

Writer's last name, followed by page number in small roman numerals, on upper right corner of all pages of outline

"Outline" centered, one inch from top

Main idea stated in thesis

Double-spacing throughout

Sentence outline providing a skeleton of the research paper

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Outline

Is Inclusion the Answer?

Thesis: The full inclusion of disabled children into mainstream classrooms may not truly be in the best interest of every student.

- I. The practice and degree of inclusion is debated among many groups.
 - A. Teacher organizations oppose full inclusion.
 1. The American Federation of Teachers believes that special needs students learn best in separate programs.
 2. The National Education Association favors a combination of general and specialized education.
 - B. Some opponents argue that inclusion will negatively affect other groups.
 1. Parents of non-learning disabled students fear that inclusion will result in less academic attention for their children.
 2. Taxpayers argue that inclusion will be too expensive to implement.
 - C. Despite the debate, disabled children do have equal rights to free public education.
- II. The actual implementation of inclusive practices may have negative consequences.
 - A. Without promised federal funding, schools may have to spend general funds on special education, possibly at the expense of other scholastic areas.
 - B. General education teachers are often not adequately prepared to accommodate special needs students.
 1. Without proper training, teachers become frustrated, and special education students do not receive the instruction that they need.
 2. General education teachers often do not receive enough assistance from special education teachers.
 - C. Resources needed for specialized instruction are often inadequate in public schools.

1. Public schools often do not employ enough teachers to provide the personalized attention that disabled students need.
 2. Supplemental learning tools are not available in many public schools.
- III. Some parents of disabled students and students themselves oppose inclusion.
- A. Children are happy with special education schools, and parents don't want their learning disrupted.
 - B. Parents fear that separate schools will close before solid programs are established in general schools.
- IV. Pull-out programs have been proposed.
- A. Students experience the general classroom and also receive specialized instruction.
 - B. Pull-out programs are subject to the same concerns raised by full inclusion.
 1. Teacher training is still needed.
 2. Adequate resources must be available in general classrooms.
 - C. Disabled students deserve respect for their individualized needs.