

INCLUSIVE EDUCATION is a process of change and improvement within schools so that all children can be valued equally, treated with respect and provided with real learning opportunities.



Learning knows No Bounds



INCLUSIVE SCHOOLS start by SAYING
“YES”

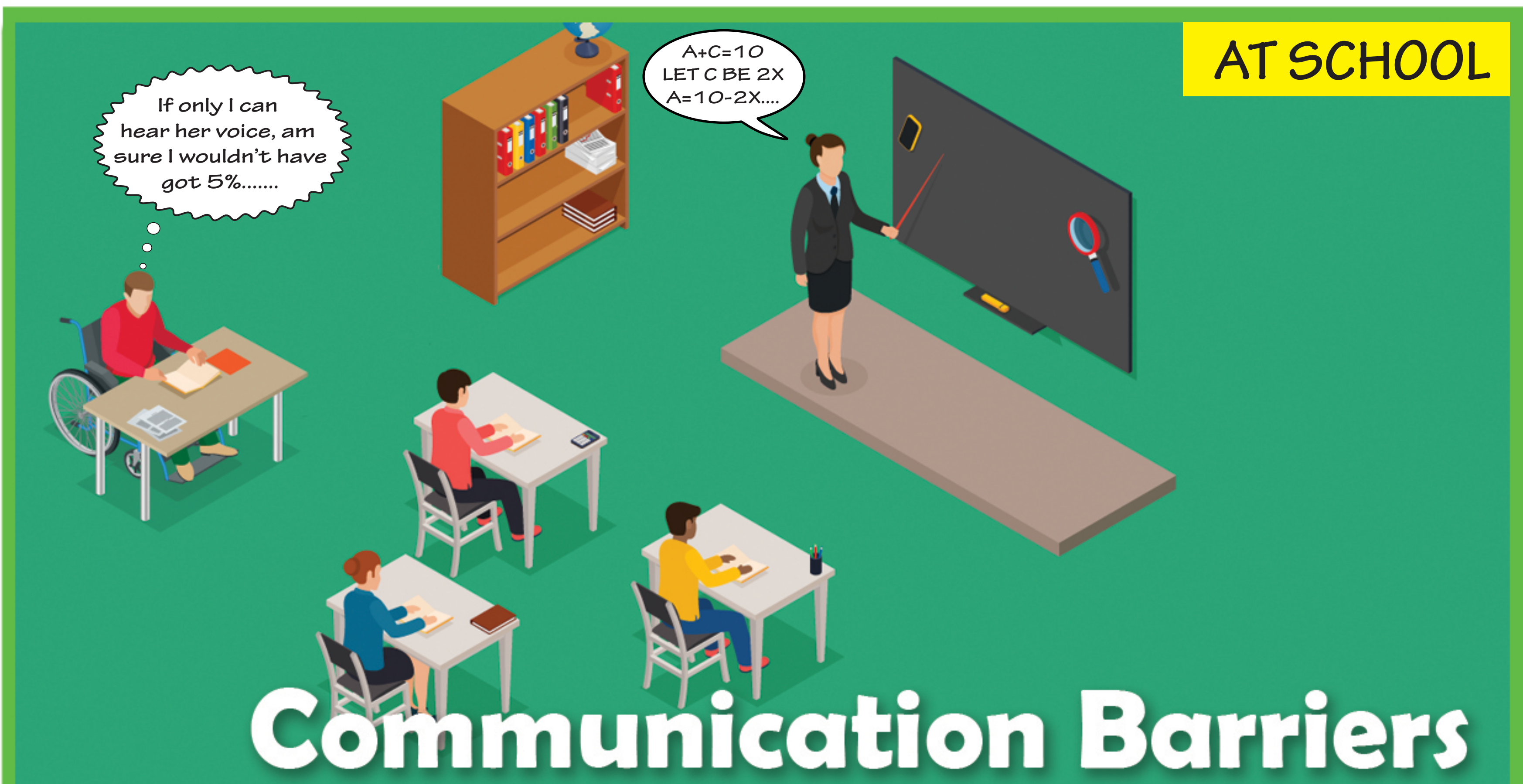
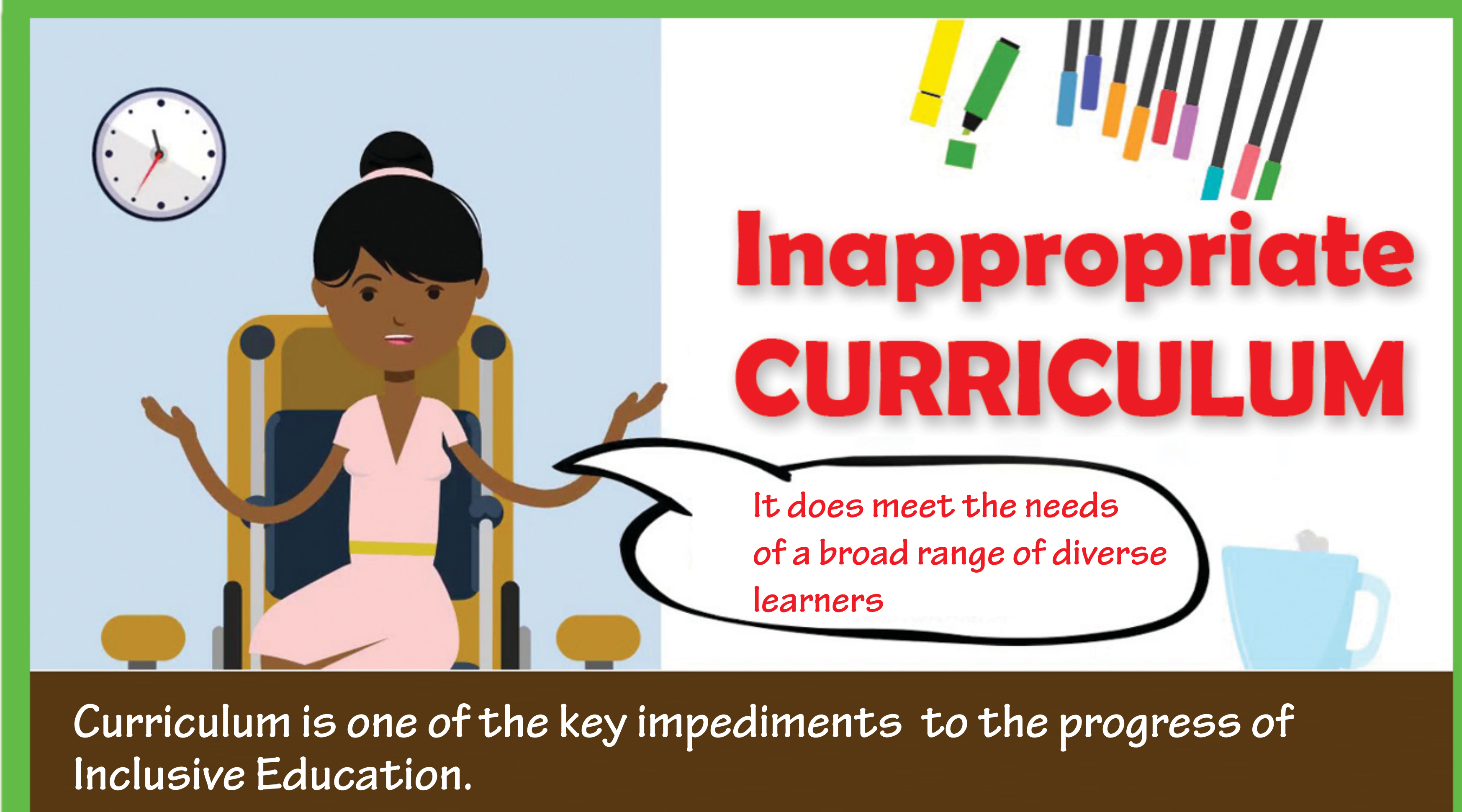


INCLUSIVE
CLASSROOMS
support the
ABILITIES
and recognize the
POSSIBILITIES
of all students.



the time for **INCLUSION** is now

Our HUMAN FAMILY is COMPLETED when everyone is INCLUDED.



the time for **INCLUSION** is now

The Biggest Barriers **TO INCLUSIVE EDUCATION**

Despite the benefits, there are still many barriers to the IMPLEMENTATION of Inclusive Education

LEADERSHIP



Lack of vision and support for a shared understanding through dialogue, resources, or skills development

ATTITUDES/ BELIEFS



An unwillingness to embrace a philosophy of INCLUSION or to CHANGE existing practices.

CURRICULUM



A rigid curriculum that does not allow for experimentation or the use of different teaching methods, or that don't recognize different styles of learning.

INSTRUCTIONAL PRACTICES



An inadequate understanding of general education practices and how students with disabilities can participate in general education instruction while providing specialized instruction in unique education goals.

PROFESSIONAL DEVELOPMENT



An absence of adequately skilled personnel and a limited investment in training for professionals to assist them in learning and implementing inclusive practices

PHYSICAL BARRIERS



Economically-deprived school systems, especially those in rural areas, and poorly cared-for buildings that restrict accessibility.

RESOURCES



Funding shortages for materials, equipment, and technology as well as barriers resulting from overcrowded facilities and inadequate time for planning and collaboration between staff members.

EDUCATOR PREPARATION



A disconnect between university course content and program focus on the skills and knowledge required to teach students with disabilities in general education classrooms successfully.

ORGANIZATION



Education systems are rarely conducive to positive change and initiative when decisions come from the school system's high-level authorities whose initiative focus on employee compliance more than quality learning.

STANDARDIZED ASSESSMENTS

The increased emphasis on accountability measures like standardized assessments for all students coupled with many policymakers not understanding or believing in inclusive education prevents it from moving forward in a meaningful way.