OBJECTIVES:
After discussion of inclusive programs for young children you should be able to:

● List five features of quality programs for young children.
● Describe three types of programs where inclusive early childhood services are provided.
● Describe essential elements of an inclusive program for children from birth to age three.
● Describe essential elements of an inclusive program for children three to five years of age.
● Describe essential elements of an inclusive program for children six to eight years of age.

KEY TERMS
● best practices
● culturally sensitive
● family uniqueness
● formative
● intentional communication
● undifferentiated response
● compensatory education
● developmentally appropriate
● contextually based
● empirical
● enabling environment (infancy)
● integrated curriculum
● reciprocal relationship

TYPES OF INCLUSIVE EARLY CHILDHOOD PROGRAMS
● Large or small.
● Licensed by the state.
● Specially designed buildings.
● All day care.
● Privately funded.
● Short duration/specific focus.
● Government-funded.
● Unregulated in care providers home.

ESSENTIAL COMPONENT OF INCLUSIVE EARLY CHILDHOOD PROGRAMS:
An essential component of any quality early childhood program is that the program make appropriate accommodations to ensure the development of all children.

FEATURES OF EARLY CHILDHOOD SETTING
● Attention to the children's safety.
● The provider's communication with parents about their children.
● Cleanliness of the environment.
● The amount of positive attention children receive.
● The provider's warmth toward children.

CHILD CARE PROGRAMS
● Family Child Care: Child care in the provider's home.
  - Usually full day.
  - Usually 6 children or less.
  - Preferred by families with children 2 years or under.
● Center Based Child Care: Program that employs multiple staff members & cares for larger numbers of children.
● Corporate Child Care: Run by businesses for their employees.
  - On site.
  - Working parents are encouraged to visit their children during the day for lunch, snack or a hello.
  - Employees with children on site have better attendance, more satisfied and productive.
● Preschools: Designed for children 3 to 5 years old.
  - Planned curriculum and/or activities.
  - Less than 4 hours.
  - Can be run by public or private agencies.
● Types of preschools: Public school programs.
  - Usually at an elementary school or community center.
  - Designed initially as a special education or compensatory education.
  - Some states expanding to provide one year of preschool for all.
● Community-Based Programs:
  - Rely heavily on parent participation & are called parent co-operative (co-op) programs.
  - Often associated with college programs.
● Religious-Based Programs:
  ■ Many attend at churches.
  ■ Provide religious & cultural emphases.

HEADSTART: Head Start was originally funded in 1965 under the Elementary & Secondary Education Act. It was developed as compensatory education program for young, disadvantaged children as part of the War on Poverty.
RECREATION PROGRAMS: Many preschoolers and young children participate in recreation programs. These programs are opportunities for inclusive experiences for young children:

- Elementary school after school programs.
- Non-profit organization programs, i.e. YMCA.
- Private programs for young children.
- Soccer
- T-ball
- Scouting activities.

RECOMMENDED PRACTICES FOR PROGRAMS: Six general principals are used to identify the best practices. To be considered a recommended or best practice, a strategy must be:

- Research-based or valued-based.
- Cross-disciplinary
- Normalized.
- Family-centered.
- Developmentally / chronologically age-appropriate.
- Multicultural in emphasis.

RESEARCH BASED or VALUE-BASED PRACTICES: Must be supported by empirical research. Some practices are driven by personal & society values rather than empirical research.

FAMILY - CENTERED PRACTICES: Family-centered intervention practices are designed with the child & family. This practice acknowledges that the child is part of the dynamic family system, and that any change to the system affects all parts of the system.

MULTICULTURALLY BASED PRACTICES: Embraces a multicultural perspective and celebrates the concept of family uniqueness.

- Family uniqueness encompasses ethnic, linguistic, cultural, racial differences, & traditions.
- Respects different needs & values.

- Translated to programs that are culturally sensitive.

CROSS-DISCIPLINARY PRACTICES: Comprised of early childhood general education & early childhood special education professionals.

- Different disciplines working together.
- General Education Teacher
- Speech/Language Specialist
- Vision Specialist
- Social Worker
- Special Education Teacher
- Deaf/Hard of Hearing Specialist
- School Psychologist
- Therapist
- Physical Therapist
- Occupational Therapist
- School Nurse
- Physician

DEVELOPMENTALLY / CHRONOLOGICALLY AGE - APPROPRIATE PRACTICES: Concept of developmentally appropriate practice is equated with "the problem of the match" or "the goodness of the fit" between a child & an intervention technique.

- The concept of chronological age-appropriate practices is crucial for children with disabilities.
- Intervention programs that are appropriate to the environment, learning, & that are chronologically age-appropriate.

NORMALIZED PRACTICES: Refers to providing opportunities for children with disabilities to participate in educational experiences the same as children in general education.

INCLUSIVE PROGRAMS FOR CHILDREN BIRTH TO 2 YEARS OLD

- Relationships among caregivers & children.
- Equipment.
- Reciprocal relationships with families.
- Environment & Experiences.
- Health, Safety & Nutrition.

INCLUSIVE PROGRAMS for CHILDREN 3-5 YEARS OLD

- Creating a caring community of learners.
- Constructing an appropriate curriculum.
- Communication & literacy development.
- Aesthetic development.
- Reciprocal relationships with parents.
- Teaching to enhance development & learning.
- Social-emotional development
- Physical development.
- Assessing children’s learning & development.

INCLUSIVE PROGRAMS for CHILDREN 6-8

- Creating a caring community of learners.
- Constructing an appropriate curriculum.
- Guidance of social-emotional development.
- Reciprocal relationships with parents.
- Teaching to enhance development & learning.
- Integrated curriculum.
- Assessing learning & development.