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EDUC 280
Inclusion

Inclusion, in regards to special education and students with disabilities, is giving opportunities in general education to the students with disabilities to learn together with all non-disabled students in the classrooms. However, inclusion does not merely mean to place the students with disabilities in general education classes and then it helps them. The inclusion process must integrate essential change in the school or classroom community to support and address the individual needs of each student. Additionally, successful representations of inclusion in the classroom do not only benefit students with disabilities, but they also create an environment in which every student, which includes the students who do not have disabilities, to have the opportunity to succeed in school.

Moreover, probably one of the most important aspects of inclusion, is that there are no two students alike. So, inclusion gives a great base for creating opportunities for students to learn and later be assessed in a multitude of different ways. Teachers in schools who implement inclusion, will then have a wide range of different ways to teach the curriculum, which allows every student to grasp the material and comprehend it. While this inclusion technique enriches the way a teacher provides accommodations and support for the students with disabilities, it also expands the educational involvement of all students. Just because two students are non-disabled students, does not mean that they learn exactly the same way. For example, one student might learn better through visual learning, while another learns through hands on learning. So, with having a diversified classroom, it allows all students to have a better experience.

Furthermore, inclusion in the classroom needs make sure each student can have access the full curriculum. With so many assessment tests, and more accountability put on teachers for student's success, it is very important for teachers to make sure that every student is addressing the suitable objectives and standards throughout the entire curriculum. In order to make sure all the students are meeting their respected standards, a supportive environment for all students will have to be created; a classroom will look like this through inclusion. It is obvious by observation how these inclusion environments will help students with disabilities and the ELL students; however, these inclusive classrooms will also challenge the talented and gifted learners. Inclusion is not just focused on the students with disabilities, but also those students on the other end of the spectrum that need accommodation to further their education and learning.