



All young children (Birth to 5) with and without disabilities have the right to experience settings, relationships and interactions that will support and further their development and learning.

Young children with disabilities have both the **need** and the **right** to participate in and benefit from the same experiences as their peers without disabilities **in all settings and activities within their communities**.

EVIDENCE-BASED SUPPORT FOR INCLUSION

[USHHS & USDOE Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs 2015](#)

[NAEYC/DEC Joint Position Statement on Early Childhood Inclusion 2009](#)

[Individuals with Disabilities Education Improvement Act 2004](#)

[Least Restrictive Environment](#)

[Americans with Disabilities Act 1990](#)

Benefits When Young Children are Included:

COMMUNITIES

- Hold higher expectations for all children and enjoy connections to the community



FAMILIES

- Have more options for child care or early childhood education

CHILDREN WITH DISABILITIES

- Develop more friendships and are more socially competent
- Make better language and academic gains

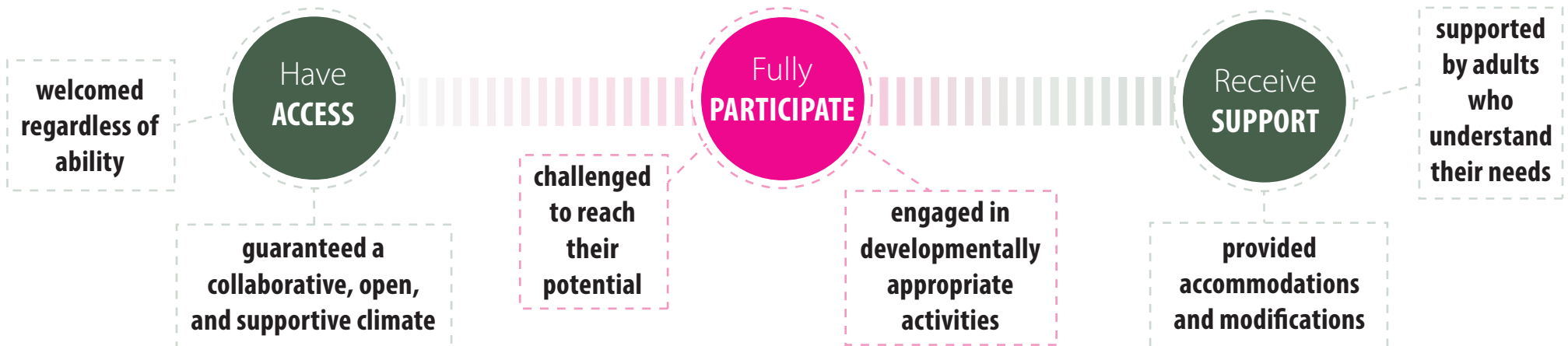


CHILDREN WITHOUT DISABILITIES

- Appreciate diversity and show greater empathy



YOUNG CHILDREN who are included...





Virginia Cross-Sector Professional Development Team

Resources

Barton, E. E., & Smith, B. J. (2014). Fact sheet of research on preschool inclusion.

Retrieved from https://ectacenter.org/~pdfs/meetings/data2014/Brief_Inclusion_FactSheet_.pdf

DEC/NAEYC. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute. Available at http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

National Professional Development Center on Inclusion. (2009, November). Why program quality matters for early childhood inclusion: Recommendations for professional development. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Available at <http://npdci.fpg.unc.edu>

Odom, S. L., Buysse, V., & Soukakou, E. (2011). Inclusion for young children with disabilities: A quarter century of research perspectives. *Journal of Early Intervention*, 33(4), 344-356.

Smith, B. J. (2014). IDEA Provisions Supporting Preschool Inclusion.

Retrieved from: https://ectacenter.org/~pdfs/topics/inclusion/research/IDEA_Provisions_Supporting_Preschool_Inclusion.pdf

Strain, P. S. (2014). Inclusion for preschool children with disabilities: What we know and what we should be doing.

Retrieved from https://ectacenter.org/~pdfs/meetings/data2014/STRAIN_what_we_know_.pdf

U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2017). Dear colleague letter on preschool least restrictive environments (LRE).

Retrieved from <https://sites.ed.gov/idea/idea-files/updated-dear-colleague-letter-on-preschool-least-restrictive-environments/>

U.S. Department of Health and Human Services, & U.S. Department of Education. (2015). Policy statement on inclusion of children with disabilities in early childhood programs.

Retrieved from <https://sites.ed.gov/idea/idea-files/policy-statement-inclusion-of-children-with-disabilities-in-early-childhood-programs/>

Virginia Department of Education. (2010). Regulations governing special education programs for children with disabilities in Virginia. Retrieved from http://www.doe.virginia.gov/special_ed/regulations/state/regs_speced_disability_va.pdf

Virginia Department of Education. (2016). Inclusive placement opportunities for preschoolers manual.

Retrieved from <https://ttaonline.org/Resource/JWHaEa5BS76DY3ONBvM4zA>

Virginia Department of Education (2018). Virginia Guidelines for Early Childhood Inclusion

Retrieved from <http://www.doe.virginia.gov/early-childhood/curriculum/inclusion/early-childhood-inclusion-guid.pdf>