



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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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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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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