Achieving Inclusion:

What Every Parent Should Know

When Advocating For Their Child

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ONE FAMILY'S EXPERIENCE

"The family's vision was clear. Nate would go to school in his neighborhood with the same friends with whom he ran through the sprinklers. Nate's family wanted him to learn to read, make friends, and love school. The IEP team supported this vision until Nate entered high school.

During his transition meeting from middle to high school, the principal informed Nate's parents that he would now be attending the "life skills program." This information shocked the family; why should Nate's placement be changed when he had done so well in the general education classroom? The principal responded, "This is where students with Down syndrome are most successful. We focus on navigating the community and learning functional skills…" Dissatisfied with these reasons, Nate's parents began learning how they could work with the IEP team to continue to support Nate's successful participation in the inclusive classroom.

Over a series of IEP meetings, the family carefully laid out their vision for Nate's high school education, his desire to attend college, and the successful modifications from his middle school years. The team was reluctant, but after several hours of discussion about the importance of Nate receiving his education in the general education classroom, they agreed to support his inclusion. Nate is now a junior taking biology, creative writing, home economics, and world history alongside his peers."

It is significant to think about the alternate course Nate's education could have taken had his parents not been persistent in their advocating efforts.

Had Nate's family accepted the initial recommendation of the school, Nate would not have had access to the general education curriculum. He would not have read *The Scarlet Letter* and been able to share his thoughts on it with friends. He would not have dissected a shark or learned to make a taco salad for his classmates. He might not have learned to open his locker in the junior hall. At Nate's high school, he would not have been able to enter the school through the same door as students without disabilities.

Nate's story is a wonderful testimony to the benefits of an inclusive education. It also provides a great example of the important role parents play in the special education process. Nate's parents had a vision for Nate—that he be educated alongside his peers— and they remained focused on that vision. Whether you are at the beginning of advocating for an inclusive placement for your child with special needs, or are "so close" to realizing that dream, this document is for you. In the following pages, you will discover what inclusion is, why it's important, and what you can do to achieve it for your child.

What is Inclusion?

In the past, when the term special education was used, a special place (a room or school) came to mind. This notion is rapidly changing. Special education is no longer limited to a specific location. It has been established that all children—even children with autism, severe disabilities, and emotional or behavioral disabilities—learn best in classroom settings with their general education peers (Causton-Theoharis & Theoharis, 2008; Peterson & Hittie, 2002). The law has deemed that special education services are portable services that can be brought directly to individual children (Roncker v Walter (1983). When students with disabilities are educated primarily in general education settings, this is called **inclusive education**.

Many definitions of inclusion exist. We borrow from the work of Norman Kunc (1992) who defined inclusion as:

> …*the valuing of diversity within the human community. When inclusive education is fully embraced, we abandon the idea that children have to become "normal" in order to contribute to the world…and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging.* (pp. 38-39)

Kunc (1992) goes on to describe that inclusion is not only a philosophy, but it is also a schedule where no student engages in "pull out" or alternative activities to the extent that disruptions in peer relationships occur. Inclusion is also a rich and engaging curriculum. It is a teaming process in which all staff work in coordination. Finally, it is a classroom climate that embraces diversity, fosters a sense of social responsibility, and supports positive relationships.

What Does the Research Say About Inclusion?

Inclusion is not just a "feel-good" experience supported by positive anecdotes and stories—it is an educational practice that is well-supported by research. Studies show that inclusion benefits not only the student with special needs, but the entire school community as well. Research supports the following benefits of inclusion:

Inclusion benefits all students in the classroom: Research in the field of special education has consistently shown the benefit of educating students with and without disabilities together (Baker, Wang and Wahlberg 1994; Fisher, Pumpian, & Sax, 2000; McDonnell, Thorson, Disher, Mathot-Buckner, 2001; Waldron and McLeskey, 1998).

Inclusion increases the rate of learning. Both the IEP goals and academic learning in the general education curriculum are achieved at a greater rate when students are educated in an inclusive classroom (Causton-Theoharis & Theoharis, 2008). Additionally, students with disabilities learn to negotiate social situations in inclusive classrooms.

Including students with disabilities in the general education classroom strengthens the classroom as a whole. Research has shown that when students with disabilities are included, teachers work to create strength-based classrooms, increase students' access to resources and technology, implement differentiation, and teach skills of collaboration and interdependence (Kasa-Hendrickson & Ashby, 2009). When students with disabilities are included not only does achievement rise, but learning opportunities are strengthened for all (Causton-Theoharis, Theoharis, Bull, Cosier, Demph-Aldrich, in press).

What Questions
Do Parents Often Ask About Inclusion?

Parents often have misconceptions about what inclusion will look like for their child.

They wonder:

- Will my child be able to participate meaningfully in class?

- Will he be able to keep up with the other students?

- How will his day be structured?

And many more.

The following Q&A will help you answer some of the most common questions parents ask about inclusion.

? **Does my child have to keep up with the class in order to be included?**

No. A common misperception about inclusion is that students must "keep up" or perform at grade level in their academic work. Students with disabilities are not required to perform at grade level to be included in the general education classroom. Through the use of modifications, students can engage with content in different ways with different materials and supports than other students receive. For example, for a student who is reading at the 2nd grade level in high school English the teacher can simply change the format for how he receives written information. He can read material with a partner or access it digitally via an audiobook on a computer and can still engage in the discussion of content alongside his peers. Reading at a different grade level is simply an issue of access to printed material, but engaging with the content is where meaningful learning occurs.

? **What does inclusion look like in the classroom?**

In Mrs. Procopio's first grade class, instead of memorizing a printed list of spelling words each week, the students came to the rug and brainstormed a list of words based on a particular chunk. One week the spelling chunk was "ide". The student-generated list of words included: hide, pride, slide, tide and ride, ideology, abide and confide. The students then selected words that would challenge them for the week. The students selected between four and eight words they would be studying. This allowed for easy differentiation, both for students who might struggle with the content and for those who needed more of a challenge. To be truly inclusive, "[students with disabilities] do not need to engage in the curriculum in the same way that students without disabilities do; and they do not need to practice the same skills that students without disabilities practice. Learners need not fulfill any prerequisites to participate in inclusive education." (Kluth, Villa & Thousand, 2008 p. 4).
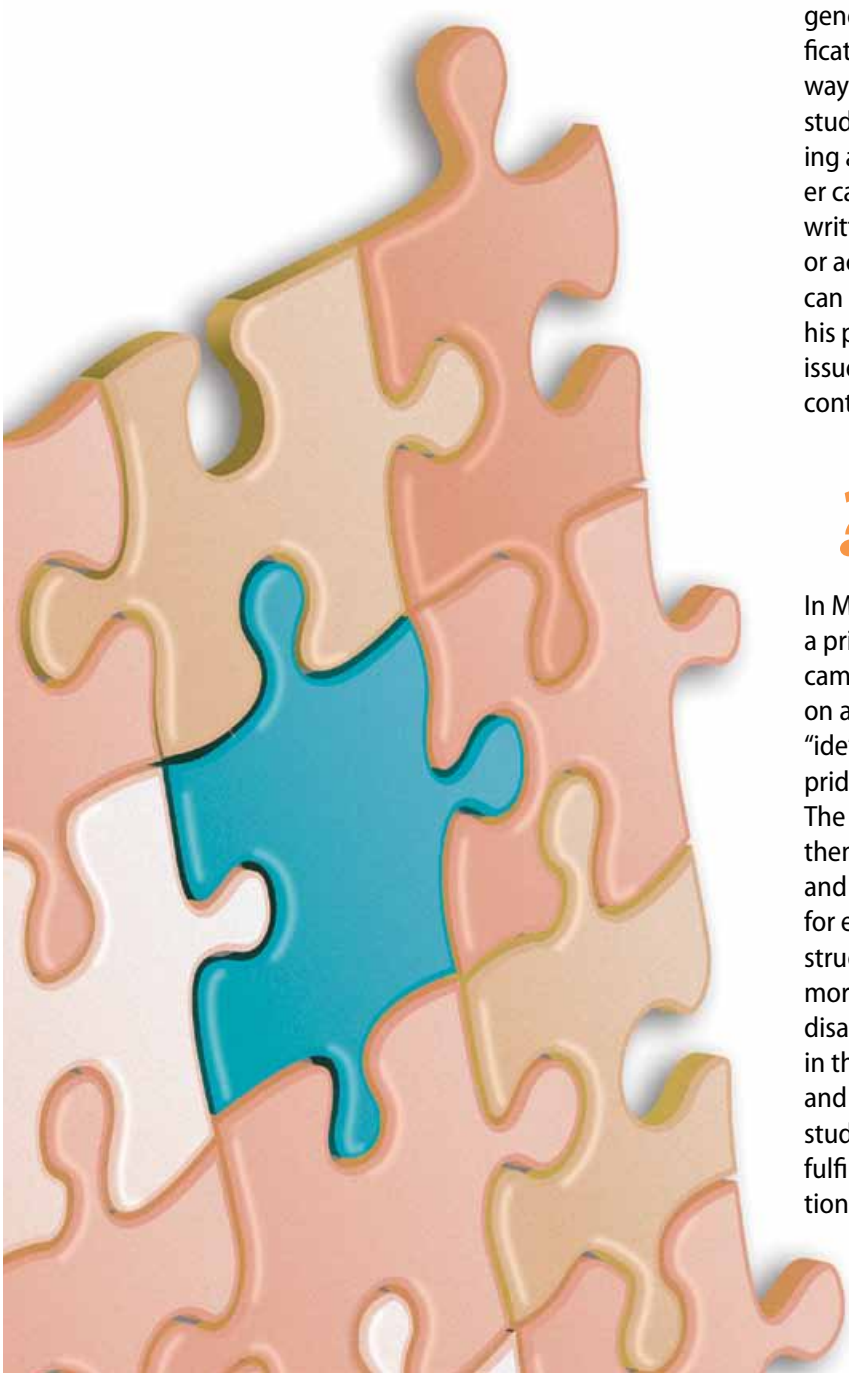
? Will my child need paraprofessional support to meaningfully participate in the classroom?

Participation in general education does not automatically mean that a student needs an adult assigned to them to support their access to instruction. The responsibility for adapting instruction and activities is the collaborative responsibility of the general education teacher and the special education teacher, not a paraprofessional. Together these professionals design activities and materials that will insure that the student is able to gain skills and meaningfully participate in the general education setting. The IEP team, including the parents, must consider the full range of supplementary aids and services in designing the educational program for the child. The Oberti decision (1992) includes reference to four specific supplementary aids and services that Local Education Agencies (LEAs) must consider: modified curriculum, teacher training, effective behavior support, and the provision of an aide, if necessary. As part of the decision making, the team may decide that the support of a paraprofessional is needed for some of the day, all of the student's day, or not at all. Sometimes support for the student can be provided by peers or related service personnel, such as a speech and language therapist or an occupational therapist.

? If my child is included, does he need to be in the general education setting all day long? Is it "all or nothing"?

Not all kids are the same. The IEP team must discuss measurable annual goals for the student based on his present levels of academic and functional performance and strengths and needs. Once the specific goals are designed by the team, they discuss what supplementary aids and services the student needs to ensure his success. Finally, the team discusses the setting where the instruction will occur. They may decide the student needs to spend some of the day or all of the day in the general education setting. It is a team decision based on the individual needs of the student. The beginning assumption should be that the student will have access to the general education curriculum with the needed supplementary aids and services. Children with disabilities do not need to "earn" the right to an inclusive education.

? What about extracurricular activities? Can my child also be "included" in the after school activities with general education students?

Children with disabilities have the right to participate in extracurricular and nonacademic activities with their nondisabled peers. The IEP can describe what related services are needed to support their participation. This is a very important part of the school experience and it can provide excellent opportunities for the development of friendships.

? How will my child be graded? What if he gets poor grades in the general education setting since he may not be "on grade level"?

A student with an IEP is graded on his progress towards specific goals. Given the necessary supplementary aids and services, the student should make progress toward those goals in the general education setting. If the report card shows poor grades, the team may need to meet to discuss and review the instructional strategies, supplementary aids and services, and the progress monitoring data.

What Can Parents do to Facilitate Inclusion for Their Child?

As members of the IEP team, parents play a key role in advocating for the needs of their child.

They need to be "informed decision-makers" and fully participate in the planning process. What follows is a list of strategies to try when advocating for inclusion. Within each school district, school contexts differ and political climates vary. Therefore some of these ideas will work and others will not, depending on the members of your child's educational team. However, this list can be a starting point for helping your child's educational team include him in the context of the general education classroom.

Each ▶ **Key Point** includes some ▶ **Strategies** you can try.

▶ Articulate Your Vision (Long Term Goals: Your measure of success)

Initially, you should be very clear about what you want for your own child and carefully articulate that vision in writing. One family believes strongly that their daughter should be included. So together, they crafted the following vision statement:

> Our ultimate vision for Andrea is that she is educated alongside her general education peers for the entire school day. We want her to be included in every aspect of schooling. This means she is with her peers for lunch, recess, and special area classes, but more importantly, with them in all academic subjects with the appropriate supports. We want her support services to be brought directly to her and delivered seamlessly in the general education class. We view Andrea as an important member of her school. Therefore, we want her to be engaged as an integral part of the classroom and school community at every turn.

After writing a family vision statement, your next step is to share it with your child's school team. You could email it to the team at the beginning of the year, read it aloud at an IEP meeting, send it to the school in a letter format or ask that it be included in the present level of performance section in your child's IEP.

▶ Strategies for Developing a Vision

> Have a MAPS (McGill Action Planning System) meeting.
> See www.mcie.org/docs/publications/ AllInclusiveIssue2.pdf
> to begin crafting a vision of hopes and dreams..

> Ask your child and their friends to talk about or write what they think would make up a perfect school year or day for your child.

> Create an attractive handout with a picture of your child and your family's vision statement and hand it out at the beginning of the IEP meeting.

> Ask teachers, paraprofessionals, and related service providers about their vision for your child.

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▶ Learn What is Happening

Look at the current IEP and learn how much time your child is in the general education classroom. Legally, the IEP needs to state how much time each student is educated outside the general education classroom, with a rationale. Some questions to ask your educational team are:

- "How much time is my child spending with peers without disabilities?"
- "How many hours/minutes a day is my student included in the classroom?"
- "Is my child ever removed from the general education classroom because of his/her behavior, or sensory needs?"
- "Can you show me the data taken on the amount of time my child is removed from the classroom?"

Obtaining this information can help you identify potential improvements to the schedule.

▶ Strategies to Learn What is Happening

To learn what is happening you can ask to observe your child in the classroom and while at recess.

Use back and forth books, email, and phone calls to request information on your child's schedule

Based on the information the team has shared, offer ideas for how to increase time spent in general education. For example, can your child be allowed to stand and move in the classroom instead of being removed for a break? Or can the g-tube feeding happen at lunchtime or during math while the student is listening to whole group instruction?

Ask about co-teaching strategies where the special education teacher would team up with the general education teacher to teach all students in the general education classroom.

▶ Work With the Team

Start with strengths. You know your child the best. Making sure the IEP team learns about your child and remains focused on their strengths instead of weaknesses can help ensure the type of educational placement you want. Ask yourself:

- "What skills and strengths does my child have that will help him learn and develop social relationships?"
- "How can those strengths and skills be utilized to help my child learn in the classroom?"

Some parents have put together a strength and strategies profile (Kluth & Diamon-Borowski, 2005) to help their team members see what is possible. See Table 1 (page 13) for a sample Strengths and Strategies Profile.

▶ Strategies to Work More Effectively with the Team:

One parent brought a five-minute video clip focused on how Sam is successful in everyday aspects of his life, despite being legally blind. Seeing this student play baseball and cook with the family helped the team recognize more possibilities.

Another avenue for doing this is to let the school know how your child is included in a summer camp, a religious group, or an after school art club—this may help the team see this student in a different light.

Share the many successful strategies that you use to work through challenging times when you are at home or out in the community.

▶ Support the Team to Learn Best Practice

Sometimes the school is willing but not prepared to support students in inclusive classrooms. Encouraging the team to gain experience by observing successful inclusive classrooms can help.

While teams are learning more about how to include a child in the general education classroom, it is common for pull out services to be planned. Pulling students from the classroom can be quite detrimental to learning and social relationships. Instead of removing the student from the general education classroom to work on speech and language goals, consider having the particular goal met during reading language arts time with the support of the speech teacher. Or, instead of having a student work on a goal like learning to tell time in a resource room, have the student be responsible for the class agenda or schedule. Families can also share information and ideas for how services can be delivered in the general education classroom.

▶ Strategies to Support the Team to Learn Best Practice

It's important to learn best practices and utilize them in your advocacy.

Sharing articles, websites, or films with the staff can help build the capacity of the team. See Table 2 (page 13) for a bulleted list of such resources.

Request that the team receive professional development on the topic of inclusion can also be useful (See Individuals with Disabilities Education Act of 2004, § 300.704(b)(4)(i), (b)(40(xi)). In the IEP, training for staff can be listed under support for school personnel.

Lastly, as a parent, you can learn about the local experts on inclusion that may be able to provide your team with the necessary training to make this effort more successful.
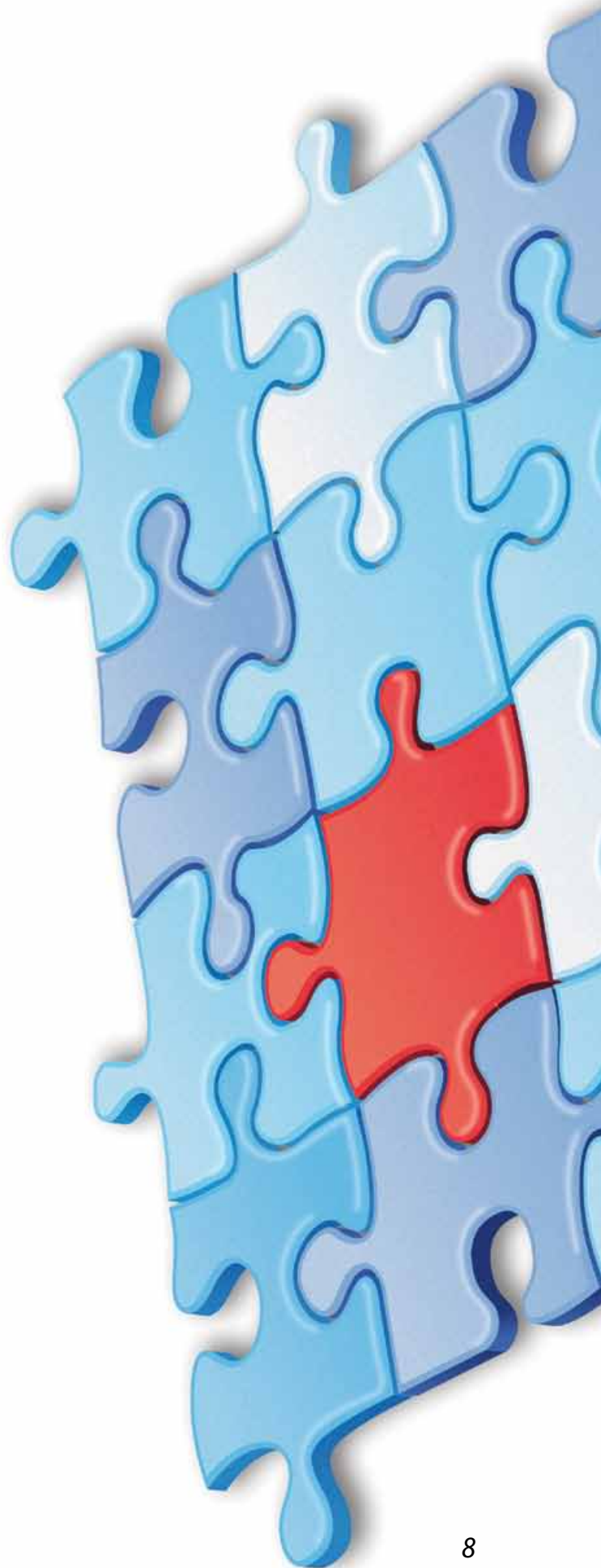
▶ Know the Law

The most important language in the law you should know to support inclusive practices comes from the federal law governing special education (IDEA). The provisions for inclusion are found under the section entitled Least Restrictive Environment or LRE, which we will now review for you.

The term that is used in the IDEA to support inclusion is Least Restrictive Environment or LRE. The law stipulates that all students with disabilities have the legal right to be placed in LRE.

LRE means that, to the maximum extent appropriate, school districts must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as "supplementary aids and services," along with their nondisabled peers in the school they would attend if not disabled (IDEA, 2004).

Under LRE, the general education classroom is the first place to be considered for placing a student with a disability before more restrictive options are considered. And a child with a disability cannot be removed from a general education classroom merely to meet the needs of the school. (34C.F.R. 300.116 (b)(3)(e)). It is the responsibility of the IEP team to design and implement successful supplementary aids and services.

By law, educators must utilize all possible supplementary aids and services before determining if a student needs to leave the general education classroom. Table 3 (page 14) is a list and guide of the legal cases in placement decision that favor inclusion. This table is designed to provide some information about legal precedent in terms of inclusion, so you can learn more information as necessary.

▶ Strategies to Learn About the Law

Become familiar with supplementary aids and services and know how to request them.

- *Materials—large print materials, graphic organizers, use of computers, use of computer-assisted devices, communication devices, book stands, highlighter tapes, fidget toys*

- *Support strategies—preferential seating, peer tutors, taped lectures, reduced seat time, a note-taker, pre-teaching, use of a schedule or agenda, written directions*

- *Modifications—visual supports, word banks, reduced number of items, hands on models, pictures*

- *Assistance of a teacher or other professional with inclusive education training*

- *Training for the general education teacher, special education teacher, and paraprofessional*

▶ Plan an Inclusive IEP

Parents are members of the IEP team and, in this role, are an integral part of developing goals and sharing strategies that will support their child's goals. Careful planning for the IEP meeting is essential when designing the services needed to support your child successfully. Take your time when planning for the IEP. Outline goals you seek to achieve, then take the steps necessary to achieve those goals.

▶Strategies for Planning an Inclusive IEP

Share and gather resources. *As required by the IDEA, the school team must include the family's suggestions regarding the goals and the associated supports to achieve at the IEP meeting (see www.wrightslaw.com/idea/law/section1414. pdf). As Nate's family continued to plan for the IEP meeting, they let Nate's teacher know that they would submit their suggested goals to include in the IEP. They also brought a list of strategies that were most successful for Nate in previous years. In addition, they requested the teacher provide them a draft of the IEP one week prior to the meeting.*

Bring an ally. *Parents often describe IEP meetings, including the discussion of placement, as very difficult and painful. Nate's father informed us that when he initially asked that his child be included in the general education classroom, it was "the most difficult thing I had ever asked for in my life." Families have found it useful to have a friend or advocate sit next to them, take notes, share ideas, and help them process information. Be sure to choose someone who is comfortable being there, can communicate effectively, and who serves as a calm supportive presence for you during the meeting.*

Stay focused on placement. *When you are discussing your child's placement, you should keep the discussion focused on how the school can help your child be successfully included. Some handy phrases to have on the tip of your tongue might include:*

- *"Our number one priority is that she remains with her same age peers,"*

- *"Let's strategize about how that can happen in the general education classroom,"*

- *"That service seems portable… let's plan for how it can be brought to my child."*

- *"My child needs to be surrounded by other children who can model those skills."*

The underlying strategy above is to ask the team to work with you to figure out how to make inclusion work for your child. Inclusive placements have been successful for students with disabilities all over the country. Certainly more school districts can implement inclusive practices if they engage in the questions, "How can we make this work?" You may want to prepare responses to questions or comments that you anticipate may arise. In that way you may consult your notes and keep your comments productive and focused on the issue.

▶Help Write Inclusion Oriented Goals

A student's individual goals should be driven by the student's strengths and what the student and his family would like to accomplish over the course of the year. Goals should be individual and directed by the student's needs and should also assist in connecting the student to the general education curriculum and to their peers (IDEA, 20 U.S.C. 1414(d) 2004).

▶Strategies for Writing an Inclusive IEP

Get good at writing IEP goals

When drafting your child's IEP goals, be sure to consider how the goals can guide the team in working on academic and social skills in natural inclusive environments.

Make sure the goals:

- *Use supports and curriculum that are age-appropriate*

- *Lead to meaningful outcomes for your child*

- *Support learning the general education curriculum with peers*

- *Occur in natural settings and times throughout the day. For example, zipping practice can be done by taking a coat on and off before and after recess and social skills can be practiced in cooperative groups while learning science.*

Sample Goals:

- *While participating in 12th grade biology, Sophie will be able to name and describe four big ideas from each unit of study, with 80% accuracy for each unit.*

- *While working in cooperative groups with 2-4 peers without disabilities, Noah will successfully take turns 4 out of 5 times.*

▶ Celebrate Successes with the Team

A strong school/family partnership is critical to the success of children, and celebrating that success together can only strengthen the partnership. Be sure to recognize the instances of progress—no matter how small. If a meeting turns negative, ask the team to refocus on keeping things child-centered, positive, and productive. Be sure to thank people for their efforts and let them know they are appreciated.

When planning for inclusive placements the following questions may come up: "The child has below grade level reading skills, how will she participate?" or "The student does not speak, how will we know what he is getting out of class?" These questions can be great tools for problem solving. In response to these types of questions the team can take the opportunity to brainstorm responses by coming up with ideas for how to adapt the reading material, how to prepare and access audio books, how to utilize augmentative communication systems in the general education classroom, and how to collect observational and portfolio assessment data in order to know what a student is learning. With this type of brainstorming, the team can be well prepared to provide the types of accommodations and modifications needed for the student to successfully access and participate in the general education classroom.

▶ Strategies to Always, Always Celebrate Success!

Come to meetings with a bulleted list of school "successes" and read them off to begin each meeting.

Remember to share practices that are going well through emails, short chats in the hallway and also phone calls.

Share the progress you see in your child, both socially and academically.

Ask optimistic questions such as:

- *"How can we make that unit accessible?"*
- *"How can we learn to use peer supports?"*
- *"What scheduling changes could be made to create common planning time for the general and special education teacher?"*

What's the Best Way to Handle Disagreements?

Disagreements about LRE placement can be a very difficult situation. As we stated above, the first goal is to work collaboratively with the school. If you feel you have tried all you can, and the team has still not come to agreement about how to include your child, you may want to move ahead using different strategies. As parents, you can try many informal methods to solve the disagreement (i.e. writing a letter; requesting a conference with the teacher, principal, special education director, or superintendent). You may want to work together with other parents, or start a parent organization to bring a collective parent voice to the matter. However, at some point, a more formal option may become necessary. Your next step might be to consider the dispute resolution options under IDEA. These steps are:

- requesting mediation
- filing a due process complaint
- having a resolution meeting
- filing a state complaint

For more information about going further in the process, contact your local parent center at: *www.taalliance.org*. Additionally, you may wish to request the presence of legal representation at some point in the process.

Conclusion

> ### Inclusion isn't a practice that schools can choose to adopt or reject.

(Kluth, Villa, & Thousand, 2001)

It is a legally-supported, evidence-based practice that continues to show positive outcomes for students with and without disabilities in schools. Where a child is educated is one of the most important educational decisions a team can make. Parents are an essential component of that team. We are hopeful that parents can utilize these ideas to articulate a clear vision, and work in collaboration with their school team to advocate for their child to successfully achieve meaningful inclusion.

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Table 1: Sample Strengths and Strategies Profile

Strengths, Gifts, Interests, and Talents for Jordon	**Effective Strategies for Jordon**
• Loves to read and is a good reader	• Use text reading software or make sure that material is at reading level
• Great memory; remembers information about others after meeting them	• Highlight key points on text using highlighter tape
• Knows a lot of information about cars	• Focus on Jordon learning big ideas in science and social studies
• Is very interested in all areas of science	• Use buddy notes in all classes
• Loves to travel & has traveled all over the U.S.	• Color code notebook by subjects
• Is skilled at basic internet searches	• Dictate a story map prior to writing
• Enjoys working to help others	• Color code what will go 1st, 2nd, 3rd, etc.
• Loves school	• Use laptop and co-writer for all writing
• Likes PE and other physical games	• Practice math skills while working in the school store
• Enjoys swimming	• Use peer supports
• Works well with a schedule	• Teach in naturally occurring general education environments
• Interested in school clubs and sports	• Have high expectations
• Is a good public speaker and presents at conferences	
• Has many creative ideas for writing	
• Is interested in going to college	

Adapted from "Strengths and Strategies: Assessing and Sharing what Matters" by Paula Kluth & Michelle Diamon-Borowski (see www.paulakluth.com).

Table 2: List of Useful Resources for Encouraging Inclusion

Type of Resource	Name of Resource
Films	Including Samuel • Autism is A World • Educating Peter
Books	Kluth, P. (2003). "You're going to love this kid": Teaching students with autism in the inclusive classroom. Baltimore: Brookes
	Udvari-Solner, A., & Kluth, P. (2008). Joyful learning: Active and collaborative learning in the inclusive classroom. Thousand Oaks, CA: Corwin Press
	Sapon-Shevin, M. *Widening the Circle: The Power of Inclusive Classrooms*. Boston, MA: Beacon
	Causton-Theoharis, J. (2009). *The Paraprofessional's Handbook for Effective Support in the Inclusive Classroom*. Baltimore, MD: Brookes.
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	http://inclusiveschools.org • http://idea.ed.gov • www.taalliance.org • www.nichcy.org
Articles	Kluth, P., Villa, R., & Thousand, J. (2001, December/January). "Our school doesn't offer inclusion" and other legal blunders. Educational Leadership, 59, 24-27
	Causton-Theoharis, J. & Theoharis, G. (2008). Creating Inclusive Schools for ALL Students. *The School Administrator*. September, 24-30.
	Giangreco, M.F. (2004). "The stairs didn't go anywhere!": A self-advocate's reflections on specialized services and their impact on people with disabilities. In M. Nind, J. Rix, K. Sheehy, & K. Simmons, K. (Eds.) (pp. 32-42).

Brown v. Board of Education (1954)

Established that education must be made available to all on equal terms. Separate but equal is inherently unequal. Advocates for people with disabilities transferred this concept of equal opportunity to students with disabilities.

PARC v. Pennsylvania (1972)

The PARC plaintiffs argued that children with mental retardation could benefit from educational programs, and that these experiences did not have to be academic and could involve other training. Furthermore, the PARC plaintiffs argued that since the state provided students without disabilities a free education, the state could not deny students with mental retardation this same right.

Roncker v. Walter (1983)

This case challenged the assignment of students to disability specific programs and schools. The ruling favored inclusive, not segregated, placement and established a principle of portability. It is not enough for a district to simply claim that a segregated program is superior. In a case where the segregated facility is considered superior, the court should determine whether the services, which make the placement superior, could be feasibly provided in a nonsegregated setting (i.e., regular class). If they can, the placement in the segregated school would be inappropriate under the act (IDEA).

Daniel R.R. v. State Board of Education (1989)

In the case of Daniel R. R. v. State Board of Education (1989) the court decided not to follow the Roncker test and developed its own test. First, the court must examine whether, with the use of supplementary aides and services the child could be included in the classroom. Next, if the child could not be included, the court asks whether the child was mainstreamed to the maximum extent possible.

Sacramento Unified School District v. Rachel H. (1992)

Sacramento Unified School District v. Rachel H. In this case, the courts developed a four-part test: 1) the educational benefits from the regular classroom; 2) the non-academic benefits of interaction between students with and without disabilities; 3) the impact of the student with disabilities on the teacher and other children in the classroom; and 4) the cost of supplementary aids and services required for mainstreaming the student."

Rafael Oberti v. Clementon School District (1992)

Judge ruled that the school had failed to provide a student with supports, resources, and appropriate training to be placed in the inclusive setting. Placed the burden of proof for compliance with the law's inclusion requirements on the school district and state not the family. "Inclusion is a right, not a special privilege for a select few." (Federal Judge)

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