

There's a difference between "real" inclusion... and just being present.

Key "Necessary" Components of "Inclusive Education"

- **Students Are In Their Home Schools, General Education Classes**
 - Where the students would be if they did not have disabilities
- **Appropriate Supports and Services**
 - Based on individual's and needs.
 - Supports follow the students, the students don't go somewhere to get them
- **"On-Going" Planning For Success**
 - Obstacles are issues waiting for solutions
 - "Teams" are proactive, addressing needs before problems arise
 - Inclusion is a process, not an event
 - All team members actively seek out information and resources
 - All team members have a shared vision of what success looks like for each individual student
 - Classroom, building and district decisions and planning reflect the needs of students with disabilities
- **Active Participation**
 - Exclusion can happen in a general education environments
 - All activities are designed to be accessible for all students
- **All Students Have A Sense Of Belonging**
 - All students are valued
 - Social goals are integrated within class activities for all students
 - Adults model and facilitate inclusion and interactions
- **Achievement of IEP Goals**
 - Goals are dependent on individual and worked on within general curriculum
- **Natural Proportions**
 - Same proportion of students with disabilities are in classes as are in the general population
 - Students with disabilities are not grouped

- All classes practice inclusion, none are referred to as "inclusion classes"
- **Classes Get Ready For Students**
 - Students do not have to get "ready" to be included
 - There are no prerequisites for inclusion
 - Staff are trained based on students' needs
- **Collaboration and Team Planning**
 - General and special education staff have ownership of students with disabilities
 - All team members collaborate and communicate frequently
- **Diversity is valued through out all environments, activities and events**
 - Sensitivity and awareness are interwoven throughout
 - Universal design and curriculum are utilized first
 - [People 1st language](#) is promoted and used in all environments
 - All students get what they need based on individuals, not labels
 - All students count in assessments and evaluations

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