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### **Inclusion in postsecondary education: Phenomenological study on identifying and addressing barriers to inclusion of individuals with significant disabilities at a four-year liberal arts college**

by *Hafner, Dedra*, Ed.D., **Edgewood College**, 2008, 160 pages; AAT 3337318

#### **Abstract (Summary)**

This qualitative research reveals how the implementation of a model of full-inclusion of individuals with significant disabilities, into a liberal arts college, can achieve positive outcomes for students with and without disabilities, faculty, and administrators. The phenomenological study identifies the barriers to inclusion and describes how 7 students with significant disabilities transformed the campus community through academic participation, peer mentor relationships, and socially age-appropriate engagement. Through this demonstration project, titled the Cutting-Edge, these 7 students were able to expand their social networks, increase their experiential knowledge, gain a better understanding of their identity, and increase their level of independence. Based on best practices, this research provides a model of full-inclusion that can be replicated by other colleges and universities.

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