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. |