



Resources within Reason

The Evidence for Inclusion

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Did you ever have someone ask you for a definition of inclusion? Or did you ever wish you could quickly access the research that documents the benefits of inclusion for young children with and without disabilities? If you answered yes, you may find this issue of Resources within Reason useful. It features resources that will help you quickly pull up and share definitions, research findings, and access essential examples of the evidence for inclusion. These materials may be used to raise awareness, support planning, offer strategies, and hopefully, change attitudes.

Definitions of Inclusion

In 2009, a definition was jointly developed by DEC and the National Association for the Education of Young Children. It appears on page 2 of *Early Childhood Inclusion: A Joint Position Statement*. This definition also identifies three defining features of inclusion: access, participation, and [systemic] supports.

<http://tinyurl.com/Early-Childhood-Inclusion-A-J>
<http://www.dec-sped.org/>

The September 2015 *Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs* offers a definition of inclusion on page 3. Their definition explicitly defines inclusion as applying to “all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.” Their policy statement also summarizes the benefits and challenges of inclusion, and delineates several recommendations for states.

<http://tinyurl.com/Policy-Statement-on-Inclusion>

Inclusion Research Facts

Want easy access to a summary of the research documenting the benefits of quality inclusion for preschoolers with and without disabilities? Look no further than Fact #2 of the *Fact Sheet of Research on Preschool Inclusion* (2014). The document describes examples of empirically supported facts regarding preschool inclusion. The authors also created a 4-page *Brief Summary* that just lists the facts and references.

<http://tinyurl.com/Fact-Sheet-of-Research-on-Pres>
(Fact Sheet)

<http://tinyurl.com/Brief-Summary>
(Brief Summary)

An April 2016 resource (*Preschool Inclusion: Key Findings from Research and Implications for Policy*) highlights research relevant to three questions: 1) What are the effects of inclusive preschool on children’s early learning and development? 2) What is known about the quality of inclusive preschool programs? and 3) What is known about how to improve the quality of inclusive preschool?

<http://tinyurl.com/Preschool-Inclusion-Key-Findi>

To learn about research findings that are not exclusive to preschool, take a look at the *Research Synthesis Points on Early Childhood Inclusion*. Take a look, for example, at the evidence for the importance role collaboration plays in creating quality inclusion.

<http://tinyurl.com/Research-Synthesis-Points-on-E>

Barriers to Preschool Inclusion

Want to know what a national survey found to be the greatest barrier to inclusion? **Attitudes and beliefs**. Read more about this survey, the results, and strategies for addressing each barrier in *Early Childhood Inclusion: Challenges and Strategies from the 2014 Preschool Inclusion Survey*. NOTE: In December 2015, New Mexico replicated the study by surveying early childhood and early childhood special education partners throughout the state. Attitudes were still the #1 barrier.

<http://tinyurl.com/Early-Childhood-Inclusion-Cha>

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<http://www.dec-sped.org/resources-within-reason>

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To suggest resources or request topics for the listserv, please contact Camille Catlett at 919.966.6635 or camille.catlett@unc.edu

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