The child who should NOT be included in mainstream classes

under a full inclusion model

Before reading any further, fold your paper in half so that only the blue column is showing. Then consider the blue list, and ask yourself what kind of child these naysayers probably believe should NOT be included.

The child who:	
Can't learn anything, year after year, no matter how hard he tries	***because he's already learned it all several years ago, and could already easily ace the final exams in that Year level on Day One***
Is just treading water and making **no progress** in the mainstream class	***because the prescribed work is never challenging enough for him to make any progress***
Doesn't benefit from a teacher's well-intentioned attempts to **'differentiate'** the curriculum in a mainstream class	***because the research shows that differentiation doesn't 'work' for this kind of child unless students have been first ability-grouped***
Takes too much of the **teacher's time** away from others who deserve it more	***because he asks the teacher too many seemingly unrelated questions, and tries to make the teacher move on to new work before other children have properly mastered the current work***
Has a **negative** influence on the learning of the **other children** in the class	***because it is clear to other children that this child has already learned all the new work easily, and the others worry that perhaps they too should be able to do that***
Disrupts the class with **'bad' behaviour** and generally makes a nuisance of himself	***because the class is always so deadly dull and repetitive that engaging in 'bad' behaviour serves to (at least temporarily) break the monotony – and being sent to the Principal's office as punishment may be distressing, but at least it's more interesting than sitting in a classroom watching an adult try to teach other children things which this child already knows***
Has **few friends** and doesn't feel he belongs	***because his social-emotional age is closer to his mental age – and nowhere near the age of his similar-age classroom peers***
Has **no one to play with** at recess since his conception of the 'rules' of a game is usually so different from that of other children	***and those rules are so abstract and complicated that few other children could hope to follow them***
Is jealously viewed by other children as benefiting from **special privileges** and extra concessions which others don't enjoy	***because sometimes, just to get rid of him, the teacher allows him to work by himself on the computer, or to leave the classroom and go to the library***
Is often the object of **bullying** because he is seen as being 'different', or is seen as taking up more than his fair share of the teacher's attention	***because other children see it as 'fun' to bully the 'nerd' or the 'geek' or the academic award winner whom they find intellectually threatening***
Should be taught only by **teachers** with specialised expert **training** in his unique additional needs, not by the regular mainstream classroom teacher	***because the research shows that teachers with specialised training in meeting the needs of this kind of child do a better job with those children than teachers without***
Is so hard to teach that he prompts **teachers** to **quit** their jobs, or to apply for transfers to different schools which try not to accept this kind of child	***because teachers with no training or background in meeting the needs of such children erroneously believe that they are harder to teach, or that doing anything 'different' for them is elitist and unwarranted, and conflicts with our notions of 'equality' (under which everyone should always be treated exactly the same, regardless of needs and ability)***

Is not 'normal' and so should be removed and put into a **'segregated'** class or school with other similar children who are not 'normal'	***because the research shows that grouping children like this who are not 'normal' is better for the children and easier for the teacher***
Should be **isolated** from the other children in the classroom (eg, at a separate desk in a corner at the back) and should be told to complete work which is different to that being taught to the other children	***because at least then he would have some hope of learning something new each day, and would be free to independently work ahead in his workbooks without fear of being kept in at recess and told, "You are getting too far ahead of the others, so rub it all out."***
Might do better with **a teacher's aide**, but attracts no funding for the salary of such a person	***because, unlike disability, there is no legislation providing entitlements for this kind of child and no targeted funding for them at school***
Has **parents** who are a constant, advocating nuisance	***because the parents have had to learn to do that in order to get their child's needs addressed at school***
Is not wanted in the class by **other children's parents**	***because he serves as a constant reminder of what their own child cannot yet do, or because he wins all the academic prizes year after year, leaving none for their own children – and this discourages their own children from even 'having a go'***
Is often absent and often heard to say that **he hates school** and wants to quit	***because he fails to see the point of continuing to show up at school year after year and learn nothing***
Is destined to **never finish** Year 12 or go to uni	***because he will have already dropped out before the work starts to become challenging enough to justify staying around for Year 12***
Is every day just **wasting** the education department's [ie taxpayers'] **money** by taking up space in a class where he doesn't belong	***because he is taking up a place which is needed more by other children who are the appropriate age for that class, and because he should have already been moved up to a higher Year level so that he would graduate in fewer years and thus drain the system of less money overall***

Now, unfold the paper and read the blue and green columns together, and again ask yourself who the author is probably talking about.

Under a full inclusion model, the spurious reasons formerly and erroneously called upon to justify excluding students WITH disability ironically turn out to be the very same reasons that gifted students SHOULD be excluded. Full inclusion for children with disability effectively means neglecting the needs of a whole other group of children.

So then, it's not really 'full' inclusion at all, is it?