

may not accurately represent themselves in their answers because they feel that they should respond in a certain way. Alternatively, the opinions of participants may not accurately represent the situation. When study specific, rather than gold standard surveys are used there is a greater risk for error being present in the study. Appropriate data analysis for survey research tends to be limited to descriptions of trends using percentages.

In a study examining the experiences of inclusion in the United Kingdom, Lorenz (1999) conducted a survey study using a study specific questionnaire provided to over 400 families of children (aged 4-16) with Down syndrome. Participants were recruited through flyers advertising that parents should pick up questionnaires to be involved in the study.

A total 315 parents who had children included in mainstream classrooms returned their questionnaires. Few details were provided regarding survey design. Results were described either using percentages of parents responding or only descriptor words such as “most or “almost all”. Authors reported that 29% of parents reported having difficulty gaining an adequately supported spot for their child in a mainstream school. Parents reported that the level of support provided for

Because inclusion is a broad topic the papers included in this review covered a broad range of elements. More research is needed in each of the thematic areas discussed in order to gain a better understanding of how to best support students with Down syndrome integrated into mainstream schools.

Clinical Implications

In order to promote successful inclusion of students with Down syndrome, speech-language pathologists can take the following suggestions into account: