

Insights

LEARNING DISABILITIES ASSOCIATION OF AMERICA



Position Paper on Full Inclusion of All Students with Learning Disabilities in the Regular Education Classroom

January 1993, Updated June 2012

The Learning Disabilities Association of America does not support full inclusion or any policies that mandate the same placement, instruction, or treatment for ALL students with learning disabilities. Many students with learning disabilities benefit from being served in the regular education classroom. However, the regular education classroom is not the appropriate placement for a number of students with learning disabilities who may need alternative instructional environments, teaching strategies, and/or materials that

cannot or will not be provided within the context of a regular class placement.

LDA believes that decisions regarding educational placement of students with disabilities must be based on the needs of each individual student rather than administrative convenience or budgetary considerations and must be the result of a cooperative effort involving educators, parents, and the student when appropriate.

LDA believes that the placement of ALL children with disabilities in the regular education classroom is as great a violation of IDEA as the placement of ALL children in separate classrooms on the basis of their type of disability.

SOURCE: Adapted from the Learning Disabilities Association of America. (1993/2012). Retrieved August 9, 2015, from <http://www.lidaamerica.org/advocacy/lda-position-papers/full-inclusion-of-all-students-with-learning-disabilities-in-the-regular-education-classroom/>