



Paraprofessionals In the Inclusive Classroom Course Myth to Truth Activity

1. Cut apart and match or draw lines from the myth to the corresponding truth statement.
2. Check your work during the presentation.

<i>Myths</i>	<i>Truth Statements</i>
Inclusion means that all students will receive all their instruction in the general education classroom. Often stated as “we are implementing inclusion so there are no traditional “pull-out” options available at our school.”	”All” indicates decisions regarding an entire group of students. This type of decision violates IDEA regulations and state and district guidelines that require individualized decisions. If a student requires services in a setting other than the general education classroom, these services must be provided.
Inclusion means all special education teachers will become co-teachers with their general education colleagues.	There are many support options for students in the general education classroom. If special education staff members are a part of that service delivery option, they may provide co-teaching or they may provide less formal roles in in-class support. Co-teaching models can be more support than is needed by a student and/or his teacher.
Inclusion means teachers will have to “water down” the curriculum due to the increase of diverse learners in their classrooms.	Educators are charged with ensuring “access to and opportunity to progress in the general education curriculum”. Instead of “watering down” the curriculum, teachers should be able to bring learning within the reach of most students through such strategies as differentiated instruction, flexible grouping, and use of instructional scaffolding or accommodations.
Inclusion means schools will find it difficult or impossible to meet state accountability standards.	No Child Left Behind (NCLB) was enacted to improve the achievement of all students and requires that students with disabilities, as a member of a designated subgroup under this legislation, must participate in and perform to set standards on State tests administered for this purpose. Inclusive education is one mechanism for increasing the quality and impact of instruction so that children with disabilities can be successful too.
Students with disabilities can best be educated in separate classrooms where their specifically trained teachers can follow a remedial approach.	Inclusive practices increase instruction in the general education classroom which results in increased student access to the general education curriculum, to appropriate supplementary aids and supports, to higher expectations, and to age-appropriate role models, which correlates to improved performance.
Inclusion is a fad and will disappear soon.	The basic language of least restrictive environment contained in the Individuals with Disabilities Education Act has never varied since 1975 and the passage of Public Law 94-142. Each successive redrafting of IDEA contains the same words and requirements. This many years of consistent legislation and supporting court cases does not equal to a “fad.”
Inclusion means that all elementary special education students receive reading interventions.	Individualized decision-making determines if interventions are appropriate. No single program or service is an automatic decision for all students.

