

## Handout 1

**Questions teachers ask about developing effective inclusive programs** (adapted from McLeskey, Rosenberg, & Westling, 2013).

- Questions teachers ask about their roles:
  - Will I (the teacher) have sufficient time to teach all students?
  - Do I have sufficient knowledge and skills to teach all students in my class?
  - Will sufficient high-quality professional development (PD) be available to prepare me for teaching in an inclusive classroom?
  - Will I have sufficient time, materials, and classroom support to be successful?
  - Will I have sufficient time to collaborate with other professionals as I address student needs?
  
- Questions teachers ask about students:
  - Will students with disabilities benefit?
  - Will students who do not have disabilities benefit?
  - Will students with disabilities have a negative impact on the classroom environment (e.g., disruptive or teacher time required for instruction)?

In pairs or a small group, consider each of these questions and respond to the following:

Why do teachers raise each of these questions? Are they reasonable questions for teachers to ask?

Are teachers justified in expecting answers to these questions as effective inclusive schools are being developed?

Questions such as these are often characterized as resistance to developing inclusive programs. Do these questions reflect resistance? Why or why not?