Annotated Bibliography

Allen, K. Eileen, et al. *The Exceptional Child: Inclusion in Early Childhood Education*. Wadsworth Pub.Co.,2012,[http://edfa2402resources.yolasite.com/resources/The%20E](http://edfa2402resources.yolasite.com/resources/%20The%20E)xceptional%20Child\_% 20Inclusion%20in%20Early%20Childhood%20Education%20\_chapter01%5Bsmallpdf.com%5D.pdf,

This publication discusses, in depth, “exceptional” children and their classroom experiences in early childhood education.  The Cengage learning Center provides information and learning tools on an international level.  This segment explores “normal” and “exceptional” development.  After giving examples and describing children according to expanded definitions the work focuses on the justification that in order to work successfully with children that have disabilities, they must thoroughly understand the specifics of normal growth and development patterns and processes.  The discussion of normal growth and development show distinctions in social, motor, cognitive and language development. It addresses factors of biology and environmental that can pose development risks.  In addition, the authors describe being gifted and provide examples of how giftedness is a form of exceptional development.  This information includes examples of “people first language” and explains how a disability is a medical diagnosis and using “people first” language is the respectful way to put the person in front of the disability (e.g., Say: She has Autism, Instead of: She’s autistic.  The many example of first-person language helps to shift the frame of reference when referring to children who have disabilities whether in inclusive environment or not. Lastly, this article provides a very detailed list of characteristics showing likeness and differences among children. The discussion of typical development compared to exceptional development is very useful in understanding the behaviors of each student and how and when the milestones are reached or missed in a developing pre-school student.

Daily, Melisa. "Inclusion of Students with Autism Spectrum Disorders." *New Horizons for Learning,*

Melisa Daily, a fourth-grade teacher in Missouri, gives a new perspective on inclusion in the classroom in this article. She provides a brief history of autism spectrum disorder (ASD) and notes that education and treatment for people with autism has only recently gone under changes since 1943. As more knowledge is gained about autism, it is important for school systems to expand upon this. While different implications and techniques for inclusion up for debate, Daily remarks that inclusion in earlier years helps those with ASD to build communication skills in the workplace as they enter adulthood. She also notes that inclusion will not be beneficial to every student with ASD due to differing needs especially if teachers and paraeducators are not specially trained to handle a class of varying skills and abilities. Daily makes clear differentiation of instruction is something important and beneficial to both students with and without ASD. Research she uses shows that lessons tailored to students needs will be more likely to succeed. She concludes that educators must be trained as much as possible to afford students with the best opportunities possible. The article gives strong reasons for inclusion in the classroom and evaluates all possible outcomes of an integrated class. Her interpretation is a valuable firsthand experience in the classroom.

Schwartz, Ilene. “The Power of Inclusive Education " YouTube, Uploaded by TEDx Talks, 24

Apr. 2015, [www.youtube.com/watch?v=ZIPsPRaZP6M](http://www.youtube.com/watch?v=ZIPsPRaZP6M).

In this Ted Talk, Dr. Ilene Schwartz, a professor in the Area of Special Education at the University of Washington, talks of the importance of inclusion and how the lessons it teaches can be carried outside of the classroom. She does not define inclusion as strategies or placement plans, but as feeling a sense of belonging in one’s community. Inclusion is not solely about being present but should make students feel wanted and needed by their community. Schwartz also notes that instruction must be given to students to include those with differences, otherwise small groups can divide the desired inclusive whole. In a study she conducted over five years, she and her team observed 35 children with disabilities ranging from preschool to high school and found that one thing mattered: inclusion. Children who had been included in the classroom with accommodations felt more connected to others and therefore developed social skills and the ability to have meaningful relationships with their peers. This outcome of inclusion is focused on, as skills alone are less important than being able to relate with others. Schwartz concludes her presentation by explaining the benefits an inclusive community has by allowing people to feel both supported and challenged by one another. Schwartz’s talk provides an analysis of inclusion and its benefits which is strongly supported by her background in developmental psychology and special education. She touches on some very important elements to an inclusive society and backs up her claims with a study she conducted, making a strong case for her argument to include others.