## **Benefits of Inclusion**

# Children with Disabilities

- 1. They are spared the effects of separate, segregated education-including the negative effects of labeling and negative attitudes fostered by lack of contact with typically developing children.
- 2. They are provided with competent models that allow them to learn new adaptive skills and/or learn when and how to use their existing skills through imitation.
- 3. They are provided with competent peers with whom to interact and thereby learn new social and/or communicative skills.
- 4. They are provided with realistic life experiences that prepare them to live in the community.
- 5. They are provided with opportunities to develop friendships with typically developing peers.

# Children Without Disabilities

- 1. They are provided with opportunities to learn more realistic and accurate views about individuals with disabilities.
- 2. They are provided with opportunities to develop positive attitudes toward others who are different from themselves.
- 3. They are provided with opportunities to learn altruistic behaviors and when and how to use such behaviors.
- 4. They are provided with models of individuals who successfully achieve despite challenges.

#### Communities

- 1. They can conserve their early childhood resources by limiting the need for segregated, specialized programs.
- 2. They can conserve educational resources if children with disabilities who are mainstreamed at the preschool level continue in regular as compared to special education placements during the elementary school years.

### Families of Children with Disabilities

- 1. They are able to learn about typical development.
- 2. They may feel less isolated from the remainder of their communities.
- 3. They may develop relationships with families of typically developing children who can provide them with meaningful supports.

### Families of Children Without Disabilities

- 1. They may develop relationships with families who have children with disabilities and thereby make a contribution to them and their communities.
- 2. They will have opportunities to teach their children about individual differences and about accepting individuals who are different.

Wolery, M. and Wilbers, J. (Eds). (1994). *Including children with special needs in early childhood programs*. Washington, DC: National Association for the Education of Young Children.