

Debunk the MYTH #1!



**If we implement
inclusion, we sacrifice
the needs of the many
on behalf of the few.**

Debunk the MYTH #2!



**There is no relationship
between FCAT scores and
inclusive education
practices.**

Debunk the MYTH #3!



**Pull-Out Programs offer
Individualized Instruction.**

Debunk the MYTH #4!



**Students who participate in
pull-out programs feel better
about themselves and about
school.**

Debunk the MYTH #5!



**But we must offer a
Continuum of Services.**

Debunk the MYTH #6!



**In order to meet the needs of
ESE students in the general
education classroom, it is
necessary to “water down “
the curriculum.**

Debunk the MYTH #7!



**Regular education
teachers must try to
assist all ESE students
in their classes to
achieve on-grade level
performance.**

Debunk the MYTH #8!



**It isn't fair to modify
grading standards
and procedures for
ESE students.**

Debunk the MYTH #9!



**Special educators can
solve almost any problem
by themselves.**

**“The Mother Earth
Syndrome”**

Debunk the MYTH #10!



I didn't get my degree in special education and won't responsible for teaching ESE students and I wouldn't have the skills without the degree.