

**ASSESSING SOCIAL INCLUSION IN AN INTEGRATED PRESCHOOL SETTINGS  
REGARDING SOCIAL INTERACTION, SOCIAL ACCEPTANCE STATUS  
AND PEER RELATIONSHIPS**

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**Abstract**

A primary aim of inclusive education is to maximize social inclusion and foster the social development of children with special needs in preschool settings. However, little research attention has been paid to SN preschoolers' peer relationships and social acceptance status in inclusive education compared to their social behaviors. The extent of child's social inclusion was examined using the three indexes of social inclusion, namely, social engagement behavior, peer relationships, social acceptance states and the association between these variables was explored. Results showed that peer relationship is a more reliable indicator of social inclusion than child behavioral characteristics for preschoolers. Factors for establishing a social accepting learning environment, which will promote positive peer relationships and foster classroom engagement for preschoolers with and without special needs, are discussed.

**Keywords:** Social Inclusion, Peer Relationship, Social Acceptance Status, Preschoolers & Socio-Metric.

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