Page 1 naeyc® National Association for the Education of Young Children	美国幼儿教育协会（NAEYC）
Division for Early Childhood of the Council for Exceptional Children	美国特殊儿童委员会（CEC）幼儿教育分会（DEC）
Early Childhood Inclusion Position Statement	幼儿融合教育立场声明
Adopted by the DEC and NAEYC Governing Boards in Summer 2026	于 2026 年夏季获得 DEC 及 NAEYC 理事会通过
The “Early Childhood Inclusion” position statement is a public statement created by the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) and the National Association for the Education of Young Children (NAEYC). It is aimed at forwarding the goal of rightful presence and full inclusion of each and every child with a disability and their families. We ground this statement in the vision and mission of both organizations with a focus on supporting each and every child to reach their full potential in a society that cultivates inclusion and belonging as a lived reality for all children. We commit to advancing inclusion through our daily actions, decisions, partnerships, and change.	《幼儿融合教育》立场声明是由美国特殊儿童委员会（CEC）幼儿教育分会（DEC）与美国幼儿教育协会（NAEYC）共同制定的公开声明。其宗旨旨在推动每一位残障儿童及其家庭获得应有的参与机会与全面融合。我们将此声明立基于这两个组织的远景与使命，致力于支持每一位儿童在一个将「融合」与「归属感」落实为生活现实的社会中，充分发挥其潜能。我们承诺通过日常行动、决策、合作伙伴关系以及变革，持续推进融合教育。
This statement manifests a future that disrupts ableist systems, practices, and communities; a future where inclusion is not optional or supplemental, but essential. The responsibility toward this future is grounded in our field’s shared commitments:	本声明展现了一个打破健全能力主义体制、实践与社群的未来；一个融合不再是可有可无或补充性质，而是至关重要的未来。实现这一未来的责任，立基于我们专业领域的共同承诺：

• The "Division for Early Childhood (DEC) Racial Equity Point of View" calls for systemic change to ensure that children and families of color, including those with disabilities, experience meaningful improvements in their lives. • NAEYC's "Advancing Equity in Early Childhood Education" position statement emphasizes that all children have the right to equitable learning opportunities and that we must dismantle barriers that create unfair outcomes. • The DEC "Position Statement on Ethical Practice" guides us to act with integrity, equity, and responsiveness in every interaction with children and families. • NAEYC's "Code of Ethics for Early Childhood Educators" emphasizes the ethical decision making and behaviors that support each and every child's healthy development, learning, and well-being.	DEC《种族公平观点》呼吁进行体制性变革，以确保有色人种儿童及其家庭（包括残障者）的生活能获得实质改善。 美国幼儿教育协会（NAEYC）的《促进幼儿教育之平权》立场声明强调，所有儿童均享有获得公平学习机会的权利，且我们必须消除造成不公平结果的障碍。 幼儿教育分会（DEC）的《伦理实践立场声明》引导我们在与儿童及家庭的每一次互动中，皆以诚信、平权与回应性来行事。 美国幼儿教育协会（NAEYC）的《幼儿教育工作者道德守则》强调能支持每一位儿童健康发展、学习与幸福的道德决策与行为。
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Throughout this statement, we use intentional language, such as with the word "disability." We are defining "disability" more broadly than as defined in the educational law. "Disability" includes anyone identified with a disability, developmental delay, or established condition. This is not only limited to those children identified under national and international laws and policies. We are including children who are not yet identified and those who have a disability and do not qualify for services under the law. We know that there is discourse around the words we use to describe disability and inclusion. You will notice that we are using both person-first and identity-first language throughout the statement to reflect that the disability community does not have a standard way to refer to individuals with disabilities and that disabled people prefer different terms. However, we consistently use the word "disability" throughout this statement intentionally. We use it to honor disabled advocates who have worked to reclaim the word "disability," challenge ableism, and show pride in disability as an identity.	整篇声明中，我们刻意使用具特定意图的用语，例如「残障」（disability）一词。我们对「残障」的定义比教育法规中的定义更为广泛。「残障」包含任何被认定为患有残障、发展迟缓或既定症状的对象。这不仅限于国家及国际法律政策所认定的儿童。我们也纳入了尚未被认定，以及虽患有残障但未符合法律服务资格的儿童。我们知道，关于用来描述残障与融合的措辞存在着许多讨论。您会注意到，整篇声明中我们同时使用了「人为先」（person-first）和「身分优先」（identity-first）的表述方式，以反映残障社群对残障者的称呼并无统一标准，且残障人士各有其偏好的用语。然而，我们在整篇声明中始终刻意使用「残障」一词。我们使用这个词，是为了致敬那些致力于重新拿回「残障」话语权、挑战健全能力主义（ableism），并对残障这种身分认同展现自豪的残障倡议者。
Page 2 • NAEYC's "Developmentally Appropriate Practice" position statement emphasizes the importance of considering the commonality of children's learning and development; the individuality of children's strengths,	美国幼儿教育协会（NAEYC）的《发展适宜性实践》（Developmentally Appropriate Practice）立场声明强调，考量儿童学习与发展的共通性、个别儿童优势、需求与经验的

needs, and experiences; and the cultural and social context of children, families, and educators.	独特性，以及儿童、家庭与教育工作者所处的文化与社会脉络的重要性
Taken together, these commitments remind us that inclusion is both an ethical obligation and a daily practice. It requires us to learn with and from people with disabilities and to center the voices and experiences of children with disabilities and their families. It also requires us to co-create learning environments where children with disabilities are valued and supported and to work collectively to confront the barriers that stand in the way of equity and belonging.	综合来看，这些承诺提醒着我们，融合既是一项道德义务，也是一种日常实践。它要求我们与残障者一同学习并向他们学习，并以残障儿童及其家庭的声音与经验为核心。这同时也要求我们共同营造能让残障儿童受到重视与支持的学习环境，并携手合作，共同对抗阻碍平权与归属感的各种障碍。
These commitments also remind us that inclusion is not simply a set of practices or a checklist—it is a stance that affirms the rightful presence of every child and family in our early childhood communities. For disabled children and their families, *rightful presence* means more than physically being in the same space at the same time. Our systems often treat children with disabilities as invited guests who gain value from being included rather than as members who belong and enrich our systems. This statement serves as a reminder of our shared responsibility to cultivate early learning settings and communities in which the identities of all young children are discussed, celebrated, and affirmed. This statement is also a call to action that promotes our collective responsibility to change the overwhelming exclusion of young children with disabilities from their learning communities. It aims to address particularly the experiences of disabled children who are most likely to be excluded: Disabled children from communities that are marginalized based on factors such as multilingualism, race,	这些承诺也提醒着我们，融合不仅仅是一套做法或清单——它是一种立场，肯定每一位儿童和家庭在我们幼儿社群中应有的在场。对于残障儿童及其家庭而言，「应有的在场」（rightful presence）意味着不仅仅是物理上在同一时间处于同一空间。我们的体系往往将残障儿童视为因获准加入而受益的受邀客人，而非本就属于这里并能丰富我们体系的成员。本声明旨在提醒大家，我们有责任共同营造能探讨、庆祝并肯定所有幼儿身分认同的早期学习环境与社群。本声明也是一项行动号召，推动我们承担共同的责任，以改变残障幼儿在其学习社群中遭受严重排斥的现况。它特别关注那些最有可能被排斥的残障儿童之处境：即来自因多语能力、种族、文化、社会经济地位及多元家庭结构等因素而被边缘化之社群的残障儿童。

culture, socioeconomic status, and diverse family structures.	
This position statement affirms that inclusion and rightful presence are not optional or supplemental. They are essential. It calls on each and every one of us to ensure that disabled children and their families are both welcomed and celebrated as vital members of the community of every early childhood space.	本立场声明重申，融合与「应有的在场」（rightful presence）绝非可有可无或补充性质。它们是至关重要的。它呼吁我们每一个人确保残障儿童及其家庭在每一个幼儿领域中，都能作为社群的重要成员而受到欢迎与赞扬。
Definition Early childhood inclusion refers to the rightful presence of each and every young child with a disability and their families in all early childhood education (ECE) environments. Inclusion emphasizes that young children with disabilities and their families have the right to belong within every early childhood environment, space, and community with their strengths affirmed and their needs supported.	定义 幼儿融合教育（Early childhood inclusion）是指每一位残障幼儿及其家庭在所有幼儿教育（ECE）环境中皆享有「应有的在场」（rightful presence）。融合教育强调，残障幼儿及其家庭有权归属于每一个幼儿教育环境、空间与社群，使其优势获得肯定，需求得到支持。
Inclusion means intentionally providing equitable access to learning opportunities, implementing individualized supports that promote participation and engagement, fostering belonging for each and every child with a disability, and ensuring systems are designed with and for individuals with disabilities.	融合（Inclusion）意味著有意识地提供公平获取学习机会的途径，实施能促进参与和投入的个别化支持，为每一位残障儿童培养归属感，并确保各项体制是与残障人士共同设计且为其所设计的。
Page 3 Characteristics There are four defining features of inclusion.	核心特征 融合教育具有以下四个核心特征。

Access Inclusion begins with ensuring that children and families can identify, enter, and sustain meaningful presence in a wide variety of high-quality early learning opportunities, activities, settings, and natural environments. Such spaces may have common or unique features; they can include Head Start and Early Head Start, early intervention sessions, center- and home-based child care, faith-based programs, recreational programs, preschool, public and private prekindergarten through early elementary education, and blended early childhood education/early childhood special education programs. While there are many places in which inclusion occurs and many ways to implement inclusion in these spaces, inclusion is facilitated by children's physical and social environments. Universal Design for Learning (UDL) is one educational framework that guides organizations in removing physical and structural barriers and creating more flexible spaces and learning opportunities to support a wide variety of learners. UDL promotes equitable access to learning by encouraging early childhood programs to offer multiple ways for children and family members to engage with materials, understand concepts, and demonstrate their learning. Access also refers to the social environment (attitudes, beliefs, and relationships) of a space. High-quality early childhood spaces promote inclusion by acknowledging, valuing, and welcoming the autonomy and contributions of young children and their families.	机会获取（Access） 融合教育始于确保儿童及其家庭能够在各式各样的高品质早期学习机会、活动、情境与自然环境中进行识别、进入并维持有意义的参与。此类空间可能具有共通或独特的特征；包含《开端计划》（Head Start）与《早期开端计划》（Early Head Start）、早期干预课程、托育中心及家庭式托育、宗教团体办理之计划、育乐活动计划、学前教育、公私立幼儿园至国小低年级教育，以及融合幼儿教育与幼儿特殊教育之整合型计划。 虽然融合教育可以在许多场所发生，且在这些空间中落实融合的方式也多不胜数，但儿童的物理与社会环境对融合教育起到了促进作用。通用学习设计（Universal Design for Learning，UDL）即是一种教育框架，引导各机构消除物理与结构上的障碍，并创造更有弹性的空间与学习机会，以支持多样化的学习者。UDL 透过鼓励幼儿计划提供多重管道，让儿童与家庭成员接触教材、理解概念并展现学习成果，进而促进公平的学习机会获取。机会获取亦指一个空间的社会环境（态度、信念与人际关系）。高品质的幼儿教育空间透过认同、重视并欢迎幼儿及其家庭的自主性与贡献来促进融合教育。

Participation Access alone does not ensure high-quality inclusion. Inclusion is also promoted through the participation of young children and their families in early learning settings and natural environments. Participation is understood as each child and family's meaningful engagement as members in a given space, according to their identified preferences and capacity. To support meaningful participation for all disabled children and their families, adults in early learning spaces must intentionally hold specialized competencies, such as those articulated in the DEC "Early Intervention/Early Childhood Special Education Standards" and NAEYC's "Professional Standards and Competencies for Early Childhood Educators" position statement. They also must apply high-quality practices, such as those described in the "DEC Recommended Practices," NAEYC's "Developmentally Appropriate Practice" position statement, social-and-emotional learning frameworks, UDL, and tiered instructional models.	参与 单凭机会获取（Access）并不能确保高品质的融合教育。融合教育还需要透过幼儿及其家庭在早期学习环境和自然环境中的参与来促进。参与被理解为每一位儿童与家庭根据其明确的需求偏好与能力，作为成员在特定空间中进行有意义的投入。 为了促进所有残障儿童及其家庭有意义地参与，早期教育工作者需要具备相应的专业知识与技能，例如 DEC《早期干预与幼儿特殊教育标准》（Early Intervention/Early Childhood Special Education Standards）以及 NAEYC《幼儿教育工作者专业标准与能力》（Professional Standards and Competencies for Early Childhood Educators）立场声明中所阐述的内容。他们还必须应用高品质的做法，例如《DEC 建议实践》（DEC Recommended Practices）、NAEYC《发展适宜性实践》（Developmentally Appropriate Practice）立场声明、社会情绪学习框架、通用学习设计（UDL）以及分层教学模型中所描述的内容。
Page 4 Young children and families benefit from a wide range of individualized and differentiated supports that provide them with the knowledge, skills, and services essential for promoting their desired outcomes. In addition to universal practices, individualizing instruction and caregiver coaching are often needed to meet the unique needs of children and families. This includes embedding specially	幼儿与家庭得益于广泛的个别化与差异化支持，这些支持为他们提供促进实现理想成果所不可或缺的知识、技能与服务。除了普遍适用的教育方法外，通常还需要个别化教学与照顾者指导，以满足儿童和家庭的独特需求。这包括将专门设计的教学融入日常活动与生活常规中，并根据儿童的需要进行适当

designed instruction within everyday routines and activities and making adaptations and modifications to ensure that each and every child can fully access and participate alongside their peers. The ways in which young children and families choose to participate will vary, shaped by their individual agency, strengths, preferences, needs, and resources as well as the early learning spaces in which they are members. Similarly, the ways in which early childhood professionals respond and provide individualized support will also shape participation.	调整，以确保每一位儿童都能与同伴一样，充分获得学习机会并参与各项活动。 幼儿和家庭选择参与的方式各不相同，受其个人自主性、优势、偏好、需求和资源以及他们所归属的早期学习空间所塑造。同样，幼儿教育专业人员如何回应儿童的需求以及如何提供个别化支持，也会影响儿童的参与方式和程度。
Belonging Access and participation are not enough to ensure high-quality inclusion. Young children with disabilities and their families must feel a sense of belonging within early learning spaces. Belonging results from the membership experienced by children through everyday relationships and interactions. It is shaped by the practices, services, and policies implemented across the systems in which children and their families participate. To support belonging, adults teach about identity, co-create environments with children and families, facilitate authentic friendships, and promote disability-led values.	归属感 仅靠机会获取（Access）与参与（Participation）并不足以确保高品质的融合教育。残障幼儿及其家庭必须在早期学习空间中感受到归属感。归属感源于儿童透过日常人际关系与互动所体验到的成员资格。它受到儿童及其家庭所参与的各个教育及服务体系中的教育实践、服务和政策的影响。为了支持归属感，成人需要教授关于身分认同的知识、与儿童及家庭共同营造环境、促进真挚友谊的建立，并倡导由残障人士主导形成的价值理念。
The extent to which and ways that young children and their families experience belonging are shaped by the inclusionary or exclusionary values and attitudes of the communities with which they interact. To promote belonging, everyone must honor children with disabilities' individual agency; ensure the identities of young learners and	幼儿及其家庭在多大程度上感受到归属感，以及他们体验归属感的方式，都受到与他们互动的社群所持有的包容性或排斥性价值观和态度的影响。为了促进归属感，每个人都必须尊重残障儿童的个人自主性；确保幼儿及其家庭的身分认同在所有空间中都能获得

their families are honored, affirmed, and valued within all spaces; and promote connection. Additionally, belonging is promoted by affirming the genuine membership of young children and families, actively challenging ableism and other forms of marginalization, and rejecting practices that position disabled children and their families as guests. These approaches allow individuals' unique characteristics and contributions to be valued and celebrated.	**尊重、肯定与重**视；**并促**进**彼此的**连结。此外，要增强归属感，还需要肯定幼儿及其家庭是社群中真正的一员，积极挑战健全能力主义（ableism）及其他形式的边缘化现象，并摒弃将残障儿童及其家庭视为外来客人的做法。通过这些努力，每个人的独特性和贡献都能得到尊重、认可和赞赏。
System-Level Supports A comprehensive system of supports is necessary to ensure that young children, their families, and early childhood professionals have access to high-quality early learning spaces in which they experience a sense of belonging. System-level supports are the vital infrastructure that ensures professionals, programs, and organizations are prepared with the policies, funding, staffing, professional competencies, resources, and dispositions needed to implement effective inclusive practices. These components include:	系统层面的支持 为**了确保幼儿、其家庭以及幼儿教育**专业**人**员**都能**进**入高品**质**的早期学**习**空**间，**并在其中感受到**归**属感，建立一套完善的支援系**统**是必要的。系**统层**面的支持是至关重要的基**础设**施，能确保**专业**人**员、计**划与机构在政策、**经费、**人力配置、**专业**能力、**资**源与意向**态**度方面做好准**备，**以落**实**有效的融合教育**实**践。这些构成要素包括**：
Page 5	
• Blending and braiding funding • Creating policies and accountability systems where inclusion is essential and not an add-on • Ensuring that in-service and preservice professional development for all adults (e.g., practitioners, administrators, specialists) centers inclusive practice • Creating structures that promote professional collaboration	• **整合与**协调**不同来源的**资**金** • **制定将融合教育**视为**核心而非附加**项**目的政策与**问责**体系** • **确保**针对**所有成人（如教育工作者、行政人**员、专责**人**员）**的在**职**与**职**前**专业发**展皆以融合教育实践**为**核**心** • **建立促**进专业协**作的**结构

• Promoting the use of data-informed decision making • Creating systems that value the physical and mental health and well-being of the workforce • Meaningfully partnering with families and individuals with disabilities in systems-level decision making • Coordinating communication across and between organizations, agencies, programs, and families • Coordinating professional development resources across programs These system supports are essential so that adults supporting young children with disabilities have what they need to implement effective practices that promote access, participation, and belonging.	• 推广运用以数据为依据的决策模式 • 建立重视工作团队身心健康与幸福的体系 • 在系统层面的决策中，与家庭及残障人士建立有意义的伙伴关系 • 协调各机构、政府部门、计划与家庭之间及内部的沟通 • 协调不同教育项目之间的教师专业发展资源 这些系统层面的支持至关重要，能够确保支持残障幼儿的教育工作者获得所需的资源和条件，从而采取有效的教育措施，促进儿童获得学习机会、积极参与并建立归属感。
Call to Action Inclusion for young children with disabilities and their families is not simply a vision for the future. It is the work of today. We know there are significant barriers to inclusion that exist within a system designed to exclude. Yet each moment in an early learning setting is an opportunity to affirm children's dignity, challenge ableism, and strengthen partnerships with families. By grounding our practice in the characteristics of inclusion, we create spaces where children with disabilities are not only invited and included, but truly belong.	行动号召 残障幼儿及其家庭的融合教育不仅仅是未来的愿景，更是当下的工作。我们深知在一个原本为排斥而设计的体制中，融合教育面临着重大障碍。然而，早期学习环境中的每一个时刻，都是肯定儿童尊严、挑战健全能力主义（ableism）并加强与家庭伙伴关系的契机。通过在教育实践中贯彻融合教育的核心理念，我们能够创造一个让残障儿童不仅受到欢迎和接纳，而且真正感受到归属感的环境。
We call on each and every one of us to carry this commitment forward by	我们呼吁我们每一个人通过以下方式推进这项承诺：

• Partnering and sharing power with families and individuals with disabilities to make impactful decisions • Reflecting on and disrupting ableism, racism, and other biases in our own practice • Shaping environments and interactions that honor every child's identities, agency, joy, and potential • Advocating for systems, policies, and funding that uphold justice We are each responsible for putting this statement into practice. When we act together with courage and care, we ensure that every child's rightful presence and active and meaningful participation are recognized, supported, valued, and celebrated—today and always.	• **与家庭及残障人士建立伙伴关系并共享**权**力，以做出深**远**影响力的决策** • 在自身的教育实践中，反思并积极挑战健全能力主义（ableism）、种族主义及其他形式的偏见。 • **塑造能尊重每一位儿童的身分**认**同、自主性、喜悦与潜能的**环**境及互**动 • **倡**议**能**维**持公平正**义**的体制、政策与**资金 我们每个人都有责任将本声明付诸实践。当我们以勇气和关怀携手行动时，就能确保每一位儿童应有的在场及其积极而有意义的参与始终得到认可、支持、重视与肯定。
Page 6	
Appendices in the final position statement • Appendix A: Workgroup Members • Appendix B: Timeline and Process Leading to Revisions • Appendix C: Glossary • Appendix D: References	**最**终**立**场**声明中的附**录 • **附**录 A：**工作小**组**成**员 • **附**录 B：**修**订历**程与**时间线 • **附**录 C：**名**词**解**释 • **附**录 D：**参考文献**
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Appendix A: Position Statement Workgroup Members *Names and affiliations not translated* The Early Childhood Inclusion Position Statement workgroup members had varied positionalities, including diversity of race, disability, languages, location (e.g., international), roles, and family identity. The workgroup also thanks Catasha Williams (Frank Porter Graham Child Development Institute) for her contributions to its early work.	附录 A：立场声明工作小组成员 幼儿融合教育立场声明工作小组成员具有多元的背景与立场，包括在种族、残障、语言、地理位置（例如：国际）、专业角色及家庭身分认同上的多样性。 工作小组特别感谢 Catasha Williams（法兰克波特格雷厄姆儿童发展研究所，Frank Porter Graham Child Development Institute）对前期工作所做出的贡献。
Page 8 Appendix B: Timeline and Process Leading to the Revisions	附录 B：修订历程与时间线
Fall 2024: To inform the initial revisions process, the workgroup developed a survey to gather early childhood educators' perspectives on • The position statement's current definition of inclusion and components of inclusion (e.g., what needs to remain, what needs to be updated) • The level of agreement with the current position statement • What quality inclusion looks like to them • Current research that should inform revisions to the position statement • Whether/how ECE professionals are using the position statement in their everyday practice	**2024 年秋季**：为提供初始修订流程之依据，工作小组开发了一份调查问卷，以收集幼儿教育工作者针对以下面向的观点： • 立场声明现行对融合教育的定义及构成要素（例如：哪些需要保留、哪些需要更新） • 对现行立场声明的同意程度 • 对于高品质融合教育在教育实践中具体呈现型态的看法 • 应纳入立场声明修订参考的最新研究 • 幼儿教育专业人员是否以及如何在日常实践中运用该立场声明

Winter/Spring 2025: The workgroup issued the survey and analyzed the results (almost 200 educators from within DEC's and NAEYC's membership submitted responses). **Summer 2025**: The workgroup held a series of listening sessions with early childhood educators to explore themes that emerged from the survey responses. **Fall 2025:** The workgroup began drafting a revised position statement with a focus on an updated definition of inclusion and its components. It held well-attended sessions at DEC's and NAEYC's annual conferences to gather feedback on the draft revisions. **Winter 2026:** The workgroup continued to revise the position statement based on feedback gathered at the fall conferences. **Spring 2026**: The revised statement was issued for public comment. **Summer 2026:** DEC and NAEYC approved a final, updated position statement. **Fall 2026:** The position statement is published and disseminated.	**2025 年冬季与春季**：工作小组发放调查问卷并分析结果（DEC 与 NAEYC 的会员中共有近 200 位教育工作者提交回复）。 **2025 年夏季**：工作小组与幼儿教育工作者举行了一系列公听与聆听会，以探讨从问卷回复中浮现的主题。 **2025 年秋季**：工作小组开始起草修订版立场声明，重点关注更新后的融合教育定义及其构成要素。工作小组还在 DEC 和 NAEYC 的年会上分别举办了讨论会，吸引了众多与会者参与，以收集他们对修订草案的反馈意见。 **2026 年冬季**：工作小组根据秋季会议上收集到的反馈，继续修订立场声明。 **2026 年春季**：修订后的立场声明发布并公开征求大众意见。 **2026 年夏季**：DEC 与 NAEYC 批准了最终更新版的立场声明。 **2026 年秋季**：正式发布并推广该立场声明。

Page 8 Appendix C: Glossary **ability***—The means or skills to do something. In this position statement, we use the term "ability" more broadly than the traditional focus on cognition or psychometric properties to apply across all domains of development. We focus and build on each child's abilities, strengths, and interests, acknowledging disabilities and developmental delays while avoiding ableism (see also disability below). **ableism+**—A systemic form of oppression deeply embedded in society that devalues disabilities through structures based on implicit assumptions about standards of physical, intellectual, and emotional normalcy.	附录 C：名词解释 **能力（ability）***做某件事的手段或技能。在本立场声明中，我们对「能力」一词的使用范畴比传统关注的认知或心理测量特性更为广泛，适用于发展的所有领域。我们专注并奠基于每位儿童的能力、优势与兴趣，在承认残障及发展迟缓的同时，避免健全能力主义（ableism，参见下方「残障」条目）。 **健全能力主义（ableism）**+一种深植于社会中的系统性压迫形式，透过基于对身体、智力与情感「正常」标准之隐性假设所建构的体制，来贬低残障的价值。
ableist systems[1]—Network of policies, laws, regulations, practices, and societal/cultural norms that prioritize non-disabled experiences and exclude disabled people from full participation and equal opportunity. This includes barriers in societal infrastructures such as education and health care. **developmentally appropriate practice (DAP)***—Refers to a framework of principles and guidelines for practice that promotes young children's optimal learning and development. DAP is a way of framing a teacher's intentional decision making. It begins with three Core Considerations: (1) what is known about general processes of child development and learning; (2) what is known about the child as an individual who is a member of a particular family and	健全能力主义体系（ableist systems）[1]—由政策、法律、法规、实践以及社会与文化规范所构成的网络，优先考虑非残障者的经验，并排除残障者参与及获得平等机会。这包括教育与医疗保健等社会基础设施中的障碍。 **发展适宜性实践（developmentally appropriate practice, DAP）***指一套用以促进幼儿最佳学习与发展的实践原则与指引架构。DAP 是构建教师「有意识决策」的一种方式。它始于三大核心考量：(1) 对儿童发展与学习一般过程的认识；(2) 将儿童视为

community; and (3) what is known about the social and cultural contexts in which the learning occurs. **disability or developmental delay***—Children may have a disability or developmental delay (including being in the process of early identification and diagnosis) regardless of enrollment in IDEA or private services. Legally defined for young children under the Individuals with Disabilities Education Act (IDEA), disabilities include intellectual disability; hearing, speech, or language, visual, and/or orthopedic impairment; autism; and traumatic brain injury. Under IDEA, states define developmental delays to include delays in physical, cognitive, communication, social or emotional (including mental health), or adaptive development. These legal definitions are important for determining access to early intervention and early childhood special education services. The consequences of the definition can vary based on the degree to which they are seen as variations in children's assets or the degree to which they are seen as deficits. (See also ability.)	特定家庭与社群成员的个体认识；以及 (3) 对学习发生之社会与文化情境的认识。 **残障或发展迟缓（disability or developmental delay）*—无论是否参加《残障人士教育法》（IDEA）或私立服务，儿童都可能患有残障或发展迟缓（包括处于早期发现与诊断的过程中）。根据《残障人士教育法》（IDEA）对幼儿的法律定义，残障包括：智能障碍；听觉、言语或语言、视觉及或肢体障碍；自闭症；以及创伤性脑损伤。在 IDEA 架构下，各州对发展迟缓的定义包括身体、认知、沟通、社会或情绪（包含心理健康）或适应性发展方面的迟缓。这些法律定义对于确定获取早期干预与幼儿特殊教育服务的资格至关重要。定义所带来的影响，取决于这些特征在多大程度上被视为儿童资产的多样性表现，或是被视为缺陷（另参见「能力」条目）。**
Page 9 **early childhood***—The first period in child development, beginning at birth. Although developmental periods do not rigidly correspond to chronological age, early childhood is generally defined as including all children from birth through age 8. **early childhood education (ECE)***—A term defined using the developmental definition of birth through approximately age 8,	**幼儿期（early childhood）***儿童发展的第一个时期，始于出生。虽然发展阶段并非严格对应生理年龄，但幼儿期通常被定义为涵盖从出生至 8 岁的所有儿童。 **幼儿教育（early childhood education, ECE）***—根据儿童发展阶段来界定，指面向出生至约 8 岁儿童的教育，不受教育项目类型

regardless of programmatic, regulatory, funding, or delivery sectors or mechanisms.	、管理制度、经费来源或教育服务提供方式的限制。
early childhood special education (ECSE) – A term defined as services and professional practices tailored for young children aged birth through age eight who have or are at risk for developmental delays and disabilities, alongside support for their families. **early intervention** (EI) – A term defined as a system of coordinated services and evidence-based practices designed to support families and enhance the optimal development of young children (from birth to age eight) who have or are at risk for developmental delays and disabilities. **early learning settings***—These include programs serving children from birth through age 8. Setting refers to the locations in which early childhood education takes place—child care centers, child care homes, elementary schools, religious-based centers and many others. **inclusion***— Intentionally providing equitable access to learning opportunities, implementing individualized supports that promote participation and engagement, fostering belonging for each and every child with a disability, and ensuring systems are designed with and for individuals with disabilities. **individualized instruction**—A strategy to tailor learning experiences to a specific child, including the content, pacing, and strategies. Examples may include using child's interests, development of visual supports and scripted stories, environment	**幼儿特殊教育（early childhood special education, ECSE）**–指专为从出生至 8 岁患有或面临发展迟缓与残障风险的幼儿所量身打造的服务与专业实践，同时包含对其家庭所提供的支持。 **早期干预（EI）**–指通过一系列相互协调的服务和循证实践，为家庭提供支持，并促进从出生至 8 岁存在或可能出现发展迟缓或残障的儿童实现最佳发展。 **早期学习场所**（early learning settings）*—指为出生至 8 岁儿童提供早期教育服务的各类场所，包括托育中心、家庭托育机构、小学、宗教团体开办的教育机构及其他开展幼儿教育活动的场所。 **融合教育（inclusion）***—指有意识地为儿童提供公平的学习机会，通过个别化支持促进儿童的积极参与，帮助每一位残障儿童建立归属感，并确保相关制度和支持体系在设计过程中充分体现残障人士的需求与意愿，让他们共同参与设计。 **个别化教学（individualized instruction）**—一种针对特定儿童量身打造学习经验的策略，包含内容、步调与教学策略。范例可能包括：运用儿童的兴趣、发展视觉支持与脚本故事（scripted stories）、调整环境或使用专

changes or specialized materials, using of communication devices, individualized routines, or providing choices and prompts.	业教具、运用辅助沟通设备、建立个别化日常流程，或提供选择与提示。
Page 11 **natural environments**[2] - Natural environments are defined as "settings that are natural or typical for a same-aged infant or toddler without a disability, may include the home or community settings **position statement***—Position statements express the official views of DEC and NAEYC and are informed by research, professional expertise, and extensive feedback from their members. You can find DEC's definition of a position statement here and NAEYC's here **rightful presence**[3] **-** A concept that recognizes the inherent value of those traditionally marginalized and normalizes a culture of belonging and shared burden, cost, and power. **tiered intervention approaches***—Also referred to as multi-tiered system of supports (MTSS). "In early care and education, an MTSS framework is a way to provide high-quality teaching and responsive caregiving through the delivery of differentiated support for all young children...Given these core principles and focus, ultimately an MTSS framework offers	自然环境（natural environments）[2]——指与同龄非残障婴幼儿日常生活中所处的环境相同或相似的场所，包括家庭、社区等自然生活环境。 相关说明**立场声明（position statement）*–立场声明代表幼儿教育分会(DEC)与美国幼儿教育协会(NAEYC)的官方观点，其内容以相关研究、专业知识以及会员的广泛反馈意见为依据。有关立场声明的具体定义，可参阅 DEC 的相关说明及 NAEYC 的相关说明。** **应有的在场**（rightful presence）[3]——这一概念强调，传统上受到边缘化的群体具有其内在价值，并倡导建立一种将归属感以及责任、成本和权力的共同分担视为常态的文化。 **分层介入方法（tiered intervention approaches）***—亦称为多层次支持系统（multi-tiered system of supports, MTSS）。「在早期照顾与教育中，MTSS 架构是一种透过向所有幼儿提供差异化支持，来实现高品质教学与回应式照顾的方式……基于这些核心原则与重点，MTSS 架构最终提供了一套

a process for revising instructional and care variables such as (a) what child outcomes are taught or addressed; (b) where care, instruction, and interventions are delivered; (c) when instruction and interventions are delivered; and (d) how instruction and interventions are delivered. The goal of implementing an MTSS framework with young children is to be aware of areas (e.g., developmental, early academics) in which each child has differing needs and to match systems of support to those individual needs. Creating a match between teaching and caregiving and children's needs requires a hierarchy of support that is differentiated through a data-based decision-making process (Abbott et al., 2017; Pretti-Frontczak et al., 2011)." (p. 2-3)	调整教学与照顾变数的过程，例如：(a) 教学或处理哪些儿童发展成果；(b) 在何处提供照顾、教学与介入；(c) 在何时提供教学与介入；以及 (d) 如何提供教学与介入。对幼儿实施 MTSS 架构的目标，在于察觉每位儿童具有不同需求的领域（例如：发展、早期学业），并使支持系统与这些个别需求相配对。要使教学与照顾能精准契合儿童的需求，需要通过以数据为基础的决策过程来提供差异化的阶层式支持（Abbott et al., 2017; Pretti-Frontczak et al., 2011）。」（第 2-3 页）
Universal Design*—A concept that can be used to support access to environments, curriculum, materials, and activities in many different types of settings through the removal of physical and structural barriers. Universal Design for Learning (UDL) reflects practices that provide multiple and varied formats for instruction, learning, and mastery of skills. UDL principles include consideration of multiple means of representation (what), engagement (why), and expression (how) of teaching and learning[4]	**通用设计*—一种可透过消除实体与结构性障碍，来支援各种不同类型环境中的环境、课程、教具与活动之可及性（access）的概念。通用学习设计（Universal Design for Learning，UDL）反映了为教学、学习与技能精熟提供多元且不同形式的实践方式。UDL 原则包含考量教学与学习的多重表征方式，理解「是什么」）、多重参与方式，激发「为什么」）以及多重表达方式（multiple means of expression，展现「如何做」）[1]。**

[4] CAST https://udlguidelines.cast.org and Gargiulo, R. M., & Kilgo, J. L. (2025). *An introduction to young children with delays and disabilities: Birth through eight (6th ed.)*. Sage

Page 12 **young children***—Refers to children in the period of early childhood development, from birth through approximately age 8. Although developmental periods do not rigidly correspond to chronological age, early childhood is generally defined as including all children from birth through age 8. *Glossary definitions with the * symbol indicate that these are drawn from the glossary in NAEYC's Developmentally Appropriate Practice Position Statement (2020). Note that the definition for "disability or development delay" and "universal design" have been adapted.* *Glossary definitions with the + symbol indicate that these are drawn from the glossary in NAEYC's Advancing Equity in Early Childhood Position Statement (2019)*	幼儿（young children）*—指处于早期儿童发展阶段（从出生至约 8 岁）的儿童。虽然发展阶段并非严格对应生理年龄，但幼儿期通常被定义为涵盖从出生至 8 岁的所有儿童。 词汇表中带有 * 符号的定义，表示摘录自美国幼儿教育协会（NAEYC）《发展适宜性实践立场声明》（2020 年版）的词汇表。请注意，「残障或发展迟缓」（disability or development delay）与「通用设计」（universal design）的定义已作改编。 词汇表中带有 + 符号的定义，表示摘录自美国幼儿教育协会（NAEYC）《促进幼儿教育公平立场声明》（2019 年版）的词汇表。
Page 13 **Appendix D: References**	附录 D：参考文献
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