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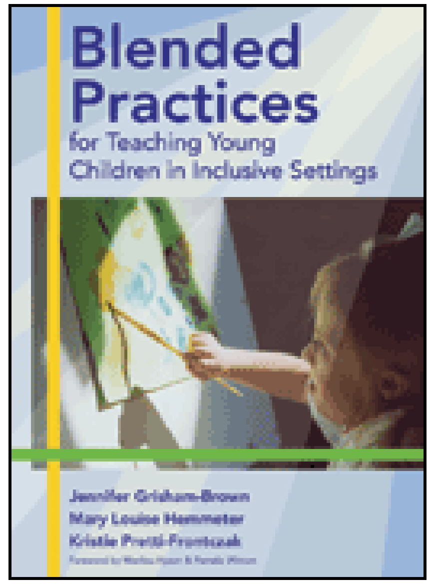
*Co-authored by Kristie Pretti-Frontczak!*




# Blended Practices for Teaching Young Children in Inclusive Settings

By **Jennifer Grisham-Brown, Ed.D.,**
**Mary Louise Hemmeter, Ph.D., & Kristie Pretti-Frontczak, Ph.D.**
Foreword by **Marilou Hyson, Ph.D., & Pamela Winton, Ph.D.**

Whether they graduate from general education programs, special education programs, or a program that blends both, most early childhood educators will be required to teach children with and without disabilities — and document that *all* their students are progressing toward positive outcomes. This essential text is just what teachers need to face these tough challenges in inclusive classrooms. Bridging the gap between special and general education, this resource integrates knowledge about effective practices for teaching young children with and without disabilities into one comprehensive approach.

***Blended Practices*** is easy for students to use — it's filled with visual aids such as tables, figures, and sample forms; vignettes and practical examples that illustrate key concepts and guiding principles; helpful summaries for each chapter; and dozens of learning activities that challenge students to test and expand their knowledge. Early childhood teachers will use this as a reference for many years to come as they blend best practices from special and general education, develop effective curricula for inclusive classrooms, and improve outcomes for all children.

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--Mary McLean, Ph.D., University of Wisconsin-Milwaukee
***"An excellent text that blends key knowledge and concepts with meaningful curriculum practices."***
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Brookes Publishing Co. / ISBN 978-1-55766-799-1 / Paperback / 312 pages / 7 x 9 ¼ / 2005

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