrooms

Table 28-1 Percentage distribution of students ages 6–21 with disabilities, by educational environment and disability type: 1988–89 and 1998–99

Type of disability	Percentage of the day in a regular education classroom						Separate facilities		Residential facilities		Home/hospital	
	80 or more		79–40		Less than 40		1988–89	1998–99	1988–89	1998–99	1988–89	1998–99
	1988–89	1998–99	1988–89	1998–99	1988–89	1998–99						
All disabilities	30.5	47.4	39.0	28.4	24.3	20.1	4.6	2.9	0.9	0.7	0.8	0.5
Specific learning disabilities	19.6	45.1	57.9	38.4	20.9	15.5	1.3	0.6	0.1	0.1	0.1	0.2
Speech or language impairments	75.6	88.5	19.0	6.6	3.8	4.5	1.4	0.3	0.1	0.0	0.1	0.1
Mental retardation	5.9	13.8	22.4	29.2	58.9	51.1	11.3	5.0	1.2	0.5	0.3	0.4
Emotional disturbance	14.1	25.5	30.0	23.0	35.8	33.2	13.4	13.3	3.8	3.6	2.9	1.4
Multiple disabilities	7.0	10.5	14.1	16.6	46.2	44.8	25.9	22.9	4.0	2.9	2.8	2.3
Hearing impairments	26.9	39.6	21.0	18.7	33.5	25.3	8.5	7.1	9.8	9.0	0.2	0.2
Orthopedic impairments	29.3	45.6	18.6	20.5	33.5	27.3	11.1	4.5	0.7	0.2	6.9	1.9
Other health impairments	29.9	44.3	20.3	33.2	19.6	17.2	7.8	1.6	0.8	0.3	21.6	3.4
Visual impairments	39.8	49.6	25.4	19.4	20.3	16.5	4.7	6.8	9.4	7.1	0.5	0.6
Autism	—	20.3	—	13.1	—	51.1	—	13.5	—	1.4	—	0.4
Deaf-blindness	11.6	14.1	5.3	9.4	29.9	34.8	25.9	22.6	26.1	17.4	1.2	1.7
Traumatic brain injury	—	31.2	—	26.3	—	29.8	—	9.0	—	1.4	—	2.3

—Not available.

NOTE: Students with disabilities are those served under Part B of the Individuals with Disabilities Education Act (IDEA) in the United States and outlying areas. See *Supplemental Note 10* for definitions of the different types of disabilities and educational environments. The U.S. Department of Education began to collect data on students with autism and traumatic brain injury only in 1992–93. Students with disabilities who are in separate facilities, residential facilities, and a home/hospital do not attend school with their nondisabled peers. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2000). *22nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*; and U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2001). *23rd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*.