Using an inquiry-based teaching approach to improve science outcomes for students with disabilities: Snapshot and longitudinal data.

Abstract
Poor science achievement has been an educational issue for a number of years. Students with disabilities have traditionally fared worse. Research suggests that students with disabilities may respond better to instruction using an inquiry-based approach vs. traditional textbook instruction when measuring science achievement on standardized tests.
measures. The researchers report achievement data on the Iowa Test of Basic Skills from a target school district for students Individualized Education Program’s (IEP) and non-IEP students, as well as students with IEP’s at the state level. Using an inquiry approach to science instruction called the Science Writing Heuristic (SWH), the researchers report data supporting its impact on student achievement.

**Recommended Citation**
Taylor, Jonte; Therrien, William J.; Kaldenberg, Erica Rochelle; Watt, Sarah J.; Chanlen, Niphon; and Hand, Brian (2011) "Using An Inquiry-based Teaching Approach To Improve Science Outcomes for Students with Disabilities: Snapshot and Longitudinal Data," *Education for Students with Disabilities*: Vol. 15 : Iss. 1 . DOI: 10.14448/jsesd.04.0003
Available at: http://scholarworks.rit.edu/jsesd/vol15/iss1/4