Brief Summary: Fact Sheet of Research on Preschool Inclusion

Erin E. Barton & Barbara J. Smith

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1. In 27 years, the practice of providing special education and related services in regular early childhood settings to preschoolers with disabilities has increased only 5.7% and many young children with disabilities continue to be educated in separate settings.[1,2]

2. Inclusion benefits children with and without disabilities. [3, 4, 5, 6, 7]

3. The quality of preschool programs including at least one student with a disability were as good as or better than preschool programs without children with disabilities. However, traditional measures of early childhood program quality might not be sufficient for assessing quality of programs that include children with disabilities. [8,9]

4. Children with disabilities can be effectively educated in inclusive programs using specialized instruction. [10, 11, 12, 13]

5. Parents and teachers influence children's values regarding disabilities. [14, 15, 16]

6. Individualized embedded instruction can be used to teach a variety of skills, including those related to early learning standards, and promote participation in inclusive preschool programs to children with and without disabilities. [17, 18, 19, 20, 21]

7. Families of children with and without disabilities generally have positive views of inclusion. [22, 23]

8. Inclusion is not more expensive than having separate programs for children with disabilities. [24, 25]

9. Successful inclusion requires intentional and effective collaboration and teaming.[26] *

10. The individual outcomes of preschool inclusion should include access, membership, participation, friendships, and support.[27] *

11. Children with disabilities do not need to be "ready" to be included. Programs need to be "ready" to support all children. [27] *

Note. **A sample of empirical citations are provided for each "fact." Thus, this fact sheet does not provide a comprehensive list of the references for each "fact." The citations were intentionally identified to include recent references, representation across disabilities when possible, and studies using rigorous methods.**

***These facts are based on principles guiding the field of early childhood special education, recommended practices, and our collective knowledge and experiences.**

Endnotes

[1]U. S. Department of Education. (2014). 2012 IDEA Part B Child Count and Educational Environment. Retrieved from https://explore.data.gov/Education/2012-IDEA-Part-B-Child-Count-and-Educational-Envir/5t72-4535

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Suggested reference:

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About the authors:

Erin E. Barton, Ph.D. is an Assistant Professor, Department of Special Education, Vanderbilt University.

Barbara J. Smith, Ph.D. is a Research Professor, School of Education and Human Development, University of Colorado Denver.