Please write your article directly into this template. Do not copy-paste into a new document.

|  |  |
| --- | --- |
| **Article title** | Special Educational Needs and Disabilities in Early Childhood Education (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
| **Author 1 blurb** | Name is Position at Name of Institution, Country.  e.g. John Smith is Lecturer at the University of Oxford, UK |
| **Author 2** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
| **Author 2 blurb** | Name is Position at Name of Institution, Country.  e.g. John Smith is Lecturer at the University of Oxford, UK |
| **Author email address(es)** | Author 1 email address; author 2 email address |
| **Regional Editor** | Regional Editor’s full name |

**[Keywords](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0" \l "h.wo6jdd9cla80) [compulsory]** [not included in total word count]

* Outline key search terms related to your article to aid discoverability online
* Supply a minimum of 5 and a maximum of 10 words or phrases
* Please do not use words already included in your article title

**1.** Click here to enter text.

**2.** Click here to enter text.

**3.** Click here to enter text.

**4.** Click here to enter text.

**5.** Click here to enter text.

6. Click here to enter text.

7. Click here to enter text.

8. Click here to enter text.

9. Click here to enter text.

10. Click here to enter text.

[**Glossary terms**](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0#h.bhho3dn3cyvi) **[compulsory]** [not included in total word count]

* Define specialized terms or key concepts used in your article in the style of a glossary
* Please include the term followed by a colon and a short (no more than 100 words) definition
* The glossary term must be present in the body of the article, please highlight its first instance in yellow.

**1.** Click here to enter text.

**2.** Click here to enter text.

3. Click here to enter text.

4. Click here to enter text.

5. Click here to enter text.

6. Click here to enter text.

**Text of the article** [1000 – 1500 words maximum]

Before you start writing, please read carefully and follow closely:

* [Author Guidelines](https://www.bloomsburyonlineresources.com/becs-support_author-guidelines)
* Article Outline for your article topic. **Please ensure you follow the prescribed structure as set out below, using the same subheadings and in the same order. If you do not follow the set structure, your article submission will be rejected.**
* [UNESCO ISCED classifications](https://www.bloomsburyonlineresources.com/becs-support_author-guidelines_isced) (for articles in Early Childhood, Primary Education, Secondary Education and Higher Education) or the correct age range (articles in Childhood and Youth sections)

**The education of children with disabilities may be incorporated into mainstream general education as well as considered separate, and offered through special education institutions that cater for specific disabilities such as special schools for children with Downs Syndrome or hearing or visual impairments. They may be funded and managed by a variety of providers including the State, faith based nongovernment agencies and private organizations. The justification and philosophical foundations of various programs for children with disabilities may also reflect a country’s beliefs and values about the provision of special education. Research indicates the challenges experienced by children with disabilities in relating to their peers as well as the public at large. Consider the implications for ECE teachers in promoting the better inclusion of children with disabilities within ECE settings and society based on how they are perceived in your country.**

**1. Definition and approach to special education: Every child, regardless of their developmental capabilities, have a right to education from birth. By adopting a human rights perspective, consider the application of the World Health Organization’s classification of Functionality, Disability and Health (WHO, 2001) in describing special education programs and policies in your country. Include any local national definitions and classification systems applied to children with a disability – including physical, emotional, intellectual, and other categories being used.**

Click or tap here to enter text.

**2.   Special Education programs and support services: How do children with disabilities gain access to early childhood education in your country? What types of educational programs and support services are available to these children and their families? Include a discussion of how children’s needs are assessed for educational purposes and how government funding is allocated when accessing various support services, including respite care for parents.**

Click or tap here to enter text.

**3. Role of teachers in ECE: What role do teachers play in preventing and minimizing challenges encountered by children with disabilities in terms of social isolation, discrimination, neglect and abuse both within ECE settings and within society? Refer to any anti-discrimination policies and count: 1000 – 1500 words programs that exists in your country and research on patterns of discrimination and bullying experienced by these children during early childhood.**

Click or tap here to enter text.

**4. Key challenges: What are the key challenges of working with children with disabilities ECE settings being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.**

Click or tap here to enter text.

**[Further reading and online resources](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0" \l "h.5bj83778kqd0) [compulsory]** [not included in total word count]

* Supply a minimum of 5 and a maximum of 10 suggestions
* Please write format these in the complete bibliographic style outlined in the contributor guidelines
* These suggestions must be unique from those listed in the references section.

**1.** Click here to enter text.

**2.** Click here to enter text.

**3.** Click here to enter text.

**4.** Click here to enter text.

**5.** Click here to enter text.

6. Click here to enter text.

7. Click here to enter text.

8. Click here to enter text.

9. Click here to enter text.

10. Click here to enter text.

[**References**](https://sites.google.com/view/becs-guidelines/contributor-style-guidelines?authuser=0#h.cf0zyzhqq70t) **[compulsory]** [not included in total word count]

* You must include all relevant references in full
* Use the Contributor Guidelines to ensure your references are written out correctly
* Do not include any footnotes or endnotes

Click here to enter text.

**Tables [optional]** [not included in total word count]

* Supply captions for all tables
* Please indicate where in the article the table should appear with a flag noting the file name and the caption in the relevant part of the text, for example:

[insert **Table 1: Caption** here]

**Approval Log**

Authors, do not delete the following section when submitting your article.

**Regional Editor Check**

* The text reflects and includes all of the subheadings from the Article Outline
* The text is aligned with relevant ISCED standards or age range
* The information is accurate and up to date, insofar as you can determine
* Quotations are kept to a minimum, and any lengthy quotations are properly cited.
* Routine moderate copyediting required
* Heavy copyediting required

If heavy copyediting required, note reasons and details:

Click or tap here to enter text.

* Article approved by Regional Editor

If article is not approved, note reasons below:

Click or tap here to enter text.

**Editor in Chief Check**

* Article approved by relevant Editor in Chief

If article is not approved, note reasons below:

Click or tap here to enter text.