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