



Institute for Communication & Dignity

Citizen Perspective #02

A Citizen's Perspective on Society Reflections on Society, Responsibility, and Trust

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Editorial Note:

This contribution has been reviewed for readability and compliance with publication standards.

The substantive content and opinions expressed by the author have not been altered.

Message:

I keep hearing the argument that non-disabled children benefit from inclusion. That it teaches them empathy, consideration for others, an appreciation of diversity, or social skills.

Yes, of course they can benefit from it.

But that is not the point.

Because my child's rights must not depend on what benefit their presence provides to other children.

My child does not have to inspire anyone.

They do not have to teach anyone anything.

They do not have to enrich the classroom.

They do not have to prove that their presence offers an educational benefit to other children.



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They have a right to education and participation because they are a human being and a child.

And if we begin to judge participation according to what others gain from it, then logically we would have to ask the same questions about every child:

What does this child contribute to the class?

How much support do they need?

Do they disrupt others?

Do they require too many resources?

After all, we do not ask these questions about non-disabled children either.

There are children who are loud. Children who disrupt lessons. Children who need more attention. Children who require additional support.

None of that requires a disability.

The decisive question therefore should not be:

“What do the other children gain from it?”

The question should be:

“Why should a child be excluded from a right that others take for granted?”

Inclusion is not a transaction, and my child does not have to earn the right to belong.

**“NON-DISABLED CHILDREN
LEARN FROM DISABLED
CHILDREN.”**

**BUT MY DISABLED CHILD
DOES NOT HAVE TO BENEFIT OTHERS
TO HAVE THE SAME RIGHTS.**