

Outline of Literature Review- Chapter II

Theme 1 – Introduction

- A. Historical Context of the Problem: Research Problem
 - I. Importance of High Quality Early Childhood Preschool Education
 - a. Early Childhood Education
 - II. Inclusive Practices in Early Childhood Preschool Classrooms
 - a. Early Childhood Special Education
 - b. Inclusion of Children with Special Needs
 - c. Case Law in Inclusion
 - III. Assessment of Inclusive Practices
 - IV. Professional Development to Support Inclusive Practices

Theme 2 - Birth of the Head Start Preschool Program

- A. History of Head Start
 - I. Laws and Regulations
 - II. Benefits of Head Start
- B. Head Start Assessments
 - I. Curriculum
 - II. Performance Standards and School Readiness Goals
 - III. Student Outcome Assessments – Desired Results Developmental Profile (DRDP)
 - IV. Response To Intervention (RTI)
 - V. Early Childhood Environmental Rating Scale (ECERS)
 - VI. Classroom Assessment Scoring System (CLASS)
- C. Parent Involvement
- D. Inclusion of Children with Special Needs
 - a. Federal Mandates and laws
 - b. Professional Development to Support Inclusive Practices

Theme 3 – Inclusive Practices in Early Childhood Preschool Classrooms

- A. Preschool Inclusive Practices
 - I. Definition of Inclusive Practices
 - II. Benefits of Preschool Inclusion
 - III. Case Laws Sets the Stage for Preschool Inclusion
- B. Inclusion of Children with Special Needs in Head Start Classrooms
- C. Assessment of Inclusive Practices

Theme 4 – Assessment of Inclusive Practices Early Childhood Preschool Classrooms

- I. Current Assessment of Inclusive Practices of Head Start Preschool Classrooms
- II. Assessment of Inclusive Practices Using the Inclusive Classroom Profile (ICP)
- III. Teacher Education, Knowledge and Skills of Preschool Inclusive Practices
- IV. Professional Development to Support Inclusive Practices

Theme 5 – Conclusion