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Patricia G. Ramsey

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Elena Bodrova

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Elizabeth A. Hopkins

Teachers’ Attitudes Toward Inclusion: Factors Influencing Classroom Practice
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The Playing Learning Child: Towards a pedagogy of early childhood
Ingrid Pramling Samuelsson & Maj Asplund Carlsson

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Bonus content

Question-posing and question-responding: the heart of ‘Possibility Thinking’ in the early years
Kerry Chappelli, Anna Craft, Pamela Burnard & Teresa Cremin

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Ingrid Pramling Samuelsson, Maj Asplund Carlsson, Bengt Olsson, Niklas Pramling & Cecilia Wallerstedt

Toddlers with developmental delays and challenging behaviors
Kathryn M. Keller & Robert A. Fox

Children’s Evaluations of Gender-Stereotypic Household Activities in the Family Context
Christine Schuette & Melanie Killen

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Norunn Askeland & Eva Maagerø

Improving and encouraging teacher confidence in out-of-classroom learning: the impact of the Hampshire Trailblazer project on 3–13 curriculum practitioners
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Using Performance Feedback To Decrease Classroom Transition Time And Examine Collateral Effects On Academic Engagement
Robin S. Coddig & Carol Ann Smyth

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Catherine Bitter, Jennifer O’Day, Paul Gubbins & Miguel Sociasa

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Edward Sellman

Teachers’ attitudes towards integration / inclusion: a review of the literature
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“I Like That He Always Shows Who He Is”: The perceptions and experiences of siblings with a brother with autism spectrum disorder
Michael A. Petalas, Richard P. Hastings, Susie Nash, Alan Dowey & Deirdre Reilly

Outcomes of a curriculum-based anti-bullying intervention program on students’ attitudes and behavior
Eleni Andreou, Eleni Didaskalou & Anastasia Vlachou

International trends in inclusive education: the continuing challenge to teach each one and everyone
Dianne L. Ferguson