

Ten Reasons for Inclusion
Center for Studies on Inclusive Education (CSIE)
Center on Human Policy

Human Rights

1. All children have a right to learn together.
2. Children should not be devalued or discriminated against by being excluded or sent away because of their disability.
3. Disabled adults, describing themselves as special school survivors, are demanding an end to segregation.
4. There are no legitimate reasons to separate children for their education. Children belong together – with advantages and benefits for everyone. They do not need to be protected from each other.

Good Education

5. Research shows children do better, academically and socially in integrated settings.
6. There is no teaching or care in a segregated setting that cannot be provided in a general education setting.
7. Given commitment and support, inclusive education is a more efficient use of education resources.

Good Social Sense

8. Segregation teaches children to be fearful, ignorant and breeds prejudice.
9. All children need an education that will help them develop relationships and prepare them for life in the mainstream.
10. Only inclusion has the potential to reduce fear and to build friendships, respect and understanding.



Inclusion Means

- Educating all children with disabilities in general education classrooms, regardless of the nature of their disabling condition(s).
- Providing all students enhanced opportunities to learn from each other's contributions.
- Providing necessary services within the general education setting.
- Supporting regular teachers and administrators (time, training, teamwork, resources, and strategies).
- Having students with disabilities in age-appropriate academic classes and extracurricular activities, including art, music, gym, field trips, assemblies, and graduation exercises.
- Having students with disabilities follow the same schedules as non-disabled peers.
- Students with disabilities using school cafeteria, library, playground, and other facilities along with non-disabled peers.
- Encouraging friendships between non-disabled and disabled students.
- Students with disabilities receiving their education and job training in regular community environments.
- Teaching all children to understand and accept human differences.
- Placing children with disabilities in the same schools they would attend if they did not have disabilities.
- Providing an appropriate individualized educational program.

Inclusion Does NOT Mean

- It does not mean “dumping” students with disabilities into general education classrooms without preparation or support.
- It does not mean providing special education services in separate or isolated places.
- It does not mean ignoring children's individual needs.
- It does not mean jeopardizing students' safety or well-being.
- It does not mean placing unreasonable demands on teachers and administrators.
- It does not mean ignoring parents' concerns.
- It does not mean isolating students with disabilities in regular schools.
- It does not mean placing students with disabilities in schools or classes that are not age-appropriate.
- It does not mean requiring that student be “ready” and “earn” their way into general education classrooms.

Elements of Inclusion

- All students with disabilities are members of their neighborhood school.
- All students are assigned to age-appropriate, general education, heterogeneous classrooms.
- Students grouping and regrouping during the course of the day is based on the individual interests and skills of all students, and not on disability labels.
- Related services are delivered in general education classrooms and other school environments.
- Supports and services are provided in the general education classroom with ongoing instruction.
- The provision of supports for students (instructional, curricular, behavioral, etc.) is viewed as a school-wide need.
- Effective teaching strategies and differentiated instruction are used to meet the needs of every child and accommodate the learning styles of all children in the class.
- The instructional materials used for typical students are modified for assignments, homework, and tests, as appropriate.
- Planned and structured activities are in place to promote social inclusion and friendship development.
- Students without disabilities are supported in welcoming students who have disabilities.
- Collaboration among general educators, special educators, and other school personnel occurs on an ongoing basis.
- School administrator(s) provide a vision and leadership and welcome all students into their school.

