

**Is self- contained or inclusion the best model to meet the needs of Special
Education students?**

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Question: Is self-contained or inclusion the best model to meet the needs of Special Education students?

Rationale:

I have been a special education teacher for 11 years and during this time I have taught in a variety of settings and with a variety of students. Most of my teaching time has been spent teaching special education students in a self-contained setting. During my time teaching students in this setting, it made me reflect on how effective this model truly is for students with disabilities. It was apparent to me that these students miss out on educational benefits that have been proven to help students with disabilities, such as peer models and social interactions with typical peers.

I believe the inclusion special education model is considered more beneficial than a self-contained classrooms for students with special needs for several reasons. First and foremost, inclusion allows students with disabilities to be educated in the same classroom as their non-disabled peers, providing opportunities for socialization and collaboration that are not available in self-contained classrooms. Additionally, inclusion models can help promote positive attitudes toward diversity and disability, as students with disabilities become integrated members of their school community. Moreover, inclusion models can provide students with access to a wider range of academic and extracurricular opportunities, which can lead to better educational outcomes and long-term success. Overall, the inclusion special education model is a more inclusive, supportive, and empowering approach to education for students with special needs.

Literature Review:

The inclusion of students with disabilities continues to be one of the most talked about topics in education today. After researching and reviewing a variety of articles it is evident that the special education model affects the growth of the whole child tremendously. According to the Article "Students with Disabilities: How their Self-image changes due to the Transfer from Regular Education to Special Education" written by Liza van den Bosch. Student's self image is altered immensely once becoming a student identified with a disability. "In general, students with disabilities are less accepted by their peers, have fewer friends, and generally have a more negative self-concept. Furthermore, they show a lack of feelings of competence and are less ready to make future career and educational decisions." There is also evidence that students who are pulled from the general education classroom, and pulled into the special education classroom to catch up end up falling further behind. Having special education students in the general education classroom is not just beneficial for special education students but also typical peers learn the importance of inclusion of those who are different and can practice empathy.

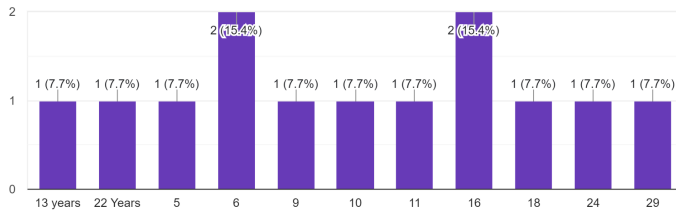
Study Design:

A recent survey was conducted to gather insights from a variety of teachers on the most beneficial special education model. The survey collected responses from both veteran and new teachers, providing a diverse range of perspectives. Teachers were asked to share their opinions on different special education models, including inclusive education, self-contained classrooms, and resource rooms. The survey aimed to identify the strengths and weaknesses of each model and to understand how each model affects the learning outcomes of students with special needs. The results of the survey

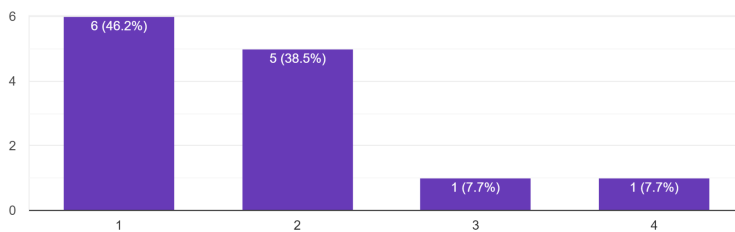
showed that the majority of teachers favored the inclusive education model, as it allows for students with special needs to learn alongside their peers in a supportive and collaborative environment. However, some teachers also highlighted the benefits of self-contained classrooms and resource rooms, which offer more specialized support for students with severe disabilities.

Data/Analysis:

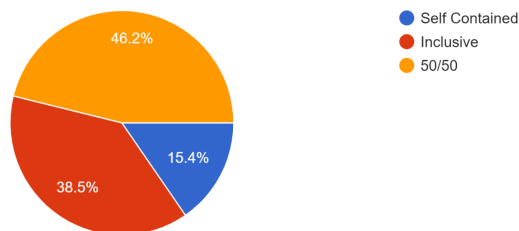
How many years have you been teaching?
13 responses



How many districts have you taught at?
13 responses



What do you think is the best model for Special Education services for students?
13 responses



Recommendations/Next Steps:

In conclusion, collaborating with special education leaders to discuss the results of research and have conversations about improving the model at Toledo Public Schools is a crucial step towards promoting inclusive education and providing equitable opportunities for all students.

Through these collaborations, educators can gain valuable insights into the effectiveness of current practices and identify areas for improvement. By working together, we can create a more supportive and accessible learning environment that meets the diverse needs of students with disabilities. By prioritizing these conversations, we can ensure that every student receives the education they deserve, regardless of ability level.

References

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