1. Inclusion takes many different forms; a single definition of inclusion does not exist.


2. Progress has been achieved in efforts to ensure access to inclusive programs, particularly for pre-kindergarten children (3-5 year-olds). However, in the U.S., universal access to inclusive programs for all children with disabilities is far from a reality.


Note: References designated with an asterisk represent research reviews or syntheses. All other references represent primary sources.


3. Children in inclusive programs generally do at least as well as children in specialized programs. Inclusion can benefit children with and without disabilities, particularly with respect to their social development.


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4. **A variety of factors such as policies, resources, and beliefs influence the acceptance and implementation of inclusion.**


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**5. Specialized instruction is an important component of inclusion and a moderator of child outcomes.**


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6. **Collaboration among parents, teachers, and specialists is a cornerstone of high quality inclusion.**


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7. **Families of children with disabilities generally view inclusion favorably, although some families express concern about the quality of early childhood programs and services.**


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If you would like to update the reference list for any of the synthesis points, contact: Tracey West
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