



NAEYC and CSEFEL Faculty Team Up for Discussion on Facebook

Join Center Partner NAEYC (The National Association for the Education of Young Children) on February 10-12 to discuss the article "[Helping Children Learn and Play Together](#)". The article, which was co-authored by Michaelene M. Ostrosky (CSEFEL faculty) and Hedda Meadan recently appeared in the NAEYC publication [Young Children](#) and describes ways to promote and support positive social interactions and prevent challenging behavior.

For more information and details about how you can participate, visit the [Facebook discussion page](#).
www.naeyc.org/yc/

Into the Mainstream, but Change is Slow...

It has been more than 30 years since the federal government first declared that children with different abilities shouldn't be automatically separated from one another in school. The latest figures from the U.S. Department of Education show that, overall, almost 57 percent of students with disabilities spend the majority of their day in traditional classrooms. But that number masks a wide range of outcomes for a diverse group of students. For students with mental retardation, for example, the inclusion rate is less than 16 percent.

The problem is that the radical changes the law promised never sunk in at the ground level — namely, in teacher-education programs, says Kathleen Whitbread, an associate professor of education at Saint Joseph College in Connecticut. "Change is slow, yes," Whitbread says, "but this is ridiculous."

When Whitbread was studying to be a teacher in the early 1980s, her special education classes didn't include teachers learning to be math or kindergarten or chemistry teachers. "All of the students in my classes were special-ed teachers," she said. "We were focusing on things like behavioral modification, functional skills, teaching kids how to tie their shoes and brush their teeth."

Then she met an inclusion activist who put things in perspective for her:

"She said, 'Is the child breathing? Then they belong in a regular class,'" Whitbread says. "I think that people respond to the civil rights argument, that it's wrong to separate children. Would you put all the blue-eyed children in one classroom? Of course you wouldn't."

To read more, visit: <http://www.tolerance.org/magazine/number-37-spring-2010/mainstream?newsletter=TT020210>

Our Pledge: The KY T/TA State Office pledges to provide timely, current, and interesting monthly newsletters for the Head Start and Early Head Start communities and others interested in the field. In keeping with our mission to be more "green," we will provide our easy to read newsletter via email.

We would like to hear from you and encourage your suggestions for newsletter content. Contact the editor: Allyson Taylor
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