Preschool inclusive placement benefits (adapted from Wolery & Odom, 2000)

| **To children with disabilities** | **To children** **without disabilities** | To families | To direct service staff | **To administrators** |
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| * Experiencing a more stimulating environment with a broader range of learning experiences.
* Forming a wider circle of friends.
* Serving as role models.
* Learning to be more independent and to rely more on peers instead of teachers.
* Learning age-appropriate social and play skills.
* Acquiring developmentally advanced skills.
* Exhibiting higher levels of social participation.
* Having opportunities for the child to be assessed in the natural environment.
 | * Having more chances to be leaders, teachers or role models, thereby increasing their self-confidence.
* Making normal or greater than expected developmental progress.
* Learning to appreciate the similarities and differences between people at an early age.
* Developing favorable attitudes and increasing their comfort level around people with disabilities.
* Becoming sensitive to the needs of people with disabilities.
* Having opportunities to form friendships with children with disabilities.
 | * Having opportunities to see that many of their children’s behaviors are typical of most children.
* Gaining a broader view and new perspective of their children’s abilities and needs.
* Having opportunities to become acquainted with other families, participate in the same activities and feel more a part of the community.
* Promoting community acceptance of children with disabilities.
* Learning and developing positive attitudes about individuals with disabilities.
* Opportunities for teachers and families to view specialized learning as something that occurs during non-therapy times, in non-therapy places and with people other then therapists.
 | * Feeling successful in meeting new challenges.
* Cooperating with a wider circle of teachers and specialists.
* Adopting fresh approaches to teaching.
* Individualizing instruction for all students.
* Adapting to different student learning styles.
* Developing a collaborative professional support system.
* Making significant changes in the life of a child with disabilities as well as others in the classroom.
* Opportunity to work with specialist and receive expert advice on working with children with disabilities.
* Opportunity to participate in the IEP planning and to gain knowledge of all goals and strategies.
* Additional adult support provided in the classroom.
 | * Providing more cost-effective programs by educating children with and without disabilities in an inclusive program rather than in the dual systems of education.
* Having increased classroom and staff resources.
* Improving staff skills through in-service and modeling.
* Having more flexibility in programming by offering a greater number of placement options from which IEP teams can choose for children with disabilities.
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