

BENEFITS OF INCLUDING ALL CHILDREN TOGETHER

Adapted from Virginia's Guidelines for Early Childhood Inclusion, Virginia Department of Education, 2018 & Wolery & Odem, 2000

Research shows educating children with their nondisabled classmates provides benefits to everyone involved!

Children with and without Disabilities

- Broader play and learning experiences leads to more positive growth in academic and social-emotional skills.
- Equal opportunities to have a wider circle of friends and to learn age-appropriate social skills.
- Improved development across domains e.g., social-emotional, communication skills.
- Benefit from the supports provided by teachers with different training and expertise.
- Increased sense of belonging.
- Develop compassion, patience, and appreciation of differences.

Families

- See that their children can be friends with children with and without disabilities.
- Have more opportunities to connect with other families and participate in their community.
- Are better able to see their child's abilities and help them reach their potential.
- See their child learn and participate in typical programs and activities.

Professionals

- Learn and develop new strategies, skills and abilities to adapt to different student learning styles.
- Develop higher expectations for all students.
- Gain an increased focus on how to individualize supports.
- Increased collaboration and flexibility among staff to meet the needs of all students.
- Providing more cost-effective programs.

Early childhood inclusion leads to inclusion in all facets of society throughout the life course.

Policy Statement On Inclusion Of Children With Disabilities In Early Childhood Programs, 2015, US Department of Education and US Department of Health and Human Services

MYTHS & FACTS OF INCLUDING CHILDREN WITH AND WITHOUT DISABILITIES

Adapted from [Virginia's Guidelines Early Childhood Inclusion](#), Virginia Department of Education, 2018 & [Inclusion International's Myths and Misconceptions Fact Sheet](#)

Children with disabilities need special classes to "get ready" for an inclusive program.

FACT: Inclusive high-quality early childhood programs "get ready" to serve all children.



Expectations for all children will be lower if children with disabilities are in the same class.

FACT: Inclusive high-quality early childhood programs set high expectations for every child.



Most preschoolers with disabilities need one-to-one support.

FACT: Many children with disabilities need the same help provided to other preschoolers in a variety of ways.



Inclusion hurts students without disabilities because the teacher is too busy with the students with disabilities.

FACT: Teachers develop and use teaching strategies that engage students in a variety of ways and preparing teachers to include students with more significant disabilities helps improve the quality of education for all students.

Learn more: [A Summary of the Evidence on Inclusive Education, Institute Alana](#)
[Debunking Myths about Inclusive Education for Students with the Most Significant Cognitive Disabilities, TIES Center](#)

PEATC's mission focuses on building positive futures for Virginia's children by working collaboratively with families, schools, and communities to improve opportunities for excellence in education and success in school and community life.



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