



SJ0021

LRB101 10931 MST 56093 r

1

SENATE JOINT RESOLUTION

2

WHEREAS, Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society; improving educational results for children with disabilities is an essential element of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities; and

9

WHEREAS, Research shows that the best outcomes for all young children are realized when high-quality specialized services such as special education, early intervention, and related services are delivered in the same setting the child would attend if they did not have a disability; and

14

WHEREAS, Inclusive education brings all children together in one classroom, setting, and community, regardless of their ability or disability in any domain of development, and seeks to maximize the potential of all preschool-aged children; and

18

WHEREAS, Preschool may be the child and family's first experience with school; and

20

WHEREAS, The commonality between all preschool-aged children is the need to be amongst their peers; and

21

1 WHEREAS, Preschool-aged children with disabilities can be
2 included socially with their peers; this allows them to create
3 long-lasting friendships that would not be otherwise possible,
4 and these friendships can give them the skills to navigate
5 social relationships later in life; and

6 WHEREAS, In a well-designed, high-quality inclusive early
7 childhood environment, the teacher uses inclusion strategies
8 to help children succeed developmentally and socially;
9 therefore, children encounter higher expectations; and

10 WHEREAS, Preschool-aged children with disabilities who are
11 educated in an inclusive classroom have been found to score
12 higher on literacy measures than children educated in
13 segregated settings; and

14 WHEREAS, Research has shown that most children without
15 disabilities in inclusive classrooms have scored higher on
16 state standardized tests over a period of 4 years; and

17 WHEREAS, Research also indicates that inclusive education
18 promotes and enhances the social growth of all children within
19 inclusive classrooms and does not negatively affect the
20 academic growth of typically developing children; and

1 WHEREAS, In an inclusion setting, children with and without
2 disabilities learn how to work with each other, regardless of
3 individual skills and abilities, which helps improve academic
4 performance and the ability to succeed later in life; and

5 WHEREAS, All families want their children to be accepted by
6 their peers and have friends, and inclusive settings can make
7 this vision a reality for children with disabilities; and

8 WHEREAS, Families can be positively affected by having
9 their children educated in inclusive early childhood
10 classrooms through potential friendship and relationship
11 opportunities; and

12 WHEREAS, When preschool-aged children attend inclusive
13 early childhood classes that reflect the similarities and
14 differences of people in the real world, they learn to
15 appreciate diversity; and

16 WHEREAS, Respect and understanding grow when children of
17 differing abilities and cultures communicate and learn
18 together, which may be the first step in creating a more
19 diverse workforce and world; therefore, be it

20 RESOLVED, BY THE SENATE OF THE ONE HUNDRED FIRST GENERAL
21 ASSEMBLY OF THE STATE OF ILLINOIS, THE HOUSE OF REPRESENTATIVES

1 CONCURRING HEREIN, that we encourage the Illinois State Board
2 of Education, special education cooperatives, and each school
3 district in this State to consider the potential benefits of
4 inclusive education for children with and without disabilities
5 in Illinois; and be it further

6 RESOLVED, That suitable copies of this resolution be
7 delivered to the Illinois State Board of Education and the
8 Regional Offices of Education.