**Inclusion**

“that students attend their home school with their age and grade peers. It requires that the proportion of students labeled for special services is relatively uniform for all of the schools within a particular district... Included students are not isolated into special classes or wings within the school” (National Association of State Boards of Education, 1992, pg. 12)

**Full inclusion**

Students who are disabled or at risk receive all their instruction in a regular education setting; support services come to the student

**Partial inclusion**

Students receive most of their instruction in regular education settings, but the students may be “pulled-out” to another instructional setting when it is deemed appropriate to their individual needs

“*Inclusion* is the term most commonly applied to the practice of educating students with moderate to severe disabilities alongside their chronological age peers without disabilities in general classrooms within their home neighborhood schools. Inclusion includes physical integration, social integration, and access to normalized educational, recreational, and social activities that occur in school. Inclusion does not necessarily imply that all students with disabilities will spend all day everyday in a general education class or learn exactly the same things at the same mastery level as students without disabilities. (pg. 15) (Ryndak & Alper, 2003)

**CEC Policy on Inclusive Schools and Community Settings –**

"CEC believes that a continuum of services must be available for all children, youth, and young adults. CEC also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. In addition, CEC believes children, youth, and young adults should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings." (1993)
Social relationships can occur with self-contained classrooms
"My observations reveal that regular education students may push wheelchairs and
provide tutorial assistance, but the child with severe mental retardation still does not
become ‘one of the gang.’ Regular education students and students with mental
retardation may eat lunch side by side in the cafeteria, but they generally do not socialize
on the playground except with a patronizing friendliness or dictatorial domination on the
part of the regular class students. Moreover, students with mental retardation have
unwittingly provided amusement by agreeing to perform socially inappropriate acts at the
urging of other students."

"Despite the publicity given to segregated facilities in which cruel treatment has been
permitted, many special schools are staffed with educators who are determined to provide
a safe, progressive environment."

"Ideally, the special school is a sanctuary from the insensitivity of the ignorant or
immature--a place where the student is surrounded by peers and understanding adults
and is not forced to endure malicious teasing. For several hours each weekday, the
student feels safe and understood."

"Academically, special schools can provide programs best suited to the needs of the
students with mental retardation and multiple disabilities. In my district, special schools
are often staffed with in-house speech, occupational, physical, and music therapists.

When every member of the school’s faculty is dedicated to the special student’s
development, related services can be integrated throughout the educational program.
Many students benefit from daily participation in therapy, as opposed to the weekly or
biweekly sessions offered by the regular school system.” (TEC, Link, 1991)

"If we are to live in a world defined by diversity, can students be truly educated in a
special, segregated setting?"

"The teasing and inadequate use of instructional techniques is far too often thrown up as
an argument to confuse the real issue--that change and advancement are strange and
frightening for anyone who needs to hold on to the way things may have been."

"Much of the instruction afforded to most students without disabilities has little or no
purpose for students with severe disabilities. To make the argument that students with
severe disabilities must learn in a similar manner, and for the same purpose, is an untruth
used to misinform and misrepresent the real intent of educational law related to the
special nature of instruction for students with severe disabilities.” (TEC, Thomas, 1991)