SUPPORTING A FULLY-INCLUDED STUDENT IN DEVELOPING SOCIAL SKILLS:

FAMILY BASED STRATEGIES

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By

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Dedication
This work would not be possible without the teaching, guidance, and support of the Early Childhood Special Education professors at CSUN.

I would also like to thank my family and friends for their continued understanding and encouragement.

Finally, it is God, Who gives us life and meaning. To Him be all the glory.
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ABSTRACT

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This paper describes a case study involving a family whose child with special needs is fully included in a general education kindergarten classroom. The parents identified social skills as an area of need they would like to address as a means of supporting their child’s inclusion experience. The case study was completed as a requirement of the Culture in Early Childhood Special Education Project at California State University, Northridge. A review of current literature was done to identify key themes in social skills and inclusion and to help develop strategies that educators and parents can use as they support their child’s acquisition of social skills in the home.