

**INCLUSIVE EDUCATION IN DAYCARE CENTRE SETTINGS: A DISTANCE
PROFESSIONAL DEVELOPMENT PROGRAM FOR EDUCATORS OFFERED THROUGH
THE USE OF AN ELECTRONIC BOOK**

**L'ÉDUCATION INCLUSIVE AU SEIN DES SERVICES DE GARDE PRÉSCOLAIRE : UN
PROGRAMME DE DÉVELOPPEMENT PROFESSIONNEL À DISTANCE OFFERT PAR
L'ENTREMISE D'UN SITE INTERNET ET D'UN LIVRE ÉLECTRONIQUE**

LA INCLUSIVA EDUCACIÓN Y LA GUARDERIA INFANTIL

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INTRODUCTION

A child with special needs due to difficulties or a handicap faces multiple challenges in order to learn, develop, and adapt to the community. An inclusive educational community (Stainback & Stainback, 1990; Ryndak, Jackson, & Boillingsley, 2000) has the goal of developing public services which aim beyond looking after a child in a natural environment. Inclusion, as an educational value, promotes autonomy and self-determination of persons with disabilities or difficulties, through full participation in activities in their environment, be they neighbourhood, leisure, daycare, school, or other extracurricular activities (Boudreault, Kalubi, Bouchard, & Beaupré, 1998). The present research project has the goals of:

- 1) enrichment of knowledge of practice and strategies encouraging inclusion of children with special needs;
- 2) innovation in support materials for individuals who work with children, in the form of learning and development activities for parents, educators, and administrators of daycare services.

This project is supported by the premise that appropriate educational activities rapidly promote learning - attitudes and signs of positive adaptation - on the part of children with special needs, which in turn become indices which will be perceived and evaluated as success by adults. The interaction between these aspects - appropriate environment, learning, and adult perception - creates a dynamic of success.

The present research is within the scope of previous work (Boudreault & Moreau, 1999, 2000; Boudreault, Moreau, & Kalubi, 2001) carried out with the participation of parents and educators in preschool services. Meetings and communications with partners across Canada, in the preschool environment, allowed a rapid understanding of the principal factors involved in limiting or preventing the inclusion of children with special needs. These include, among others, contextual factors such as lack of space in daycare, as well as structural factors such as absence of sufficient measures for training or development related to effective educational practices adapted to the diverse needs of the clientele. The latter groups of factors incite fears and apprehensions of parents and educators who, faced with welcoming a child with a difference, react by employing attitudes and strategies which are sometimes inappropriately adapted to the situation. These misconceptions and worries prevent individuals' from creating educational conditions which encourage the development and learning of children. In the long term, these obstacles create situations of exclusion for children with special needs.

This research project is financed by Human Resources Development Canada in the framework of the program of partners in development: provision of services in "learning and care of young children." This project has as aims the evaluation, development, and dissemination of educational materials related to inclusive education of children aged 0 to 5, who have special needs. As well, with the perspective of encouraging learning and inclusion in the preschool environment, there is an urgent need for evaluation of practices and educational strategies and for offering new alternatives for training and development materials for individuals involved directly with this group of children. This project proposes the elaboration of a distance program with the aim of professional training and development of educators and administrators of daycare services, as well as of parents. We have created an electronic book on inclusive education, including diverse training tools aimed at the development of an inclusive education within the daycare environment.

This text relates to the work of the first year of the project, namely the elaboration of the program of professional development offered at a distance through an electronic book. The following sections present the context of the project, the problems of inclusion of children with special needs, the theoretical framework, review of the literature, and description of the content of the electronic book.

THE CONTEXT OF THE PROJECT

The work of Bronfenbrenner (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998), relating to "ecosystematic" dimensions and development of children, serves as a guide for the analysis of the principal contextual elements. This work allows appropriate grasp of what is at stake in the system of educational preschool services. This involves, among others, the constituent principles of these systems, the dynamics of child-environment learning interactions, as well organizational factors, which are related to the sociopolitical context in which the daycare services, as learning and development environments, evolve.

The child and inclusion

Since the beginning of the 1960s, much research on the development of children, of programs of early stimulation of children with delays or difficulties, and more recently of preschool services, daycare, nursery school, have demonstrated the importance of making the children experience activities which encourage their development and learning (Palacio-Quintin & Coderre, 1999). Parents of children with special needs are informed very early of the advantages for their children of taking part in daycare services while at the same time benefitting from early stimulation programs. Despite this knowledge and the effort made, there is a high rate of children, 10% to 15%, who are at risk of delays in some sphere of development (Valentini, 1997). If these children are not in a position to satisfy their principal needs, they risk having a weak self-image (Cadieux, Boudreault, & Laberge, 1997), experiencing academic failure throughout their school life, of dropping out of school, and becoming non-autonomous adults, in turn experiencing exclusion. One of the principal educational practices put forward in recent years, for encouraging optimal learning and assuring the social integration of children with special needs, is inclusion (Boudreault, Kalubi, Bouchard, & Beaupré, 1998). Inclusion aims at the promotion of learning, of autonomy, and of self-determination of children with difficulties or disabilities, through full participation in activities or programs directed towards children of the same age.

The parents and inclusion

Whether it involves daycare services, readaptation services, or school services, parents must devote much energy to demanding for services in order to encourage as much as possible the development of their children. It happens at times that the access to such services is refused to their children due the children having differences (Goelman et al, 2000; Boudreault & Moreau, 2000; Moreau & boudreault, 2000). In other situations, the parents make an effort in order that their children may receive services adapted to the daycare environment. For example, the results of questionnaires and meetings of a cross-Canada forum (Boudreault & Moreau, 1999) relating to the needs of parents and their preschool service partners, indicate that the higher the level of need of the child, the more effort the parents need to make to obtain services for their child. In this context, the inclusion in daycare services of these children is compromised. These situations weaken the role of parents as the first stage of intervention and education with respect to their children. Parents who live with a child with differences are among the most vocal in claiming inclusive services because these parents wish that their children participate in the same activities, with peers of their own age, while receiving support adapted to the children's needs. There is no doubt that they wish for, seek, and encourage inclusion and

arrange such that their children be able to develop in the same way as other children in a natural environment. Recent moves related to the issue of children's services, of different forms of policies, of public organizations, and the research community, tend to recognize parents in their role as educators. Studies (Bouchard & Archambeault, 1991; Bouchard, Pelchat, Boudreault, & Lalonde-Gratton, 1994; Bouchard, Pelchat, & Sorel, 1998; Sorel, Bouclier, Bouchard, & Kalubi, 2000; Bouchard, Pelchat, & Boudreault, 1996) done in the last ten years on the family, particularly those studies relating to the integration of knowledge, have demonstrated the influence that parents can have on the education of their children. Despite this recognition, more effort must be made to ensure complete participation of parents in the development of their children, even if this presents social or academic difficulties. Within this perspective, researchers in this niche of research call upon different participants and incite them to mobilize their efforts in order to conceptualize, evaluate, and implement educational practices which help parents overcome their difficulties in terms of their adaptation and their educational integration of knowledge, and their involvement as partners in educational decisions relating to their children as well as their competence in collaborating and communicating with other participants in the network. The problem of properly understanding the nature of this work (Sorel, Bouclier, Bouchard, & Kalubi, 2000), involves an understanding of the difficulty for parents in adapting their educational practices in response to the needs of their children, while at the same time trying to establish relations with educators and professionals. In trying to learn to adapt their educational practices, parents experience an asymmetric relationship with the professionals' knowledge and powers. Thus, the parents often remain dependent on the decisions of professionals and avoid confrontations with them (Levesque, Herry, Leduc, & Maltais, 2000). This problem constitutes one of our main concerns as researchers.

The preschool services and inclusion

In Canada, daycare services are very diversified (Goelman, Doherty, Lero, LaGrange, & Tougas, 2000). Federal and provincial policies tend to encourage inclusion of children with special needs in preschool services, as early as possible. These policies equally favour modes of services of the inclusive type. In fact, the number of places in daycare in Canada has increased at around 6%, which is nearly 20,000 places, per year in the last years (Ministère du Développement des ressources humaines Canada, 1997). Many policies advocate inclusion of children with special needs and guide these contexts of educational intervention. The daycare community recognizes the philosophy associated with inclusion. Financial programs are defined and well established. In contrast, programs of educational intervention and social inclusion do not exist within preschool services. Presently those involved improvise inclusion according to their knowledge and experience. Inclusion as educational practice is at the stage of "individual experience" (Lieber, Hanson, Beckman, Odom, Sandall, Schwartz, Horn, & Wolery, 2000). Within a cross-Canada perspective, the changes in educational practice must move beyond this stage and constitute a social value in respect to which policies, service organizations, and educational practices are consolidated in a system which shares the same direction. It is imperative that an all-Canadian synergy be created in order to develop a true educational change in paradigms which will aim to further promote and develop inclusive educational practices. The present project subscribes to this perspective. In the United States, since the beginning of the 1970s, researchers have undertaken the assessment of the effectiveness of inclusion programs within daycare services as well as in regular schools. Studies carried out on the practices of inclusion of young children with special needs have revealed, in addition to the adoption of policies and elaboration of programs, that partnership is an essential driving force for ensuring better harmonization among the different individuals involved (Odom & Diamond, 1998). Based on the ecologic approach of Bronfenbrenner, these studies carried out with the participation of preschool children have clearly shown the need for

training and development of personnel and the importance of the involvement of these persons in all the stages of the process, in a spirit of partnership. The success of inclusion seems therefore to rest on a number of factors. In this regard, the results of research by Bailey (Bailey, McWilliam, Buysse, & Wewley, 1998) clearly situate what characterizes successful inclusion: an educational program of excellent quality, specialized extra services integrated within regular activities, and above all practices centered on the family. These studies also mention that inclusion offers significant advantages for other preschool children, notably in terms of the level of social values acquired.

In light of the results of studies in the area of preschool services, Health Canada (Santé Canada, 1997) emphasizes insufficiency in the continuity of services and lack of intervention in the sector of early childhood: children, parents, and personnel of daycare services to which are added the personnel of special services for the children and their families. The federal as well as provincial governments are encouraging, more and more, the integration of services of early childhood. In Quebec, the report entitled "Un Québec fou de ses enfants" (Bouchard, 1992) and in Ontario "Partir d'un bon pas pour un avenir meilleur" (Herry, Sauvé, & Vincent-Leblanc, 1994) have highlighted the necessity for offering continued quality services for young children and their families. Related to this concern with providing quality services, recently the cross-Canadian project *Oui ça me touche !* (OCMT) (Goelman, Doherty, Lero, LaGrange, & Tougas, 2000) has highlighted, in its fourth recommendation, the importance of offering training and development to personnel of daycare services in order to improve the quality of the services. These three studies underline the necessity, for adults who are close to children, of creating a rich and dynamic environment such that children, especially those with special needs, are able to benefit from educational practices which stimulate and develop their intellectual, linguistic, social, affective and physical development. This concern impels the present research proposal.

THE INCLUSION OF CHILDREN WITH SPECIAL NEEDS

The success of true inclusion depends on a combination of a number of factors such as clear policies, participation of parents, open mindedness on the part of educators, and appropriate training of personnel. In Canada, inclusion of children with special needs in a preschool environment has not always been easy. If in certain regions of the country doors have been opened rapidly, there still remain numerous places where parents face refusal when they demand such services. Challenges posed by inclusion, the efforts of parents to overcome obstacles to inclusion, and the difficulties of educational environments in responding to specific needs for stimulation are the principal elements which help understand what is at stake in the present research. The different opinions gathered during a cross-Canada forum are in the same vein.

Numerous studies have evaluated educational practices of preschool services. These studies may be summarized under four general themes : (1) those interested in the development of children, (2) those relating to inclusive and non-inclusive educational practices, (3) those centered on the quality of educational experience of children and (4) those which identify the conditions of success of inclusion (obstacles as well as factors which facilitate them). The last two areas of research interest us in particular.

Since the beginning of the 1990s, numerous researches have evaluated, on a national basis, the programs of inclusion seen as a factor of change of educational policies. The different advantages of the practice of inclusion of young children with a handicap have been enumerated in the literature (Cole, Mills, Dale, & Jenkins, 1991; Odom & Diamond, 1998; Odom & McEvoy, 1988; Wolery & Wilbers, 1994). Within this list, the development of socialization of the child is the one most often presented as the impact of the programs of inclusion; numerous

other advantageous aspects of inclusion have also been studied; among others, inclusion in the regular daycare environment responds to the needs of families, increases community support outside of the family, and creates more "normalizing" living conditions. However, the acquisition of specific abilities, developed by children with average to severe handicaps such as those linked to language or autonomy, is closely linked to the quality of the program (Odom, 2000), namely to rich and varied experiences. Some of these studies have identified some factors which encourage inclusion and which, in other situations, are seen as obstacles (Buisse, Wesley, & Keyes, 1998; Lieber, Hanson, Beckman, Odom, Sandall, Schwartz, Horn, & Wolery, 2000; Odom, Horn, Marquart, Hanson, Wolfberg, Beckman, Lieber, Li, Schwartz, Janko, & Sandall, 1999; Wolery, Hocombe-Ligon, Brookfield, Huffman, Schroeder, Martin, Venn, Werts, & Fleming, 1993). The principal factors which facilitate inclusion or which interfere with it are the sharing of a common vision; national, provincial, and institutional common policies; organizational structures of collaboration and partnership; the influence of the community -- families; training, and attitudes of the personnel as well as the activities of support in these environments such as information and training and development. For example, the study by Lieber (Lieber, Hanson, Beckman, Odom, Sandall, Schwartz, Horn, & Wolery, 2000) describes the influence of the initiative of educators and those in charge at the initial stages of programs of inclusion. These authors identify how closed-minded attitudes and lack of appropriate training of educators are major obstacles to the implementation of inclusive practices. In sum, it is possible to confirm that the conclusions of these studies emphasize the fact that the policies and directions of programs which aim to promote inclusion are not sufficient for creating a real change in educational practice. The interaction of numerous factors linked to policies and to the educational community (child, parents, educators, administrators) as well as the relational dynamic (collaboration and partnership) are important targets to consider in a real desire for institutional change towards the practices of inclusion. The establishment of such practices involves a change in attitudes associated with support activities directed towards parents, educators, and those in charge of the services.

In Canada, following the example of the case in the United States, researchers have carried out a range of studies in the area of preschool services. Since the beginning of the 1990s, studies of a national scope have revealed different aspects of the use of services of daycare, such as the profile of the environment, the rate of attendance, the costs (Prence, Griffin, McDonell, Goelman, Lero, & Brockman, 1997), the profile of families (Peisner-Feinberg & Burchinal, 1997), the quality of services (Goelman, Doherty, Lero, LaGrange, & Tougas, 2000; Doherty, Lero, Goelman, Tougas, & LaGrange, 2000), the impact of participation in these programs on the development of the child (Palacio-Quintin & Coderre, 1999) and the expectations as well as the favorable and non-favorable factors of inclusion (Boudreault, Moreau, & Kalubi, 2001).

Of these three last groups of studies, two categories of data interest us in particular, these being attitudes / perceptions, and the favorable and non-favorable factors of inclusion. The two groups of studies converge in their conclusions and the interpretation of results. Regarding the first group of studies, that of the project *Oui ça me touche*, the researchers observed that the level of specialized training of educators in daycare service was a direct indicator of quality. In concrete terms, the educators with little training are susceptible to being less affectionate towards the children, especially if this factor is combined with other ones such as job satisfaction, worries linked to work and the level of support of administration (Goelman et al, 2000). The authors of these studies formulated a crucial recommendation : in order to assure the establishment of educational practices which aim to put forward activities which are stimulating and adapted to the children, it is necessary without doubt that more investment be made in the initial training and development of the educators.

In the studies relating to the impact of participation in the daycare environment on the development of the child, the authors point out the importance of appropriate training of personnel. These studies suggest that when the educators have a higher level of education and, in particular, when they have specialized training in early childhood, the children are more cooperative and more socially competent. In addition, educators are able to provide support which is better adapted to the needs of the children (Goelman, & Pence, 1987; Palacio-Quintin, & Coderre, 1999; Moreau & Boudreault, 2000). In sum, the whole of the information foregrounds the support to be offered to the personnel of preschool services for encouraging inclusion. Inclusion is far from being a reality; it is a challenge, if not a factor for change, in the case where appropriate support at all levels of the system of services is ensured. The previously mentioned studies foreground the level of certification and learning and development as inescapable factors for the improvement of the quality of services and the success of inclusion.

THE THEORETICAL FRAMEWORK WHICH GUIDES THE ELABORATION OF TRAINING AND DEVELOPMENT MATERIAL

Research in the area of children with or without handicaps has allowed a wide range of analyses of data which, in the past 40 years, have enriched the knowledge of development of the child, the family, and preschool services. This body of research prescribes to the direction of the work of Urie Bronfenbrenner, whose "ecosystemic" approach to development of children encourages the study of very large entities of systems of services such as in education - daycare and school- and, at the same time, specific entities such as the relational dynamic of child-environment. The development of children is realized in a complex and reciprocal interactive process between children and their environment.

The results of the work carried out in this context provide information which guides our actions and provides trails of responses to the questions that our team of researchers ask themselves. This knowledge can be summarized as statements of principles.

Placed at the center of concern, the child develops and learns through interaction with the social and physical environment. It is particularly in the dynamic child-child and child-adult interactions that the child acquires new abilities, develops greater autonomy and is in a position to make choices - self-determination. Here the aspects linked to children, such as their history, their characteristics and the characteristics of other persons around them such as parents, must be taken into consideration, especially in regards to children with differences. This involves the ontosystem.

The immediate interactions of children in their living environment, family, neighbourhood, daycare, and school are situations privileged with learning. The interactions between individuals, child-child, child-adult, and adult-adult determine in large part the emergence of learning and encourage children's development. This is the microsystematic dimension.

The quality of the interactions within environments is one of the principal indicators of the level of development and learning. For example, interactions between individuals create a dynamic relationship. Specialists in the area of children in difficulty share the idea that the emergence of relations of collaboration, cooperation, and interdependence between individuals is a measure of development of optimal learning in children. The quality of interactions in the environment is determined by different factors, knowing the rules, the dynamic of relations between individuals, the ways of doing, or the abilities of each person. The more children have a high level of difficulty, the more the persons around them will have to develop differentiated know-how which responds to the needs of development and learning--hence, the importance of supporting parents and educators in their acquisition of abilities. This involves the endosystem.

The interactions between the different environments are the indirect aspects which influence the learning and development of children. For example, the interactions between parents and adults of services such as daycare or school may facilitate or slow down the development and learning in similar or divergent learning situations. The more children have a higher level of difficulty, the more must adults, as much as possible, establish relations which are considered divergent or practice cooperation in order to maximize learning and development. This involves the mesosystem.

The quality of interactions between the different environments constitutes a determining factor in the development of learning. Social structures within the environment (family, daycare, school, health services, and research environment) produce effects at a distance on the living environment of the children and on their development and learning. There is consensus in the area of research on children in difficulty on the notion that the structures which encourage a relation of partnership between individuals - implications in decisions - also encourage a greater involvement of people with the children. The present research project aims to encourage the development of support measures in living environments of children in order to help parents and educators in the efforts of inclusion.

THE CONTENT OF THE ELECTRONIC BOOK

The electronic book is comprised of an introduction and five chapters, of which three have been developed on a try-out basis. Each chapter develops a specific theme and is organized either with a common approach for all (parents, educators, and administrators) or includes a section for each group of individuals.

The introduction informs the reader of the objectives of distance training, offers a brief survey of the site, defines to whom such training is addressed, and specifies the educational principles which underlie it. One part of the introduction includes a definition of the term children with special needs and allows the reader to obtain information (references and electronic addresses) on the characteristics and disabilities most often encountered.

Chapter one, entitled *Inclusive Education*, suggests to the three groups of persons to reflect on their educational values as parents, educators, or administrators and to deepen their knowledge regarding the development of inclusive education communities. With the aid of questionnaires, these individuals will be able to make choices and target actions which will allow them to better play their roles in relation to children with special needs. The chapter includes three principal sections, of which the first deals with inclusive education as a responsibility for all. The second section historically situates the course of education for persons with difficulties, from segregation to inclusive education. The last section specifies to the reader the definition of inclusive education and what this represents for the child, the parent, the educator and the administrator.

The second chapter, entitled *The Child Entering the Daycare Environment*, begins by providing suggestions and tools to parents, likely to assist them in their search for a daycare environment. Parents may use the proposed steps from their first telephone contact to their child's first day in the daycare environment. The first part informs parents of the different daycare environments which exist and provides many electronic contact addresses. In addition, with the aid of questionnaires, the parents are invited to identify the needs of their children and their own needs for finding the suitable type of daycare environment. The second section consists of providing parents with suggestions for initial steps for finding a daycare environment for their children with special needs. These may be of many types : a list of questions before telephone contact, preparation of a portfolio which contains photos and work of their children, (a list of what the child can do, drawings, testimonials of persons who have previously interacted with the

child, etc.), a procedure for when the parents visit the daycare environment alone and with their child (what questions to ask, what criteria to consider, what type of welcome is encountered, how to observe the reactions of the child in this environment, etc.).

The section of the second chapter directed towards educators and administrators involves two goals. First, the educators and administrators are invited to become more aware of their role in the promotion of inclusive education through the evaluation of the partnership which exists in their daycare environment. Then some activities are suggested for reflecting on the common values to convey in their daycare environment. Once these values have been identified, the educators and administrators must verify whether these values also apply to children with special needs. Finally, with the help of suggestions contained in this chapter, they must find elements which they judge essential for successful inclusive education. Second, educators and administrators are encouraged to have a protocol for welcoming all children. This protocol provides guidelines for when they receive a call from parents who wish to register their children with special needs. It emphasizes welcoming parents and children as well as collaboration and mutual assistance which must exist between different individuals whose lives revolve around the children.

The third chapter, called *Concerted Planning*, specifically deals with the plan of organization. Given that the success of inclusive education in the daycare environment rests, notably, on the ability of parents, educators, and administrators to mobilize around concerted plan of action, this part touches on two essential themes: *Personalized Intervention Plan* and *Observation of the Progress of the Child*. The first section of this chapter is common to all three groups of individuals; it informs them of the functions of a plan of intervention and suggests strategies for effective participation. The readings and the proposed tools allows them to enhance their knowledge of the different stages of a plan of intervention, to begin reflection on the roles that they may be called on to play and tasks to accomplish during their eventual participation in a plan of intervention. The part directed towards parents helps them become more aware of the importance of their contribution to the different stages of the implementation of the plan, and the part directed towards educators and administrators describes strategies which encourage the participation of parents in carrying out the plan of intervention and developing a relationship of collaboration. The second section has the objective of enriching the knowledge of each group of individuals in the area of observation and evaluation of the development of learning of children. It suggests to parents tools for observing and evaluating their children's progress in the family environment, such that the parents may actively participate in meetings with educators in the daycare environment. For the educators, this section suggests means of observing and properly documenting the learning of children. It also urges them to collaborate with parents and take into account parents' observations in order to encourage the learning and integration of the children in the daycare environment.

The fourth and fifth chapters have not yet been developed but will be in the future. The fourth chapter will include the strategies to be developed, by parents and educators, in order to encourage the learning of children with special needs. Learning through projects and co-operative learning are some examples of such strategies.

The fifth chapter will suggest to each group of individuals the means for developing their community resources. In fact, very often, individuals who are directly involved with children who have special needs feel isolated and are not aware of all the resources from which they may benefit. To be able to count on community resources, therefore, becomes essential for realizing the inclusion of children with special needs.

CONCLUSION: THE PRACTICAL CONSEQUENCES AND REPERCUSSIONS OF THE PROJECT

This text has included the work on the first year of the project, namely the elaboration of the program of professional development offered at a distance through an electronic book. It has considered in turn the context of the project, the problem of inclusion of children with special needs, the theoretical framework, review of the literature, and the content of the electronic book. In the second year of the project, we will proceed to try out the training material in order to examine its relevance as well as its effects on the attitudes and behaviors of parents, educators, and administrators of daycare services.

The information analyzed in the framework of this project of research will become very important for the community of individuals interested in the problems of children with special needs. In effect, a better knowledge of the present practical characteristics of inclusion across the country allows innovation by offering new approaches to not only intervention with the children, but also in terms of that which relates to the development and learning of the target groups. Thus, the children in the daycare environment will be the greatest beneficiaries of these inclusion support measures which are directed towards parents, educators, and administrators of daycare services.

More specifically, this study of persons close to children with special needs - parents, educators, and administrators- will allow the formulation of the following proposals:

- Through the evaluation of the educational strategies of inclusion, it will be possible to formulate recommendations regarding practical principles and educational strategies to be encouraged in the network of services in early childhood.
- The results of the study on parental support will allow specification of directions relating to the nature and modes of information and support for integration of knowledge by parents.
- The results of the study on the needs for continued training will allow the formulation of directions for training and development and the methods of support of educators in preschool services.
- The results of the study on the methods of training and development will allow the provision of indices of effectiveness of proven methods of training and development.
- The trying out of the pedagogical tools using new information technologies and communication methods will allow specification of the viability of these new modes among public target groups such as parents as well as allow the formulation of new avenues of support material, of information, and of training and development of a larger public.

Consultation of previous writing has not permitted the identification of Canadian studies which provide an inventory of educational practices of inclusion in the preschool services in a way to inform desired or proscribed educational practices. The dissemination of knowledge activities and of transfer of new information resulting from research work contribute to the enrichment of different groups and interested individuals.

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In book: Teacher education for inclusion: Changing paradigms and innovative approaches, Publisher: Routledge, Editors: Chris Forlin. Cite this publication. Tim Loreman. As a result, teacher education programs have made attempts to incorporate inclusive education as part of their curricula. An analysis of the literature reveals that inclusion training has favorable effects on the attitudes of preservice teachers, but has little effect on their perceptions of preparedness to teach in inclusive classrooms. De nombreux pays ont adopté des politiques scolaires obligeant les acteurs scolaires à interroger leurs représentations des missions de l'école et leur rôle au sein de celle-ci. Further, early educators should consider the overall use of technology throughout a child's day and week, and adhere to recommended guidelines from the Let's Move initiative, in partnership with families. Additionally, if a child is eligible for services under IDEA and/or Section 504 and Title II, the student may require specific technology to ensure that the student can access the instructional material. What Are Some Differences Between Using an e-Book and a Physical Book with Early Learners? E-books have the potential to provide learning experiences for children and they also have capabilities. Students should learn to use technology as an integrated part of a diverse curriculum.