Page 1 naeyc® National Association for the Education of Young Children	全美幼兒教育協會（NAEYC）
Division for Early Childhood of the Council for Exceptional Children	特殊兒童委員會（CEC）幼兒分部（DEC）
Early Childhood Inclusion Position Statement	幼兒融合教育立場聲明
Adopted by the DEC and NAEYC Governing Boards in Summer 2026	於 2026 年夏季獲得 DEC 及 NAEYC 理事會通過
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.	《幼兒融合教育》立場聲明是由特殊兒童委員會（CEC）幼兒分部（DEC）與全美幼兒教育協會（NAEYC）共同制定的公開聲明，旨在推動每一位身心障礙兒童及其家庭享有應有的存在與全面融合。我們以這兩個組織的願景與使命為本，致力支持每一位兒童在一個讓融合與歸屬成為所有兒童生活現實的社會中充分發揮潛能。我們承諾透過日常行動、決策、夥伴關係與變革，持續推進融合教育。
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:	本聲明描繪一個打破健全主義體制、實務與社群的未來；在這個未來，融合並非可有可無或附加的選項，而是至關重要。實現這一未來的責任，奠基於我們專業領域的共同承諾：
• 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.	幼兒分部（DEC）的《種族公平觀點》呼籲推動體制性變革，以確保有色人種兒童及其家庭（包括身心障礙兒童與家庭）的生活獲得實質改善。

• 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.	全美幼兒教育協會（NAEYC）的《推進幼兒教育公平》立場聲明強調，所有兒童都有權享有公平的學習機會，而我們必須拆除導致不公平結果的障礙。 幼兒分部（DEC）的《倫理實務立場聲明》引導我們在與兒童及家庭的每一次互動中，以誠信、公平且具回應性的方式行事。 全美幼兒教育協會（NAEYC）的《幼兒教育工作者倫理守則》強調支持每一位兒童健康發展、學習與福祉所需的倫理決策與行為。
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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.	在整篇聲明中，我們刻意選用具特定意涵的詞語，例如「身心障礙」（disability）。我們對「身心障礙」的定義比教育法規中的定義更為廣泛，包含任何已被認定為有身心障礙、發展遲緩或特定狀況的對象，而不限於國家或國際法律與政策所認定的兒童。我們也納入尚未獲得正式認定，以及雖有身心障礙但未符合依法接受服務資格的兒童。我們知道，用來描述身心障礙與融合的措辭一直存在許多討論。您會注意到，整篇聲明同時採用「以人為先」（person-first）與「身分優先」（identity-first）的表述方式，以反映身心障礙社群並沒有一致的稱呼方式，且每位身心障礙者對用語各有偏好。然而，我們始終刻意使用「身心障礙」一詞，以向那些致力於重新掌握「身心障礙」話語、挑戰健全主義（ableism），並以身心障礙身分為榮的倡議者致敬。
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, needs, and experiences; and the cultural and social	全美幼兒教育協會（NAEYC）的《適性發展實務》（Developmentally Appropriate Practice）立場聲明強調，必須考量兒童學習與發展的共通性、每位兒童在優勢、需求與經驗上的獨特性，以及兒童、家庭與教育工作者所處的文化與社會脈絡。

context of children, families, and educators.	
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.	綜合而言，這些承諾提醒我們，融合既是一項倫理義務，也是一種日常實踐。它要求我們與身心障礙者一起學習並向其學習，並將身心障礙兒童及其家庭的聲音與經驗置於核心。它也要求我們共同營造重視並支持身心障礙兒童的學習環境，並攜手面對阻礙公平與歸屬的各種障礙。
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, culture, socioeconomic status, and diverse family structures.	這些承諾也提醒我們，融合不僅是一套做法或一張檢核表，更是一種肯定每一位兒童與家庭在幼兒社群中享有應有存在的立場。對身心障礙兒童及其家庭而言，「應有的存在」（rightful presence）不只是同一時間身處同一空間。我們的體制往往將身心障礙兒童視為因受邀加入而獲益的客人，而不是本就屬於社群、並能豐富體制的成員。本聲明提醒我們共同負有責任，營造能夠討論、讚揚並肯定所有幼兒身分認同的早期學習環境與社群。本聲明也是一項行動號召，促使我們共同改變身心障礙幼兒遭其學習社群嚴重排斥的現況。它特別關注最可能遭到排除的身心障礙兒童：來自因多語背景、種族、文化、社會經濟地位及多元家庭結構等因素而被邊緣化之社群的身心障礙兒童。

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.	本立場聲明確認，融合與「應有的存在」（rightful presence）絕非可有可無或附加的選項，而是不可或缺的核心。它呼籲我們每一個人確保身心障礙兒童及其家庭在每一個幼兒教育空間中，都受到歡迎與肯定，成為社群中不可或缺的成員。
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.	定義 幼兒融合教育（Early childhood inclusion）是指每一位身心障礙幼兒及其家庭在所有幼兒教育（ECE）環境中均享有「應有的存在」（rightful presence）。融合教育強調，身心障礙幼兒及其家庭有權歸屬於每一個幼兒教育環境、空間與社群，其優勢受到肯定，需求獲得支持。
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）是指有意識地提供公平參與學習機會的途徑、實施促進參與及投入的個別化支持、培養每一位身心障礙兒童的歸屬感，並確保各項體制由身心障礙者共同參與設計，且能回應其需求。
Page 3 **核心特**徵 **融合教育包含四個關鍵特徵**。	

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.	可及性（Access） 融合教育始於確保兒童及其家庭能夠找到、進入各式各樣的高品質早期學習機會、活動、場域與自然環境，並持續在其中有意義地參與。這些空間可能具有共通或獨特的特徵，包括啟蒙計畫（Head Start）與早期啟蒙計畫（Early Head Start）、早期介入服務、托育中心及家庭式托育、宗教團體辦理的計畫、休閒活動計畫、學前教育、公私立學前班至小學低年級教育，以及幼兒教育與幼兒特殊教育的整合型計畫。 融合教育可以在許多場所中發生，落實方式也多元；兒童所處的實體與社會環境能促進融合。學習通用設計（Universal Design for Learning, UDL）是一種教育架構，引導機構消除實體與結構性障礙，並創造更有彈性的空間與學習機會，以支持多元學習者。UDL 鼓勵幼兒教育計畫提供多種方式，讓兒童與家庭成員接觸教材、理解概念並展現學習成果，進而促進公平的學習可及性。可及性也涵蓋空間中的社會環境，包括態度、信念與人際關係。高品質的幼兒教育空間會肯定、重視並歡迎幼兒及其家庭的自主性與貢獻，以促進融合教育。

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.	參與（Participation） 僅有可及性並不能確保高品質的融合教育。幼兒及其家庭在早期學習場域與自然環境中的參與，同樣能促進融合。參與是指每一位兒童與家庭依其表達的偏好與能力，以成員身分在特定空間中有意義地投入。 為支持所有身心障礙兒童及其家庭有意義地參與，早期學習場域中的成人必須有意識地具備專業能力，例如 DEC《早期介入／幼兒特殊教育標準》（Early Intervention/Early Childhood Special Education Standards）及 NAEYC《幼兒教育工作者專業標準與能力》（Professional Standards and Competencies for Early Childhood Educators）立場聲明所闡述的能力。他們也必須採用高品質實務，例如《DEC 建議實務》（DEC Recommended Practices）、NAEYC《適性發展實務》（Developmentally Appropriate Practice）立場聲明、社會情緒學習架構、學習通用設計（UDL）及分層教學模式所描述的做法。
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 designed instruction within everyday routines and activities and making adaptations and modifications to ensure that each and every	幼兒與家庭可從廣泛的個別化與差異化支持中受益；這些支持提供促成其期望成果所需的知識、技能與服務。除了通用實務外，通常還需要個別化教學與照顧者指導，以回應兒童和家庭的獨特需求。這包括將特別設計的教學融入日常作息與活動，並進行調整與修正（adaptations and modifications），以確保每一位兒童都能與同儕一同充分參與。

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.	幼兒及其家庭選擇參與的方式各不相同，並受到個人自主性、優勢、偏好、需求與資源，以及其所屬早期學習空間的影響。同樣地，幼兒教育專業人員回應及提供個別化支持的方式，也會形塑其參與方式。
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.	歸屬感 僅有可及性（Access）與參與（Participation）並不足以確保高品質的融合教育。身心障礙幼兒及其家庭必須在早期學習空間中感受到歸屬。歸屬感源於兒童在日常關係與互動中所體驗到的成員感，也受到兒童及其家庭所參與之各個體制中的實務、服務與政策影響。為支持歸屬感，成人應教導身分認同、與兒童及家庭共同營造環境、促進真誠的友誼，並倡導由身心障礙者為主導的價值觀。
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 their families are honored, affirmed, and valued within all spaces; and promote connection. Additionally, belonging is promoted by affirming the genuine	幼兒及其家庭感受歸屬的程度與方式，受到互動社群所持包容或排斥價值觀與態度的影響。為促進歸屬感，每個人都必須尊重身心障礙兒童的個人自主性；確保幼兒及其家庭的身分認同在所有空間中受到尊重、肯定與重視；並促進彼此連結。此外，肯定幼兒及其家庭確實是社群的一分子、積極挑戰健全主義（ableism）及其他形式的邊緣化，並拒絕將身心障礙兒童及其家庭視為客人的做法，也能促進歸屬

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.	感。這些做法讓每個人的獨特特質與貢獻都受到重視與讚揚。
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:	系統層級支援 為確保幼兒、其家庭及幼兒教育專業人員都能進入高品質的早期學習空間，並在其中感受到歸屬，需要一套全面的支援體系。系統層級支援是不可或缺的基礎設施，能確保專業人員、計畫與機構具備落實有效融合實務所需的政策、經費、人力、專業能力、資源與專業態度。這些要素包括：
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• 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 • Promoting the use of data-informed decision making • Creating systems that value the physical and mental health and well-being of the workforce	• 整合並協調運用多元資金來源 • 制定將融合教育視為核心而非附加項目的政策與問責體系 • 確保針對所有成人（如實務工作者、行政人員、專責人員）的在職與職前專業發展皆以融合實務為核心 • 建立促進專業協作的結構 • 推動運用以數據為依據的決策模式 • 建立重視工作人員身心健康與福祉的體系

• 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.	• 在系統層級的決策中，與家庭及身心障礙人士建立有意義的夥伴關係 • 協調機構、政府部門、計畫及家庭彼此之間與各自內部的溝通 • 跨計畫協調專業發展資源 這些系統層級支援至關重要，能確保支持身心障礙幼兒的成人具備落實有效實務所需的一切，以促進可及性、參與及歸屬感。
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.	行動號召 身心障礙幼兒及其家庭的融合教育不只是未來的願景，更是今日必須落實的工作。我們知道，在一個原本以排除為基礎而設計的體制中，融合面臨重大障礙。然而，早期學習環境中的每一刻，都是肯定兒童尊嚴、挑戰健全主義（ableism），並強化與家庭夥伴關係的機會。當我們以融合教育的核心特徵為實務基礎，就能創造出讓身心障礙兒童不只是受邀、被納入，而是真正有所歸屬的空間。
We call on each and every one of us to carry this commitment forward by • 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	我們呼籲我們每一個人透過以下方式推進這項承諾： • 與家庭及身心障礙者建立夥伴關係並共享權力，以做出具有實質影響的決策 • 反思並打破我們自身實務中的健全主義（ableism）、種族主義及其他偏見

• 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.	• 塑造能尊重每一位兒童的身分認同、自主性、喜悅與潛能的環境及互動 • 倡議維護正義的體制、政策與資金 我們每個人都有責任將本聲明付諸實踐。當我們帶著勇氣與關懷共同採取行動時，我們便能確保每一位兒童「應有的存在」（rightful presence）以及積極且有意義的參與獲得認可、支持、重視與讚揚—此時此刻，乃至永遠。
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Appendices in the final position statement • Appendix A: Workgroup Members • Appendix B: Timeline and Process Leading to Revisions • Appendix C: Glossary • Appendix D: References	最終立場聲明中的附錄 • 附錄 A：工作小組成員 • 附錄 B：修訂歷程與時間線 • 附錄 C：名詞解釋 • 附錄 D：參考文獻
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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.	附錄 A：立場聲明工作小組成員 幼兒融合教育立場聲明工作小組成員具有多元的社會位置，包括種族、身心障礙、語言、所在地（例如國際地區）、角色及家庭身分等方面的多樣性。 工作小組也感謝 Catasha Williams（法蘭克波特格雷厄姆兒童發展研究所，Frank Porter Graham Child Development Institute）對前期工作所做的貢獻。
Page 8 Appendix B: Timeline and Process Leading to the Revisions	附錄 B：修訂歷程與時間線
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：為作為初步修訂工作的依據，工作小組設計了一份調查問卷，以蒐集幼兒教育工作者對以下面向的觀點：** • 立場聲明現行對融合教育的定義及構成要素（例如：哪些需要保留、哪些需要更新） • 對現行立場聲明的同意程度 • 對於高品質融合教育在實務中具體呈現的樣貌 • 應作為修訂立場聲明依據的當前研究 • 幼兒教育專業人員是否以及如何在日常實務中運用該立場聲明

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 approve a final, updated position statement. Summer 2026 (anticipated): DEC and NAEYC will approve a final, updated position statement. **Fall 2026:** The position statement is published and disseminated.	2025 年冬／春季：工作小組發放調查問卷並分析結果（DEC 與 NAEYC 的會員中共有近 200 位教育工作者提交回覆）。 2025 年夏季：工作小組與幼兒教育工作者舉辦一系列聆聽會，以探討問卷回覆中浮現的主題。 2025 年秋季：工作小組開始起草修訂版立場聲明，重點在於更新融合教育的定義及其構成要素。小組也在 DEC 與 NAEYC 的年度會議中舉辦多場參與踴躍的座談，以蒐集對修訂草案的意見。 2026 年冬季：工作小組根據秋季會議所蒐集的意見，持續修訂立場聲明。 2026 年春季：修訂版聲明發布並公開徵求意見。 2026 年夏季：DEC 與 NAEYC 批准了最終更新版的立場聲明。 2026 年秋季：立場聲明正式發布並廣為推廣。

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.	附錄 C：名詞解釋 能力（ability）*—完成某件事的手段或技能。在本立場聲明中，「能力」一詞的涵義比傳統上著重認知或心理計量特性的用法更為廣泛，適用於所有發展領域。我們關注每位兒童的能力、優勢與興趣，並以此為基礎；同時承認身心障礙與發展遲緩的存在，避免落入健全主義（另請參見下方「身心障礙或發展遲緩」條目）。 健全主義（ableism）+—一種深植於社會的系統性壓迫形式，透過以身體、智力與情緒的「正常」標準為隱含假設所建構的制度，貶抑身心障礙者及身心障礙經驗。
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	健全主義體制（ableist systems）—由政策、法律、法規、實務及社會／文化規範所構成的網絡，以非身心障礙者的經驗為優先，並排除身心障礙者充分參與及享有平等機會。這也包括教育與醫療保健等社會基礎設施中的障礙。 適性發展實務（developmentally appropriate practice, DAP）*—指一套促進幼兒最佳學習與發展的實務原則與指引架構。DAP 是教師進行有意識決策的一種思考架構，始於三項核心考量：(1) 對兒童發展與學習一般歷程的了解；(2) 對兒童身為特定家庭及社群成員之獨特個體的了解；以及 (3) 對學習發生之社會與文化脈絡的了解。

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.)	身心障礙或發展遲緩（disability or developmental delay）*—無論是否接受《身心障礙者教育法》（IDEA）或私人機構提供的服務，兒童都可能有身心障礙或發展遲緩，包括正處於早期辨識與診斷階段者。依據美國《身心障礙者教育法》（IDEA）對幼兒的法律定義，身心障礙包括智能障礙；聽覺、言語或語言、視覺及／或肢體障礙；自閉症；以及創傷性腦損傷。依 IDEA 規定，各州所定義的發展遲緩包括身體、認知、溝通、社會或情緒（含心理健康），或適應性發展方面的遲緩。這些法律定義對於決定是否能獲得早期介入與幼兒特殊教育服務至關重要。定義所**產生的影響，會因這些特徵被視為兒**童優勢的差異，或被視為缺陷的程度而有所不同（另請參見「能力」條目）。
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, regardless of programmatic, regulatory, funding, or delivery sectors or mechanisms.	幼兒期（early childhood）*—兒童發展的第一個階段，始於出生。雖然發展階段並不嚴格對應實足年齡，但幼兒期通常涵蓋從出生至 8 **歲的所有兒童**。 幼兒教育（early childhood education, ECE）*—依據從出生至約 8 **歲的發展階段所定義**

	的教育，無論所屬計畫、監管、經費或服務提供部門與機制為何。
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 changes or specialized	幼兒特殊教育（early childhood special education, ECSE）—指為出生至 8 **歲、有發展遲緩或身心障礙，或有相關風險的幼兒量身設計的服務與專業實務，並包括對其家庭的支持。** 早期介入（early intervention, EI）—指一套協調服務與實證實務的系統，旨在支持家庭，並促進出生至 8 **歲、有發展遲緩或身心障礙，或有相關風險之幼兒的最佳發展**。 早期學習場域（early learning settings）*—包括服務出生至 8 **歲兒童的計畫。「場域」**是指幼兒教育發生的地點，例如托育中心、居家托育、小學、宗教機構附設中心及其他多種場所。 融合教育（inclusion）*—有意識地提供公平參與學習機會的途徑、實施促進參與及投入的個別化支持、培養每一位身心障礙兒童的歸屬感，並確保各項體制由身心障礙者共同參與設計，且能回應其需求。 個別化教學（individualized instruction）—針對特定兒童量身調整學習經驗的策略，包括**內容、步調與教學方式。例如：運用**兒童的興趣、製作視覺支持與情境**腳本故**

materials, using of communication devices, individualized routines, or providing choices and prompts.	事（scripted stories）、調整環境或使用專業教具、運用溝通輔具、建立個別化日常流程，或提供選擇與提示。
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 a process for revising instructional and care	自然環境（natural environments）—指「對同齡且無身心障礙之嬰幼兒而言自然或典型的場所，包括家庭或社區環境」。 立場聲明（position statement）*—立場聲明表達 DEC 與 NAEYC 的官方觀點，並以研究、專業知識及會員的廣泛意見為依據。您可在此查看 DEC 對立場聲明的定義，並在此查看 NAEYC 的定義。 應有的存在（rightful presence）—一項肯定傳統上遭邊緣化者之內在價值，並使歸屬以及共同承擔責任、成本與權力成為常態文化的概念。 分層介入方法（tiered intervention approaches）*—亦稱多層次支持系統（multi-tiered system of supports, MTSS）。「在幼兒照顧與教育中，MTSS 架構透過為所有幼兒提供差異化支持，實現高品質教學與回應式照顧……依據這些核心原則與重點，MTSS 架構最終提供一套調整教學與照顧變項的歷程，例如：(a) 教導或處理哪些兒童成果；(b) 在何處提供照顧、教學與介入；(c) 何時提供教學與介入；以及 (d) 如何提供教學與介入。對幼兒實施 MTSS 架構的目的，是了解每位兒童在哪些領域（例如發展、早期學業）具有不同需求，並使支持

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) **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]	體系與個別需求相符。要使教學與照顧符合兒童需求，需要透過資料本位的決策歷程，建立差異化的支持層級（Abbott et al., 2017; Pretti-Frontczak et al., 2011）。」（第 2-3 頁） 通用設計（Universal Design）*—一種透過消除實體與結構性障礙，提升各類場域中環境、課程、教材與活動可及性的概念。學習通用設計（Universal Design for Learning, UDL）是以多元且多樣的形式支持教學、學習與技能精熟的實務。UDL 原則包括考量多元表徵方式（學什麼）、多元參與方式（為何學），以及多元行動與表達方式（如何展現所學）[1]。
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	幼兒（young children）*—指處於幼兒發展階段的兒童，年齡約從出生至 8 歲。雖然發展階段並不嚴格對應實足年齡，但幼兒期通常涵蓋從出生至 8 歲的所有兒童。

[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

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)*	詞彙表中標有 * 的定義，取自 NAEYC《發展適宜性實務立場聲明》（2020）的詞彙表。請注意，「身心障礙或發展遲緩」（disability or developmental delay）與「通用設計」（universal design）的定義已經改寫。 詞彙表中標有 + 的定義，取自 NAEYC《推進幼兒教育公平立場聲明》（2019）的詞彙表。
Page 13 **Appendix D: References**	附錄 D：參考文獻
Translation Credit **Dr. Shu-Chen Jenny Yen** **Dr. Yafen Lo**	譯者名單 嚴淑珍 (Dr. Shu-Chen Jenny Yen) 羅雅芬 (Dr. Yafen Lo)