

INCLUSIVE SETTINGS BENEFIT EVERYONE.

DID YOU KNOW...?

1

FACT:

Students with disabilities educated in inclusive settings have improved academic, social, emotional and behavioral, and post-secondary outcomes when compared to their peers with disabilities in segregated settings.

2

FACT:

The more general education classes a student with disabilities is enrolled in, the closer to grade level the student will be in reading and math abilities.

3

FACT:

Students with disabilities educated in inclusive settings report a greater sense of belonging and are more likely to make friends and see them outside of school.

4

FACT:

Inclusion increases communication skills and interpersonal skills for students with disabilities; students with more complex support needs make the most significant gains in these areas.

5

FACT:

Inclusion leads to fewer disciplinary referrals and fewer absences from school for students with disabilities.

6

FACT:

Inclusion in general education is a critical predictor of graduation from high school, access to post-secondary education, gainful employment, and independent living.

7

FACT:

Students without disabilities educated in inclusive settings see academic achievement outcomes increase or stay the same.

8

FACT:

Students without disabilities educated in inclusive settings report they feel more supported by teachers and report an increase in empathy and understanding for diversity.

SEGREGATED SETTINGS ARE PROBLEMATIC.

DID YOU KNOW...?

1

FACT:

Students in segregated special education classes and programs experience increased instances of restraint and seclusion which are traumatic and harmful experiences for students.

2

FACT:

Students in segregated special education classes and programs spend less time on academic instruction than they do in general education.

3

FACT:

Students in segregated special education classes and programs receive more support from paraprofessionals than highly qualified special educators.

4

FACT:

Students in segregated special education classes and programs experience higher levels of distractions.

5

FACT:

Students in segregated special education classes and programs receive less individualization of instruction than they would in general education classes.

6

FACT:

Students in segregated special education settings are less likely to attend post-secondary educational experiences, gain employment or live independently.



To learn more about where this data comes from and to learn more about inclusion, scan the QR code:



RESOURCES

INCLUSION

FACT 1: <https://sites.google.com/pattan.net/fab-framework-for-access-belon/home>

FACT 2: <https://www.pealcenter.org/wp-content/uploads/2017/05/LiteracySummaryArticle.pdf>

FACT 3: https://www.pealcenter.org/wp-content/uploads/2017/05/Friendship_Final_Bleeds.pdf

FACT 4: <https://www.ldonline.org/ld-topics/behavior-social-skills/practicing-social-skills-how-teach-your-student-social>

FACT 5: <https://www.ed.gov/news/press-releases/new-guidance-helps-schools-support-students-disabilities-and-avoid-discriminatory-use-discipline>

FACT 6: www.transitiondiscoveries.org

FACT 7: <https://www.understood.org/en/articles/download-endrew-f-advocacy-toolkit>

FACT 8: <https://www.unicef.org/education/inclusive-education>

SECLUSION

FACT 1: <https://endseclusion.org/2022/09/09/building-a-seclusion-room-inside-or-directly-alongside-a-special-education-classroom-is-discrimination/>

FACT 2: <https://kappanonline.org/segregation-strengths-special-education-wehmeyer/>

FACT 3: <https://www.cast.org/resources/tips-free>

FACT 6: <https://dreampartnership.org/>