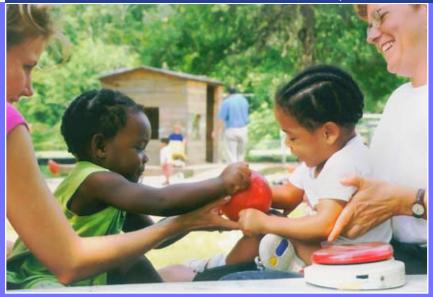
## National Professional Development Center on Inclusion



Research Synthesis Points on Early Childhood Inclusion

## What Do We Know?

- 1. Inclusion takes many different forms; a single definition of inclusion does not exist.
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  - \*Schwartz, I. S., Sandall, S. R., Odom, S. L., Horn, E., & Beckman, P. J. (2002). "I know it when I see it": In search of a common definition of inclusion. In S. L. Odom (Ed.), *Widening the circle: Including children with disabilities in preschool programs* (pp. 10-24). New York: Teachers College Press.
- 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.
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- 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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- Rafferty, Y., Piscitelli, V., & Boettcher, C. (2003). The impact of inclusion on language development and social competence among preschoolers with disabilities. *Exceptional Children*, 69(4), 467-479.
- 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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