

Opening Statement (6 minutes- approx. 2 minutes each):

Budget (Will)

- Cost is higher for mainstreaming and you need more people specialized to handle special education students.
- You need to hire new teachers....is it practical to mainstream everyone because you may not have the money.
- There is a limited amount of money and you want to make sure you spend it fairly among the children.
- Special education students that go on to get jobs will pay taxes – give back to the system – social education importance

Teacher Reinforcement (Cara Beth)

- Ideally with inclusion, there is an aid to help with the disabled child. This is important because then the classroom teacher can continue the lesson without disruption.
- Furthermore, the child is able to keep up with the lesson with the help of the aid.

Social Aspect (Amanda)

- Inclusion includes social and academic education.
- For these disabled children, a social education is important.
- Learning social skills will teach these children the skills necessary to be employed later on in life.
- Special needs students don't feel socially ostracized with inclusion.

Rebuttal (2 minutes):

- Mainstreaming is more expensive. It doesn't prepare the special needs child for social interactions after graduation. They will need to socialize with people even if they do not need to use their math skills.
- Saved money can be devoted in different ways that can help all students/teachers/administrators.
- Problems surrounding inclusion are temporary. For example, if there is no aide in the classroom, this problem can be solved by adding a supporting teacher or training the regular teacher and administrators in using IEPs and how to manage an inclusion classroom.
- On the other hand, the problems of mainstreaming are inherent to the system. The idea that the child is isolated from their peers will always occur with mainstreaming; there is no way to avoid this issue. Mainstreaming will always hinder the child's ability to interact with other children.

Questions to Ask (3 minutes):

- If the special needs student is taken out of the classroom, how do you expect him or her to develop the social skill necessary for the future?
- Where do you plan on getting all the extra money needed for mainstreaming?
- How do you expect to get all the specialized and trained teachers who are successful in working with special needs students necessary for all the mainstream classrooms?
- How do you expect to emotionally support the special needs students in the separate classroom when they are emotionally hurt/ disturbed by the title of being “disabled?”
- How can mainstreaming help the student gain self- confidence around students in regular classrooms?

Answering Possible Question (3 Minutes):

- Q: How will inclusion hinder the education of the non- disabled children in the class?
 - I: It won't. The teachers will break concepts down into smaller and easier pieces to understand. This will benefit all students in the classroom.
- Q: How is the regular teacher expected to manage the classroom?
 - A: The teacher should undergo extensive training to learn how to incorporate and manage all types of special needs within the classroom. Also, an aide who knows the special needs child really well can help with behavior problems and supplement learning to support the teacher.
- Q: What if the special needs student is mocked? Won't this be detrimental to the child's self- esteem?
 - A: This can be avoided by equal treatment. It's the teacher's job to make sure this doesn't happen. Also, separation could be more detrimental to the child because they are being labeled as “disabled.”
- Q: Is inclusion just an effort to save money for the school?
 - A: Even though money is a factor, it's not the driving force. Inclusion is beneficial to the child in regards to getting the best education for their needs.
- Q: Is there anyone who is held accountable to ensure that the child is not being “left behind?”
 - A: Aides are there to ensure personal development of the special needs child. Additionally, training for schoolteachers and administrators enables them to create structure for a special needs child's development. This creates accountability within the system, because then there is a clear chain of command with people who understand special education and that someone needs to be responsible for the growth of the child.

Closing Argument (1 minute):

- No special education system is going to be perfect, but if implemented correctly,
- inclusion can stand to greatly maximize the potential for special needs students.
- Not only is inclusion cost effective, it also
- provides the most well- rounded education for special needs students.
- The aide in the classroom provides an extra set of eyes and hands for the teacher.
- Although the aide is there to help accommodate the disabled child, he or she can provide support for the teacher and benefit the whole class.
- Inclusion is socially beneficial for everyone involved.
- non- disabled students learn how to be tolerant of special needs
- while the special needs child learns how to interact with his or her peers.

Supporting Data/ Statistics from <http://www.sedl.org/>:

- 43 percent of students in special education do not graduate
- Youth with disabilities have a significantly higher likelihood of being arrested than their non-disabled peers (12 percent versus 8 percent).
- Only 13.4 percent of youth with disabilities are living independently two years after leaving high school (compared to 33.2 percent of their non-disabled peers); and
- Less than half of all youth with disabilities are employed after having been out of school one to two years.
- “One additional argument frequently proposed for the further integration of those with disabilities into mainstream classes is that, by interacting with their disabled peers, students will have opportunities to develop positive attitudes toward, tolerance of, understanding of, and true friendships with those who are different from themselves. Indeed, studies show that the general student population are more accepting, understanding, and socially aware of differences when they are incorporated into integrated classroom settings.”