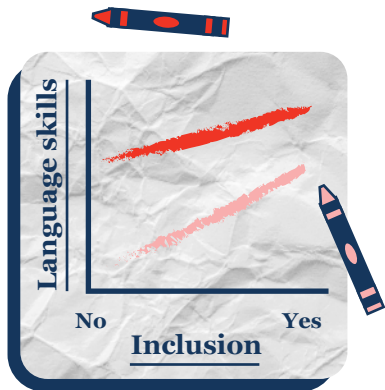


Benefits of Preschool Inclusion

Meaningful inclusion means all children in the classroom can **access, participate in, and learn from** classroom activities, regardless of whether they have disabilities.



Being in an inclusive classroom **narrows the language skills achievement gap** between children with and without disabilities by 60%.¹

Inclusive classrooms also lead to **cognitive and developmental gains** for children with disabilities, allowing them to be more prepared to succeed in kindergarten.



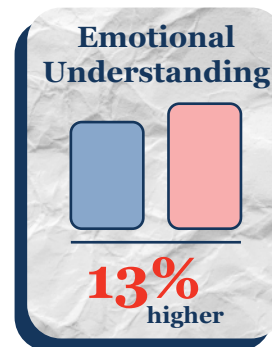
Inclusive classrooms performed significantly better on the Early Childhood Environment Rating Scale (ECERS) than segregated classrooms, demonstrating **inclusive classrooms are generally higher quality learning environments for all children.**⁴



5X more likely to graduate

Children with disabilities are **5 times more likely to graduate from high school** on time if they are in inclusive classrooms, compared to their peers in segregated classrooms.²

Inclusive preschool programs as well as inclusive preschool classrooms in public school districts are **less expensive** than segregated programs or classrooms.³



Inclusion **benefits all children**, including those without disabilities. For example, children without disabilities in inclusive settings had **emotional understanding** scores 13% higher and **social acceptance** scores 19% higher than their peers who did not interact with children with disabilities.⁵

¹ Justice, L.M., Logan, J.A.R., Lin, T., & Kaderavek, J.N. (2014). Peer effects in early childhood special education: Testing the assumptions of special-education inclusion. *Psychological Science*, 25(9), 1722-1729.

² Schifter, L.A. (2015). Using survival analysis to understand graduation of students with disabilities. *Exceptional Children*, 14402915619418. <http://doi.org/10.1177/0014402915619418>

³ Odom, S.L., Parrish, T., & Hikido, C. (2001). The costs of inclusion and non-inclusive special education preschool programs. *Journal of Special Education Leadership*, 14, 331-41. ; Odom, S.L., Hanson, M.J., Lieber, J., Marquart, J., Sandall, S., Wolery, R., ... Chambers, J. (2001). The costs of preschool inclusion. *Topics in Early Childhood Special Education*, 21, 46-55.

⁴ Diamond, K.E. (2001). Relationships among young children's ideas, emotional understanding, and social contact with classmates with disabilities. *Topics in Early Childhood Special Education*, 21, 104-113.

⁵ Buysse, V., Wesley, P.W., Bryant, D., & Gardner, D. (1999). Quality of early childhood programs in inclusive and noninclusive settings. *Exceptional Children*, 65(3), 301-314.