



Blended Practices for Teaching Young Children in Inclusive Settings

Dr. Jennifer Grisham-Brown Ed.D., Mary Hemmeter Ph.D., Kristie Pretti-Frontczak Ph.D.

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Whether they graduate from general education programs, special education programs, or a program that blends both, most early childhood educators will be required to teach children with and without disabilities — and document that all their students are progressing toward positive outcomes. This essential text is just what teachers need to face these tough challenges in inclusive classrooms. Bridging the gap between special and general education, this resource integrates knowledge about effective practices for teaching young children with and without disabilities into one comprehensive approach. Undergraduate and graduate students will find the explicit guidance they need to

- develop, implement, and evaluate a curriculum framework that incorporate children's interests and needs and promote their growth and development
- conduct authentic, meaningful assessments that directly guide teaching
- create classroom environments that set the stage for effective teaching and learning
- honor individual learning needs by tailoring instruction
- embed learning opportunities that address children's goals across daily activities
- actively involve families in all aspects of curricula design and implementation
- address challenging behaviors
- effectively monitor children's progress to inform practice

This core text is easy for students to use — it's filled with visual aids such as tables, figures, and sample forms; vignettes and practical examples that illustrate key concepts and guiding principles; helpful summaries for each chapter; and dozens of learning activities that challenge students to test and expand their knowledge. Early childhood teachers will use this as a reference for many years to come as they blend best practices from special and general education, develop effective curricula for inclusive classrooms, and improve outcomes for all children.

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