

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 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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