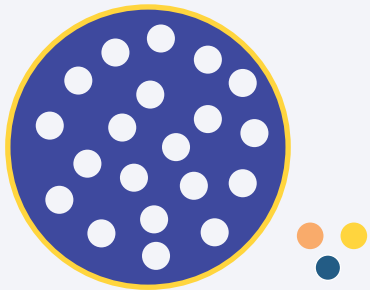


# The Continuum of Inclusion



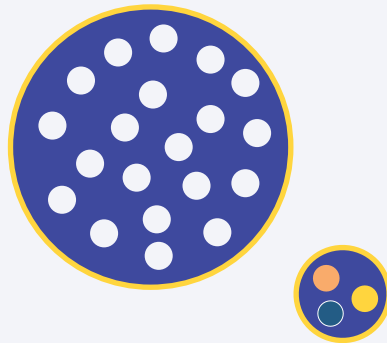
## Exclusion



Exclusion occurs when people with developmental disabilities are directly or indirectly prevented from or denied access to activities, education, and programs in any form.

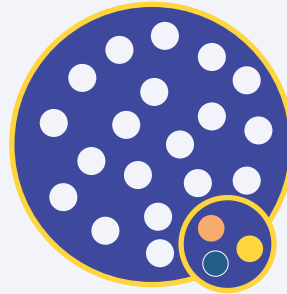
Exclusion can be overt or can be hidden within restrictive policies, often citing legal or insurance reasons as rational for excluding people with developmental disabilities.

## Segregation



Segregation occurs when the participation of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from people without disabilities.

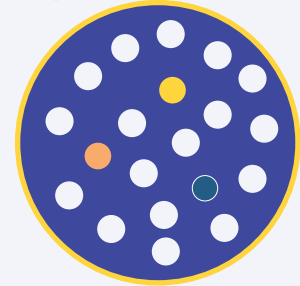
## Integration



Integration is a process of placing people with disabilities in existing mainstream settings (such as educational institutions), as long as the people with disabilities can adjust to the standardized requirements of these institutions.

Integration does not automatically guarantee the transition from segregation to inclusion.

## Inclusion



Real inclusion provides all people with developmental disabilities of the relevant age range with an equitable and participatory experience and an environment that best corresponds to their requirements and preferences.

Inclusion involves a process of systemic reform that requires changes and modifications in content, teaching methods, approaches, structure and strategies to overcome barriers.

Placing people with developmental disabilities within mainstream environments such as camps and classes without making structural changes like policies, logistics and teaching and learning strategies does not constitute inclusion.

*Although significant advances have been made, and the word inclusion is often used, real inclusion for people with developmental disabilities has not yet been universally achieved.*