and Gawronski et al. (2016), the general objective of the present study was to describe inclusive teaching practices in high school and college as perceived by Quebec students and to determine their capacity to

ifications were important, even though the strategic end goal was to meet the needs of SWD (Dallas & Sprong, 2015; Gawronski et al., 2016).

The ITSI has been adapted for students (ITSI-S) to assess their attitudes toward inclusive teaching practices and their perceptions of faculty implementation of these practices at college (Gawronski et al., 2016). In line with their faculty, students generally had positive attitudes toward the practices, but noted that they were rarely implemented in class: 83% felt that it was important to have accessible course materials, but only 42% reported that this need was met. Similarly, 66% of students believed that inclusive assessment was important, but only 23% reported that it was actually provided (Gawronski et al., 2016). Moreover, students generally had more positive attitudes toward course modifications to meet students' needs compared to faculty, at 86% versus 43%, respectively (Gawronski et al., 2016).

Therefore, both students and faculty perceptions of inclusive teaching practices indicate a low integration of these in college teaching settings, as measured with ITSI(-S). Few SWD were also included in the previous studies (with only 13% of SWD in Gawronski et al., 2016), which prevents comparing perceptions of inclusive teaching practices between students with and without disabilities. Furthermore, no study has compared these perceptions between high school and college, to our best knowledge. To fill these gaps, the present study examines the perceived use of inclusive teaching practices from the perspectives of thousands of Quebec students who participated in a longitudinal panel study (from Fall 2019 to Spring 2020) on the high school–college transition, and who completed the ITSI-S at two time points. The novel aspects of this study include a comparison between the perceptions of students with and without disabilities plus a consideration of their class experiences in high school and their first y φ see smns rir ĕ e ţ . Ǔ i practice problems with answer keys, teacher’s course notes, and a durable problem-solving strategy sheet that consolidated key information (King-Sears et al., 2015, King-Sears & Johnson, 2020). A research team member delivered the UDL treatment for the first two days of the course with the regular teacher as co-teacher. The results of these studies show significantly higher performance for SWD who received UDL compared to business-as-usual instruction. At the same time, other students performed lower in the UDL condition (King-Sears et al., 2015; King-Sears & Johnson, 2020). However, the exposure to inclu-

GPA at T1 was used as a control variable in the predictive analysis.

= 2.93) a

With respect to the first objective, we present the descriptive data obtained from the ITSI-S according to teaching level (high school vs. college) and student's disability status (with or without disabilities). We ran a multivariate analysis followed by Anovas (F tests) with teaching level as the within factor and disability status as the between factor. For all performed tests, we computed partial eta^2 to represent the proportion of data variability that can be accounted to the corresponding effects and thus denote their practical importance (i.e., effect size). Partial eta^2 is considered as low size from 0.01, medium size from 0.06, and high size from 0.14 (Fritz et al., 2011). For the second objective, we examined the bivariate correlations between the variables and ran a hierarchical linear regression (for each dependent variable). We ran an initial series of regressions to determine predictive relationships between inclusive teaching practices in high school and adjustment and academic performance in the first college term while controlling for high school GPA. We ran a second series to predict adjustment and academic performance after one college year based on students' perceptions of inclusive practices in college. Here, we controlled for initial adjustment and academic performance in college and for inclusive practices in high school. To meet the third objective, we repeated the regression series with the inclusion of the moderating variable (i.e., disability status: with or without disability, disability type: ADHD, mental health disorder, or learning disorder) as a first step and the interaction terms between the moderating variable and each inclusive practice as a final step. These moderating effects were examined in separate regressions and were performed after centering all the variables.

Table 1 presents the descriptive statistics for the students' perceptions of inclusive teaching practices by teaching level and students' disability status (with or without disability) (Objective 1). On a mean scale score from 1 ("None of my teachers uses this practice") to 5 ("All my teachers use this practice"), the majority of scores are closer to 1 than 5, indicating perceptions that a majority of teachers did not use inclusive practices. Course Modifications (M = 1.80) and Inclusive Assessment (M = 2.24) were the least widespread, whereas Inclusive Lecture Strategies (M sib

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Bivariate Correlations Among Inclusive Teaching Practices, Academic Adjustment, and Performance

Regression Results for the Prediction of Adjustment and Academic Performance After One Year of College Based on Inclusive Teaching Practices in College and Controlling for Adjustment at T1

		-0.06	-1.76	-0.05	-1.58				
	Inclusive lecture strategies – high school	0.03	0.76	-0.01	-0.20				
	Inclusive classroom – high school	0.09*	2.07	0.07	1.76				
	Inclusive assessment – high school	0.01	0.23	-0.01	-0.31				
2	Accessible course materials – college			0.03	0.81	0.29***	38.24 (11,1045)	0.02***	6.08 (5,1045)

the interaction effects of disability status X inclusive practices and disability type X inclusive practices and found no moderating effect. In other words, the predictions of college adjustment and academic perfor-

inclusive assessments in high school positively predict adjustment and academic performance in the first college term. Inclusive classroom practices are used relatively frequently in high school and have been associated with positive learning outcomes (Katz, 2013; Rousseau et al., 2017). Our results reveal that the more that students perceived that high school teaching practices incorporated multiple means of representation and engagement, the better their adjustment and academic performance at college entry. In addition, inclusive assessment practices enable students to express their comprehension through diverse actions and means. In high school, this would act to support student autonomy through self-determined learning (Katz, 2013; Ryan & Deci, 2009), which would then positively impact academic adjustment in college. Furthermore, the use of inclusive lecture strategies in high school shows a positive effect on success rates in the first term of college. This finding suggests that when teachers present more open and accessible course structures that set forth clear objectives and key points, students can achieve more durable, long-term learning that prepares them for success in college. By applying these practices proactively in high school, teachers can foster autonomous learning within a structured course framework, which promotes student engagement (Jang et al., 2010). Students would then feel more competent and autonomous in learning and assessment situations, which would equip them to take ownership of their college studies and to seek the resources they need to thrive at a postsecondary level.

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students without disabilities. These findings contradict those of King-Sears et al. (2015) and King-Sears and Johnson (2020), who found that students without disabilities performed lower than SWD in inclusive courses. However, their results were obtained in a highly contextualized setting: treatment and comparison groups taught for three or four classes in a chemistry course. In comparison, our study examined, in a very large and broad sample, students' perceptions of inclusive teaching practices across all their courses for an entire term. Our findings suggest that inclusive practices, and more particularly inclusive classroom activities and inclusive lecture strategies, have similar benefits for all students. These practices are therefore recommended for both high school and college teachers.

The aim of this repeated measures study was to describe inclusive teaching practices as perceived by high school and college students with and without disabilities, to determine relationships between these practices and adjustment and academic performance in college, and to explore the moderating effect of student status and disability type on these relationships. Students' perceptions were gathered in a vast longitudinal data collection from ten colleges in Quebec (Canada). Over 1,400 students, of whom approximately 40% disclosed a disability, participated at two measurement times for a broadly representative portrait. One notable finding was that inclusive teaching practices were seldom or only sometimes used in both high school and college. Yet according to our results, the use of these practices exerted a positive effect on students' adjustment and academic performance in college, particularly inclusive classroom and inclusive lecture strategies. These practices allowed students to better understand course structures, including key points and objectives, while supporting autonomous learning through multiple means of engagement and representation. However, it would be informative to delve deeper into the effectiveness of course modification practices in high school: our results suggest that they actually hinder the transition to college and lead to lower first-term college grades. High school teachers should be made aware of these implications, and further studies should be undertaken to better assess the effects of these practices. Finally, our results showed no differences between students with and without disabilities in terms of the effects of inclusive teaching practices in high school, suggesting that these practices are beneficial for all college students.

This study includes certain limitations. First, we gathered students' perceptions exclusively. Hence, there could be discrepancies between students' perceptions of the use of practices and the actual use of practices. Furthermore, students evaluated the use of inclusive practices across all their teachers for an academic year, which could have been a difficult task whenever the practices varied a lot from one teacher to another. The weak correlation between inclusive practices in high school and college points to differences in perceptions as well as practices. However, no objective observations of the practices were conducted. For instance, the fact that inclusive practices were applied does not necessarily mean that the students or teachers were aware that inclusion was the goal, nor that all the practices fit into a coherent, well-thought-out framework. Future studies could therefore investigate actual practices using classroom observations combined with interviews with high school and college teachers. Furthermore, the student assessments of practices were conducted a posteriori. Importantly, the questions pertaining to high school were posed in the first term of college, for a potential risk of memory gaps. In addition, although the second measurement time was during the first pandemic lockdown in Quebec, the questionnaire items overlooked this aspect. Yet, the students' perceptions of teaching practices before the pandemic could have colored their perceptions at the time of the second questionnaire, when emergency distance learning measures were in place. Hence, it would be useful to query the students again after the pandemic ends and college classrooms and labs return to normal. Such investigations would allow for the confirmation of the conclusions of this study and assessing the pandemic's effects on inclusive teaching practices, adjustment, and academic performance in college. Third, different measures were used for academic performance from the first to the second time point due to the unavailability of the students' R score (standardly used by all postsecondary institutions in Quebec) because of the pandemic. Although we used what we thought was the best representative of students' academic performance at the second time point during the pandemic, the corresponding results have to be interpreted with caution in light of this. The continuation of this longitudinal research project will allow for new measurements of students' academic performance at the next time points, and to provide additional evidence of its relationships with the use of inclusive teaching practices. Finally, we should keep in mind that the shared variation between inclusive teaching practices and adjustment and performance in high school and college were relatively low, suggesting more continuity than discontinuity in student adjustment throughout the transition. In addition, this variation applied more for girls and low-risk populations as suggested by the attrition analyses. In other words, it is important for teachers to understand that the scope of their in-

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