

Inclusion of Children With Disabilities in Kansas Early Childhood Programs



Early childhood inclusion is the practice of educating and caring for children with and without disabilities in the same environments. It embodies values, policies and practices that lead to high-quality early childhood programs.

To advance preschool inclusion in Kansas, the Kansas State Department of Education embraces the following five principles based on the federal joint policy statement from the U.S. Department of Health and Human Services/U.S. Department of Education.



- 1

Hold high expectations and **intentionally promote the participation** of preschoolers with disabilities in all learning and social activities.
- 2

Use evidence-based practices and supports to foster the development (cognitive, communication, physical and social-emotional) of all preschoolers.
- 3

Promote friendships between preschoolers with and without disabilities.
- 4

Promote a sense of belonging for preschoolers with disabilities and their families.
- 5

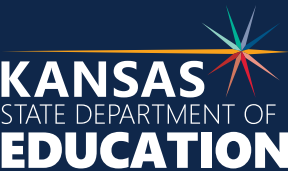
Promote the inclusion of children regardless of their level of disability (mild to most significant).



Read the full federal joint policy from the U.S. Department of Health and Human Services/U.S. Department of Education.
<https://www.ed.gov/sites/ed/files/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>



Federal and state requirements and guidance on least restrictive environment is located in Chapter 6, Section D of the Kansas Special Education Process Handbook. This infographic is technical assistance and a reference tool that can be used in conjunction with or in addition to the Kansas Special Education Process Handbook.
<https://www.ksde.gov/Portals/0/SES/PH/PH-Ch06.pdf#page=8>



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