



TABLE 2.8 Representative Elements of Full Inclusion Models

Model	Description
"Home school" attendance	Defined as the local school the child would attend if he or she did not have a disability.
Natural proportion at the school site	The percentage of children with special needs enrolled in a particular school is in proportion to the percentage of pupils with exceptionalities in the entire school district; in general education classes, this would mean approximately two to three students with disabilities.
Zero rejection	All students are accepted at the local school, including those with severe impairments; pupils are not screened out or grouped separately because of their disability.
Age-/grade-appropriate placement	A full inclusion model calls for serving children with special needs in general education classrooms according to their chronological age rather than basing services on the child's academic ability or mental age.