

I am the parent of a 9-year-old child with a disability (autism) min verbal. I have spent every day with him the last 6 years. In this time, I have taught him how to swim, jumps off diving boards the whole 9 yards. He is very sociable and tries so hard to talk to people and desperately wants friends. I take him everywhere with me. He used to have meltdowns until I corrected that. He used to stim until I corrected that. The real problem that he has today is he is a picky eater and doesn't quite have the verbal skills to have functional and reciprocal convos in ways that without knowing him are hard to comprehend. He tried to play baseball, because we have been playing since he was 2 and didn't work out. The biggest problem that these kids have is they are treated like lab rats or test subjects, and inclusion isn't happening for these kids although it is for minorities and LGBTQ? Anyone aware of that and has anyone ever wondered why?

I want to share what I see happening in our schools every day. I'm not speaking from theory — I'm speaking from lived experience, and from watching my child suffer in a system that claims to support him but repeatedly shuts him out.

My child is regularly secluded at school. Every attempt to help him integrate with his peers is blocked. Instead of being included, he is kept apart. Instead of being supported, he is managed. And instead of being given opportunities to learn alongside his classmates, he is isolated.

This is not just my opinion — it is exactly what the research shows happens when schools focus on controlling behavior instead of supporting communication, participation, and social/psychological development.

One of the studies I reviewed found that **peer interaction is one of the strongest predictors of positive outcomes for students with disabilities**, including communication growth, social skills, emotional well-being, and even academic progress. Teachers in that study said that when disabled and non-disabled students interact, *“they learn a lot from each other”* and that students with disabilities *“developed self-esteem and became more confident”* when they were included.

Another article showed that **children with communication difficulties do not improve simply because they can perform isolated skills on a test**. Most school interventions only measure “Body Function” — things like articulation or vocabulary — but almost never measure “Participation,” which is the child's ability to actually communicate in real life, in real classrooms, with real peers. Only **19%** of studies measured whether a child could participate meaningfully in school life. That means schools are measuring the wrong things, and children like mine pay the price.

The autism intervention review also made it clear that **social communication develops through natural interaction**, not isolation. Children learn by being with peers, by practicing communication in real environments, and by being supported — not by being removed from the classroom.

When a child is kept apart from peers, the consequences are serious. My child's mental health has suffered. His confidence has suffered. His education has suffered. And none of this is because of his disability — it is because of the environment around him.

When children are isolated, they develop anxiety, depression, and behavioral challenges that are not caused by who they are, but by how they are treated. This is the same as there nondisabled peers. When mental health declines, learning declines. When a child feels excluded, they stop engaging. This is not inclusion. This is harm.

We need schools that understand that inclusion is not optional — it is essential. We need schools that measure whether a child can actually participate, not just whether they can pass a test. We need teachers who are trained to support communication, not just compliance. And we need policies that protect the rights and dignity of children with disabilities, not policies that reduce the support they rely on.

My child deserves to be part of a community. He deserves peers, friendships, and opportunities to grow. He deserves a school that sees him as a whole person — not a problem to be managed.

This notion that everybody needs to be trained in order to work with these kids is a manufactured concept with the goal to expand government and control over our kids.

I am asking you to consider the real-world impact of these decisions on children like mine. Not the business's that gain to profit. They cannot afford more isolation. They need connection, participation, and a chance to belong.

So, the problem isn't them, their behaviors are being triggered by the environment, parents are being blamed rather than schools taking accountability. When we talk about inclusion we need to seriously understand who we are talking about.

In life there are only 2 types of people:

1) People with ability

And

2) People without ability.

And there is only one race and its human.

And its that simple. I get it the institution has been politicized, and our civil rights have been attacked by trying to include all these other types/class of people that keep being created.

I am asking the legislators in Iowa to please take us back to common sense:

1. Inclusion is here to stay, it has to. Our Christian faith says so and our morals say so.
2. Focus on what is true and what we do know, only 2 types of people.
3. Civil rights for disabled kids need to be fiercely enforced. That's how you change people.
4. Quit letting people who spend no time with these kids dictate policies that inherently are not working.
5. Bring the parents to the table, ask them what they need, because they know. Let's not play the game that for the last 8 years we have all complained about others doing.
6. And for god's sake can we quit pushing men and fathers out of there kids lives, because this is a real problem.

I as a parent will never accept institutionalization for my kid and other parents should not either. When I know there is a better and cheaper way.

Thank you for your time and consideration,

Please vote no on this bill [HSB 718](#).

I want my sons life and others like him to be honored and given the same promise that god and any pro life conservative has made.

Sincerely

Chad Webb

