

Rural Inclusive Education for Students with Disabilities in the United States: A Narrative Review of Research: Appendices

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Table 1
Study Characteristics

Author	Methodology	Journal	Rural Definition	Setting	Participants	Disability Focus
Berry & Gravelle (2013)	Qualitative survey	The Rural Educator	NCES codes and eligibility in various rural education programs	Rural school districts across 33 states	Special educators	Did not specify
Berry et al. (2011)	Quantitative survey	Rural Special Education Quarterly	NCES Codes and eligibility in various rural education programs	Rural school districts across 33 states	Special educators and administrators	Various examined through teacher certification area
Bouck (2005)	Mixed methods survey	Rural Special Education Quarterly	Athletic class, total student enrollment and self-defined by participants	Various school locales (urban, suburban, and rural) across Michigan	Secondary special education teachers	Mild mental impairment and learning disability
Busby et al. (2012)	Program evaluation	The Rural Educator	Alabama Rural Health Association	Medium-sized rural university in Alabama	Special education teachers enrolled in university teacher preparation program	Autism
Collins (2003)	Literature review	Rural Special Education Quarterly	Did not specify	National context	Review of literature	Moderate to severe disabilities
Courtade et al. (2013)	Single subject intervention study	Rural Special Education Quarterly	Did not specify	Three elementary classrooms in Kentucky	Special and general educators	Moderate intellectual disability and Autism
Downing & Peckham-Hardin (2007)	Literature review	Rural Special Education Quarterly	Did not specify	National context	Review of literature	Severe disabilities
Giangreco et al. (2003)	Program evaluation	Rural Special Education Quarterly	Did not specify	Vermont and upstate New York	Paraprofessionals	Did not specify
Hammond & Ingalls (2003)	Quantitative survey	Rural Special Education Quarterly	Did not specify	Three schools in the southwest region	Special and general educators	Did not specify

Hoppey (2016)	Program evaluation	Rural Special Education Quarterly	Did not specify	Southeastern rural school located near a land grant university	Special education preservice and elementary school teachers	Did not specify
Jung & Bradley (2006)	Quantitative survey	Rural Special Education Quarterly	NCES codes used in the Early Childhood Longitudinal Study (ECLS)	National study of various school locales	Data from the primary data set: ECLS, Kindergarten Cohort	Did not specify
Leatherman (2009)	Qualitative interviews & observations	Teaching Education	Did not specify	Elementary school in upper Midwest region	Special and general educators, paraprofessionals, and administrators	Mild disabilities
Leigers et al. (2017)	Qualitative interviews	Rural Special Education Quarterly	Did not specify	Two middle schools and 2 high schools in central Kentucky	A parent, special educators, and student support personnel	Severe disabilities
Ludlow et al. (2005)	Program evaluation	Rural Special Education Quarterly	Did not specify	National study of personnel shortage data, state certifications, and personnel preparation programs	Review of literature and publicly available data	Low incidence disabilities
Martin et al. (2003)	Quantitative survey	The Rural Educator	Student enrollment	Four Midwestern school districts	Special educators and general educators	Did not specify
Nagle et al. (2006)	Qualitative case studies	Rural Special Education Quarterly	NCES Common Core Data (CCD)	Elementary schools in Delaware, Maryland, and Pennsylvania	Principals, special educators, and general educators	Mention of various disability categories
Pennington et al. (2009)	Mixed methods survey	Rural Special Education Quarterly	Did not specify	Schools in rural and urban Kentucky	Special educators	Low-incidence disabilities
Riggs & Riggs (2002)	Program evaluation	Rural Special Education Quarterly	Did not specify	National context	Paraeducators	Did not specify
Ross-Hill (2009)	Quantitative survey	Journal of Research in Special Educational Needs	Did not specify	Elementary and secondary schools in the Southeast	Special educators and general educators	Did not specify
Rude et al. (2005)	Mixed methods survey	Rural Special Education Quarterly	Did not specify	National study	NASDSE and ACRES members	Low-incidence disabilities
Short & Martin (2005)	Mixed Methods	The Rural Educator	Did not specify	Secondary schools in a Midwest state	Secondary special & general educators,	Did not specify

Shoulders & Krei (2016)	Quantitative survey	Rural Special Education Quarterly	U.S. Dept. of Housing and Urban Development (HUD)	Secondary schools in Tennessee	students with and without disabilities Special educators and general educators	Did not specify
Smoot (2004)	Student questionnaires	Rural Special Education Quarterly	Narrative description of the rural characteristics	Georgia PreK-12 schools	Students with MID and general education students	Mild intellectual disability
Wischnowski et al. (2004)	Program evaluation	Rural Special Education Quarterly	Narrative description of the rural characteristics	One school district in New York near a university	School-wide staff and university personnel	Did not specify

Table 2
Findings Summary

Article	Main Findings	Narratives		
		The perception about inclusive education in rural schools and communities contribute to inclusive or exclusionary practices.	Inclusive placements are common for students with disabilities and increase access to general education context and content.	Access to resources is an influential factor in the ability of rural schools to provide inclusive education programs.
Berry & Gravelle (2013)	Close community of a rural school is a benefit for teachers. Professional isolation and access to resources are barriers.			X
Berry et al. (2011)	Support through professional development will maintain stability and build capacity of special education teachers.			X
Bouck (2005)	Rural schools, compared to suburban and urban schools, utilized an inclusive instructional environment and curriculum the most.		X	
Busby et al. (2012)	Changing teacher preparation programs that focus on meeting needs of students with Autism in rural areas will empower teachers to make positive inclusive changes in their schools.		X	X
Collins (2003)	Balancing community-based instruction and time in general education may prove to be an option for students with severe disabilities in rural schools.	X		
Courtade et al. (2013)	Story-based lessons is an evidence-based strategy to teach students with Autism or a moderate intellectual in the rural inclusive environment.		X	X
Downing & Peckham-Hardin (2007)	Unique characteristics of rural communities may support inclusive practices for students with severe disabilities.	X		
Giangreco et al. (2003)	Training of paraprofessionals to support an inclusive model in a rural school will build capacity to meet the needs of diverse learners in a rural school.			X
Hammond & Ingalls (2003)	An overall uncertainty or negative feelings toward inclusion were discovered, not all teachers may mutually agree on these practices.	X		
Hoppey (2016)	Partnership with preservice teachers and school-based educators can increase capacity to teach in the rural context.			X

Jung & Bradley (2006)	Students are more likely to have inclusive placements and spend more of the school day in the general education.		X	
Leatherman (2009)	Scheduling challenges, team-teaching characteristics, and lack of support create a barrier for inclusive classes.			X
Leigers et al. (2017)	Fostering friendships and relationships are both key elements to both school and community inclusion for students with severe disabilities.	X		
Ludlow et al. (2005)	Critical shortages of personnel will prohibit access to quality special education services for students with low incidence disabilities in rural areas.			X
Martin et al. (2003)	Special and general educators have polarized perceptions of the benefits to inclusion. Collaborative decision-making and planning may increase inclusive practices in rural schools.	X		
Nagle et al. (2006)	Effective low-income rural elementary schools are holding high expectations of students with disabilities, working with the community, creatively using resources to support students' needs.	X		X
Pennington et al. (2009)	Differences exist between the special education services in rural and urban schools.		X	X
Riggs & Riggs (2002)	Paraeducators can facilitate inclusive education in rural schools with proper administration support.			X
Ross-Hill (2009)	General education teacher's opinions have a strong influence on inclusive programming in schools.	X		
Rude et al. (2005)	Rural schools need adequate resources and personnel who are trained to work with individuals with low-incidence disabilities.		X	X
Short & Martin (2005)	Teachers and students view socialization outcomes as a benefit from inclusion but differed on opinions on learning outcomes in the inclusive classes.	X		
Shoulders & Krei (2016)	Efficacy varies between special and general educators when teaching students with disabilities in their classes.	X		
Smoot (2004)	Within relationship between peers with and without disabilities, difference in social acceptance is often found.	X		
Wischnowski et al. (2004)	Through a university partnership and establishing shared goals and vision, a rural school can implement more inclusive practices through a co-teaching model.			X