

Special Issue

Blended Practices in Early Childhood Education

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

Guest Editors

Prof. Dr. Jennifer Grisham

Department of Early Childhood, Special Education and Counselor Education, University of Kentucky, Lexington, KY 40506-0001, USA

Dr. Mary Louise Hemmeter

Department of Special Education, Vanderbilt University, Nashville, TN 37203, USA

Deadline for manuscript submissions

closed (30 September 2023)



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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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