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| **Article citation** | **Main question(s)** | **Research Type** | **Analysis** |
| **(1)**  Muccio, L., Kidd, J., White, C., & Burns, M. (2014). Head start instructional professionals’ inclusion perceptions and practices. *Topics in Early Childhood Special Education*, 34(1), 40-48. | **Research Question 1:**  What are Head Start instructional professionals’ perceptions of the needed facilitators for the successful inclusion of children with disabilities?  **Research Question 2:**  What are Head Start instructional professionals’ perceptions of the availability of facilitators for the successful inclusion of children with disabilities?  **Research Question 3:**  In what ways do Head Start instructional professionals provide access, participation, and supports for children with disabilities? | Mixed Method  (Survey design and Observation -Case study | Quantitative data from cross-sectional survey instrument Supports Scale for Preschool Inclusion (SSPI) and to analyze the data of the Inclusive Classroom Profile (ICP) |
| **(2)**  Sinclair, E. (1993). Early identification of preschoolers with special needs in Head Start. *Topics in Early Childhood Special Education*, 13(2), 184-201. | **This research study did not have research questions.**  Research was conducted on 159 preschool students (of the total enrollment of 900) between 1989 and 1992 to learn about the individual assessment services provided by the Head Start Diagnostic Team | Quantitative | Cluster analysis techniques |
| **(3)**  Odom, S. L., Buysse, V., & Soukakou, E. (2011). Inclusion for young children with disabilities: *A quarter century of research perspectives. Journal of Early Intervention*, 33(4), 344–356. | **This research paper did not have research questions. It reviewed research perspectives of children with special needs in inclusive settings in the last quarter century. Since the passage of PL 99-457 of 1975.** | Quantitative and qualitative studies were reviewed | Quasi-experimental and descriptive research  Quality Inclusive Experiences Measure (QIEM)  Inclusive Classroom Profile (ICP) |
| **(4)**  Odom, S. L., & Diamond, K. E. (1998). Inclusion of young children with special needs in early childhood education: The research base. *Early Childhood Research Quarterly*, 13(1), 3–25. | **This research paper did not have research questions. It reviewed the recent empirical literature that underlies inclusive practices.** | Quantitative and qualitative studies were reviewed | Developed a conceptual framework using Bronfenbrenner's ecological systems theory |
| **(5)**  Warash, B. G., Markstrom, C.A., Lucci, B. (2005). The early childhood environmental rating scale-revised as a tool to improve child care centers. *Education*, 126(2), 240-250. | **Research Question 1:**  Will the total scores on the ECERS-R improve after the initial improvement plans are reviewed with the Directors who in turn inform the teachers?  **Research Question 2:**  Will each of the seven sub-scale scores improve after the initial ECERS –R scores and individual improvement plans are reviewed with the directors who inform the teachers? | Quantitative study | Experimental research design was used to obtain answers to the research questions. |
| **(6)**  Soukakou, E. (2012). Measuring quality in inclusive preschool classrooms: Development and validation of the inclusive classroom Profile. *Early Childhood Research Quarterly.* 27(3), 478-488. | **This research paper did not have research questions. It reviewed the development of the Inclusive Classroom Profile (ICP), an assessment tool to measure inclusive practices of early childhood education preschool classrooms.** | Mixed Method – Qualitative and Quantitative | Survey data and  observations  Inclusive Classroom Profile (ICP) |
| **(7)**  Peterson, A. C., Wall, S., Jeon, H., Swanson, E, M., & Eshbaugh, E., (2013). Identification of disabilities and service receipt among preschool children living in poverty. *The Journal of Special Education*. (47)1, 28-40. | **Research Question 1:**  What was the prevalence of specific disability indicators among low-income children between ages 3 to 5 years?  **Research Question 2:**  What were the relations between having a disability indicator and specific family characteristics?  **Research Question 3:**  What were the relations between having a disability indicator and receipt of specialized services?  **Research Question 4:**  What was the continuity between specialized services  during the infant–toddler years (Part C services) and the  preschool years (Part B services)? and  **Research Question 5:**  Was the receipt of Part B services during the preschool years predicted by the incidence of specific disability indicators during the infant– toddler period? | Quantitative study  Longitudinal study between 1996 2004 | Experimental design |
| **(8)**  Eiserman, D.W., Shisler, L., Healey, S., (1995). A community assessment of preschool provider’s attitude toward inclusion. *Journal of Early Intervention.* (19)2, 149-167. | **Research Question 1:**  What are preschool providers' beliefs regarding the inclusion of children with diverse special needs in regular classrooms?  **Research Question 2**:  To what extent do preschool providers perceive themselves able to serve children with diverse special needs in regular  classrooms?  **Research Question 3:**  What are preschool providers' perceived needs associated with providing inclusive services?  **Research Question 4:**  What are preschool providers' behavioral choices when given an opportunity to gain access to information and participate  in the actual development of inclusive preschool options? | Quantitative  Research  A sample of 220 providers using stratified sampling procedure was selected | Survey data of  Attitude Towards Mainstreaming Scale-Revised (ATMS-R) |
| **(9)**  Buysse, V., Hollingsworth, L. M., (2009). Program quality and early childhood inclusion. *Topics in Early Childhood Special Education*. (29)2, 119-128. | **This research paper did not have research questions. It discussed the importance of the connection between early childhood program quality and professional development.** | Qualitative and quantitative studies were discussed. | Observations  Data  Survey |
| **(10)**  Brown, H, W., Odom, L, S., Li, S., Zercher, C., (1999). Ecobehavioral assessments in early childhood programs: A portrait of preschool inclusion. *The Journal of Special Education.* (33)3, 138-153 | **Research Question 1:**  Do children with and without disabilities participate in different group arrangements and different peer group compositions during various activities within in inclusive preschool programs?  **Research Question 2:**  Do children with and without disabilities participate in different activities within in inclusive preschool programs?  **Research Question 3:**  Given common preschool activities, are the initiators of those activities different from children with and without disabilities within in inclusive preschool programs?  **Research Question 4:**  During common preschool activities, do children with and without disabilities exhibit nonsocial and social behaviors within inclusive preschool programs?  **Research Question 5:**  During common preschool activities, do teachers exhibit different adult behaviors inclusive preschool programs? | Qualitative  112 children enrolled in 16 inclusive preschool classrooms in CA, MD, TN, and WA  Purposing sampling method was used | Observation data from time sampling |