

Inclusion is an Experience, Not a Placement

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Abstract

Early education, care, and intervention programs are part of a complex system of services as experienced by children and their families. Based on a study of institutional processes and relationships from the standpoint of families with children who are thought of as disabled in the *Inclusive Early Childhood Service System (IECSS)* project, this article highlights common components of inclusion as an experience rather than merely a placement in a class. Early childhood educators and childcare programs are encouraged to play a critical role as part of this system providing accessible, equitable and integrated services to children.

Key words: inclusion, early years, childhood disability, early intervention system

Published: April 29, 2019

Spring/Summer 2019 *eceLINK*