

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

<b>To children with disabilities</b>	<b>To children without disabilities</b>	<b>To families</b>	<b>To direct service staff</b>	<b>To administrators</b>
<ul style="list-style-type: none"> <li>• Experiencing a more stimulating environment with a broader range of learning experiences.</li> <li>• Forming a wider circle of friends.</li> <li>• Serving as role models.</li> <li>• Learning to be more independent and to rely more on peers instead of teachers.</li> <li>• Learning age-appropriate social and play skills.</li> <li>• Acquiring developmentally advanced skills.</li> <li>• Exhibiting higher levels of social participation.</li> <li>• Having opportunities for the child to be assessed in the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Having more chances to be leaders, teachers or role models, thereby increasing their self-confidence.</li> <li>• Making normal or greater than expected developmental progress.</li> <li>• Learning to appreciate the similarities and differences between people at an early age.</li> <li>• Developing favorable attitudes and increasing their comfort level around people with disabilities.</li> <li>• Becoming sensitive to the needs of people with disabilities.</li> <li>• Having opportunities to form friendships with children with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Having opportunities to see that many of their children's behaviors are typical of most children.</li> <li>• Gaining a broader view and new perspective of their children's abilities and needs.</li> <li>• Having opportunities to become acquainted with other families, participate in the same activities and feel more a part of the community.</li> <li>• Promoting community acceptance of children with disabilities.</li> <li>• Learning and developing positive attitudes about individuals with disabilities.</li> <li>• 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 than therapists.</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling successful in meeting new challenges.</li> <li>• Cooperating with a wider circle of teachers and specialists.</li> <li>• Adopting fresh approaches to teaching.</li> <li>• Individualizing instruction for all students.</li> <li>• Adapting to different student learning styles.</li> <li>• Developing a collaborative professional support system.</li> <li>• Making significant changes in the life of a child with disabilities as well as others in the classroom.</li> <li>• Opportunity to work with specialist and receive expert advice on working with children with disabilities.</li> <li>• Opportunity to participate in the IEP planning and to gain knowledge of all goals and strategies.</li> <li>• Additional adult support provided in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing more cost-effective programs by educating children with and without disabilities in an inclusive program rather than in the dual systems of education.</li> <li>• Having increased classroom and staff resources.</li> <li>• Improving staff skills through in-service and modeling.</li> <li>• Having more flexibility in programming by offering a greater number of placement options from which IEP teams can choose for children with disabilities.</li> </ul>