**Practices for Inclusive Education in Informal Settings: A Scoping Review of the Literature**

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**Objectives:** Informal educational sites, such as museums, camps, or aquariums, can provide powerful learning opportunities. When designed to be inclusive, these sites support independent thinking and evaluation, and enhance the creation of autonomy (Ayres et al., 2011). Legislation is in place to reduce barriers for people with disability (Ontario, 2020); however, informal educational institutions have primarily focused on physical accessibility disadvantaging individuals with disabilities extending beyond the physical domain (Cho & Jolley, 2016; Kaushik, 2003). A review of research studies and grey literature is necessary to gain a full understanding of the practices for inclusion in informal settings. We conducted a scoping literature review of the practices for inclusive education in informal settings examining 1) practices which have been used to promote inclusion of people with disabilities in informal educational contexts; 2) the theoretical models used to inform policies and practices; and 3) the outcome measures identified in these studies, such as attendance, programming effectiveness, extent of experienced inclusion, and level of engagement.

**Method:** A comprehensive scoping review of the literature from 2005-2020 was conducted on the following databases: The Education Resource Information Center (ERIC), Web of Science, Academic Search Ultimate, PsycINFO, and ProQuest Dissertations and Theses Full Text databases.

**Results:** Of the 2445 records retrieved, 46 studies were included into the study for data extraction and analysis. Study designs included but were not limited to mixed method evaluations, quantitative designs, and qualitative designs. The articles centred around informal settings located in various countries including, but not limited to, the United States, Canada, and the United Kingdom. Analysis of the results is currently underway.

**Discussion/Conclusions:** Although the evidence base is sparse, the implications for this research can inform future policies and practices on informal education and full participation for children with disabilities in informal educational areas.

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