

**Newest to Oldest Article--->**

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	Odom, S. L., and Diamond K. E., (1998). Inclusion of young children with special needs in early childhood education: The research base. <i>Early Childhood Research Quarterly</i> 13(1), 3-25.	Odom, S. L., (2000). Preschool inclusion what we know and where we go from here. <i>Topics in early childhood special education</i> , 20(1), 20-27.
1	Allen, K. E., & Schwartz, I.S. (1996). <i>The exceptional child: Inclusion in early childhood education</i> , 3rd Ed. Boston: Del Mar Publishers.	
2	Bronfenbrenner, U. (1979). <i>The ecology of human development: Experiments by nature and design</i> . Cambridge, MA: Harvard University Press.	
3	Buysse, V., Wesley, P. W., & Keyes, L. (1998). Implementing early childhood inclusion: Barrier and support factors. <i>Early Childhood Research Quarterly</i> , 13(1), 169-184.	

4	Bredekamp, S. (1993). The relationship between early childhood education and early childhood special education: Healthy marriage or family feud? <i>Topics in Early Childhood</i>	
5	Odom, S.L., Peck, C. A., Hanson, M., Beckman, P. J., Kaiser, A. P., Lieber, J., Brown, W. H., Horn, E. M., & Schwartz, I. S. (1996). Inclusion at the preschool level: An ecological systems analysis. <i>Social Policy: Society for Research on Child Development</i> , 10 (2 & 3), 18-30.	X

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<p>Buyse, V., Goldman, B. D., and Skinner. M. L., (2002). Setting effects on friendship formation among young children with and without disabilities. <i>Exceptional Children</i>, 68(4), 03-517.</p>	<p>Odom, S.L., et al. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. <i>Journal of Research in Special Educational Needs</i>, 4(1), 17-49.</p>	<p>Essa, E. L., Bennett, P. R., Burnham, M. M., Martin, S. S., Bingham, A., &amp; Allred, K. (2008). Do variables associated with quality child care programs predict the inclusion of children with disabilities? <i>Topics in Early Childhood Special Education</i>, 28(3), 171-180.</p>
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Phillips, D. A., & Meloy, M. E. (2012). High-Quality School-Based Pre-K Can Boost Early Learning for Children With Special Needs. *Exceptional Children* 78(4), 471-490.


