



Blended Practices for Teaching Young Children in Inclusive Settings

Jennifer Grisham-Brown, Mary Louise Hemmeter

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Whether they graduate from a general education program, a special education program, 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. The new edition of this 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. 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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