Components of Inclusive Education

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 throughout 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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