

Ideal Versus Pseudo Inclusion

Use the following table to track inclusion dos and don'ts. Use the blank spaces to add your own ideal and pseudo inclusions.

Ideal Inclusion	Pseudo Inclusion
Teachers honor students' instructional levels by giving them academic work within their zone of proximal development.	Teachers standardize assignments, 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.	The teacher uses identical instructional goals, methods, and materials for the entire class, regardless of data.
Students are inconspicuously part of the class, without being singled out as being different, less, or more competent than their peers.	It is obvious who the included students are by where they sit and how the teacher treats them.
All students are integral to the classroom, both socially and academically.	There are limited times when students with disabilities socially or academically participate in 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 among administrators, teachers, other staff, families, and students.	Administrators, teachers, other staff, families, and students rarely share philosophies and objectives.