

Inclusive Education

In Principle, inclusive education means:

...the valuing of diversity within the human community. When inclusive education is fully embraced, we abandon the idea that children have to become “normal” in order to contribute to the world...We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging (pp. 38-39). *

In Practice, inclusive education means:

A Classroom Model in which students with and without disabilities are based in a regular structure and benefit from the shared ownership of general and special educators.

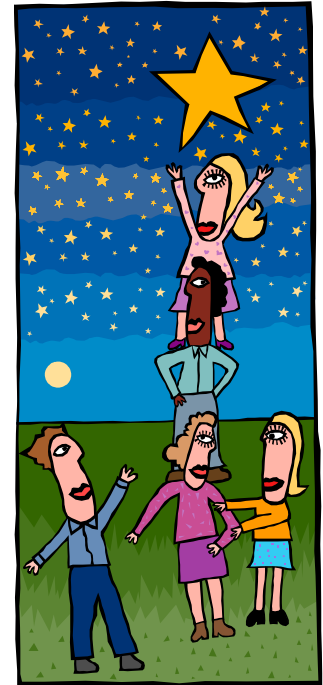
A Student-centered Approach Beginning with Profiles that help educators appreciate the strengths and challenges of learners with and without disabilities and the individualized accomplishments that can be attained.

A Schedule that accounts for the full range of needs in the class—where no student engages in “pull out” or alternative activities to the extent that disruptions in the daily schedule and in peer relationships do not occur.

A Curriculum that is rich and accommodating for all students—and when further individualized to meet the needs of a particular learner.

A Teaming Process in which support staff work in flexible, coordinated ways to strengthen the collaborative relationships among special and regular educators, parents and educators, and educators and the community.

A Classroom Climate that embraces diversity, fosters a sense of social responsibility, and supports positive peer relationships.



*Kunc, N. (1992). The need to belong. Rediscovering Maslow’s hierarchy of needs.

Kasa-Hendrickson, C. & Buswell, W. 2007