



Blended Practices in Early Childhood Education

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Message from the Guest Editors

The purpose of this Special Issue is to expand research and further discussion on service delivery models that promote blended practices in programs for young children birth to 8 years of age. Manuscripts that describe early childhood models that have blended theory and practices are encouraged. Research manuscripts that provide evidence that blended practices benefit all young children are welcome. Finally, we urge theoretical pieces that draw connections between various child development learning theories to create blended practices that are useful to early childhood educators. We hope that this Special Issue will contain worldwide perspectives on the topic of blending practices to serve young children.

- blended practices
- inclusion
- early childhood education
- early intervention
- early childhood special education





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Message from the Editor-in-Chief

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