

Ideal vs. Pseudo Inclusion

Use the following table to keep on track with inclusion do's and don'ts. Space is provided at the end to add your own ideas of ideal and pseudo inclusions.

| Ideal Inclusion | Pseudo Inclusion |
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| Teachers honor students' instructional levels by giving them academic work that is within their zone of proximal development. | Assignments are standardized, despite students' prior knowledge or differing instructional, independent, and frustration levels. |
| Instructional goals, methods, and materials vary to match students' strengths and the data that reveal academic levels. | Identical instructional goals, methods, and materials are given to the entire class, regardless of data. |
| Students are inconspicuously part of the class, without being singled out as being different or less competent than their peers. | It is obvious who the included kids are by where they are seated and how they are treated by the teachers. |
| All students are integral parts of the classroom, both socially and academically. | There are limited times when students with disabilities socially or academically participate in the age-appropriate activities with their peers without disabilities. |
| Teachers share responsibilities with planning, instruction, and assessments. | The general education teacher is the main teacher, while the special educator has minimal input with the lessons. |
| Ongoing collaboration exists between administrators, school staff, families, and students. | Administrators, school staff, families, and students rarely share philosophies and objectives. |
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