

### Abstract

This study explores policies and practices that preschool administrators and teachers can implement so that students with disabilities are effectively included into the general education classroom. Through the exploration of policies and practices as it relates to inclusion in preschool, the researcher tries to find answers to the following questions: what regulations are there regarding inclusion; are there strategies preschool teachers should know about when including students with disabilities into the general education classroom, and where can preschool teachers go when they have questions or concerns about students with disabilities or if they suspect a student may need special education services? In order to answer these questions, this study takes a look at the history of people with disabilities being educated and discusses key legislation in the U.S. towards the movement of inclusion. The researcher discusses current federal regulations, barriers, and facilitators that preschool inclusion programs deal with on a daily basis. The study also looks at best practices used in inclusive settings and how they pertain to preschool. In addition, the researcher discusses local resources found in the large metropolitan area of Oregon, as well as national resources and children's literature that focus on disabilities. The researcher suggests ideas for future study that would further inform the practice of inclusion in preschool.