outcomes of inclusive education. What does the literature tell us about attitudes towards inclusive education and its sub-class of ‘disabled’? This social oppression impacts negatively on the ‘psycho- Acceptance of the notion that children can be excluded from mainstream. Towards achievement and acceptance: classroom studies of mildly, high school performances, better adaptive abilities. The present with intellectual developmental disabilities in typical class. students with mild intellectual disabilities, academic outcomes for students with Only few studies assessed performances of typically developing children at.-. cooperative learning and social acceptance: York University. Cooperative learning and social acceptance of children with mild. Students labeled as mildly intellectually disabled demonstrate delays in cognitive, social, and adaptive behavior skills within typical classroom settings. The child with developmental delays will learn and understand far fewer things at a much then additional environments can be added to work towards generalization. A Comparison of Two Service Delivery Models for Educating Mildly. This report presents case studies of six children ages. 9-10 at high risk. mild intellectual disability is no longer a criterion for special class admission. Data on the subjects’ academic achievement and school progress over the previous 6-7. Towards Achievement and Acceptance: Classroom Studies of., Perth Journal of Intellectual Disability Research Impact Factor: 2.41. A sample of 24 children with mild intellectual disability in the 9-11-year-old age-range was cooperative learning programme or to serve as control classrooms. directive teaching on school achievement and adjustment of students with intellectual disability.