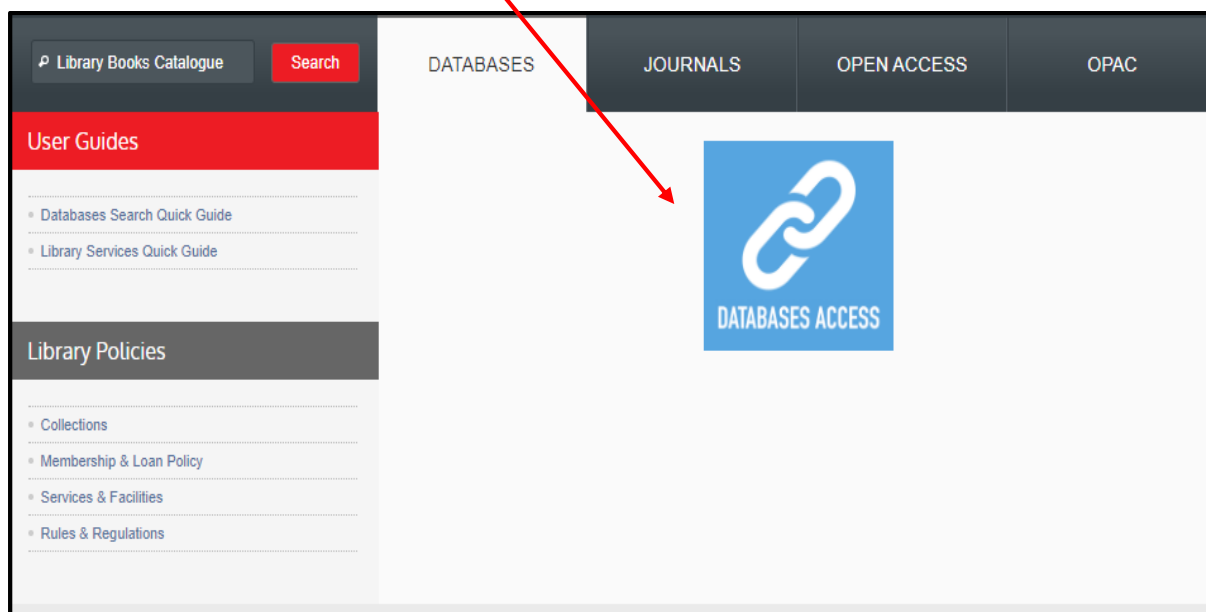


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- Click on **Databases Access**

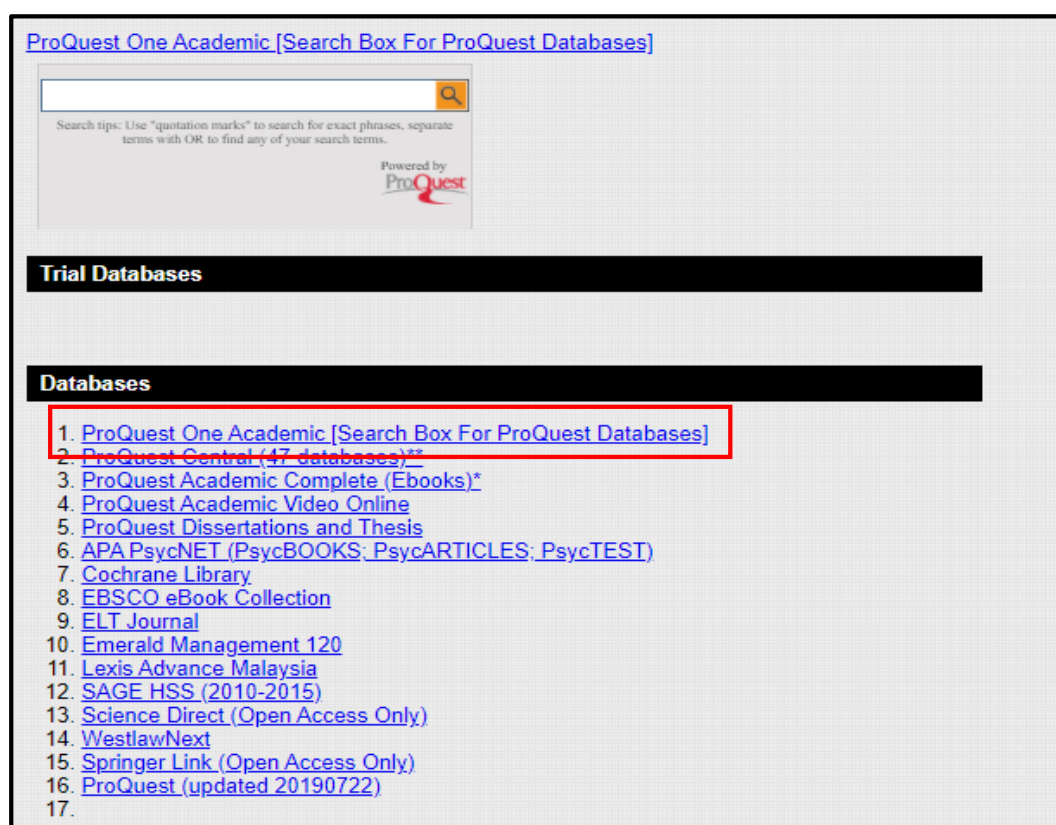


2. Login with your **User ID** and **Password**

- For **Students**, please sign in with HELP assigned Student Id and Password
- For **Staff**, please sign in with staff PC/laptop User Id and Password

A screenshot of the HELP Learning Resource Centre login page. At the top is the HELP University logo with the tagline 'university of achievers'. Below it is the text 'HELP Learning Resource Centre'. The main login area has a red header 'Databases Access' and two input fields: one with a user icon and one with a lock icon. A red arrow points from the 'User ID' instruction to the user input field, and another red arrow points from the 'Password' instruction to the password input field. Below the fields is a red 'Login' button. At the bottom, there is a 'Note' section with instructions for students and staff, and a 'Trouble signing in?' section with contact information for the Helpdesk.

3. HELP Library subscribes to a number of online databases that can be accessed by the library users inside or outside campus. To search for topics, click **ProQuest One Academic (ProQuest Databases)**. ProQuest One Academic is a research database containing millions of articles from thousands of periodicals.



4. HELP Library also subscribes to ProQuest Central. It contains 47 databases and also covers seven subject keys.

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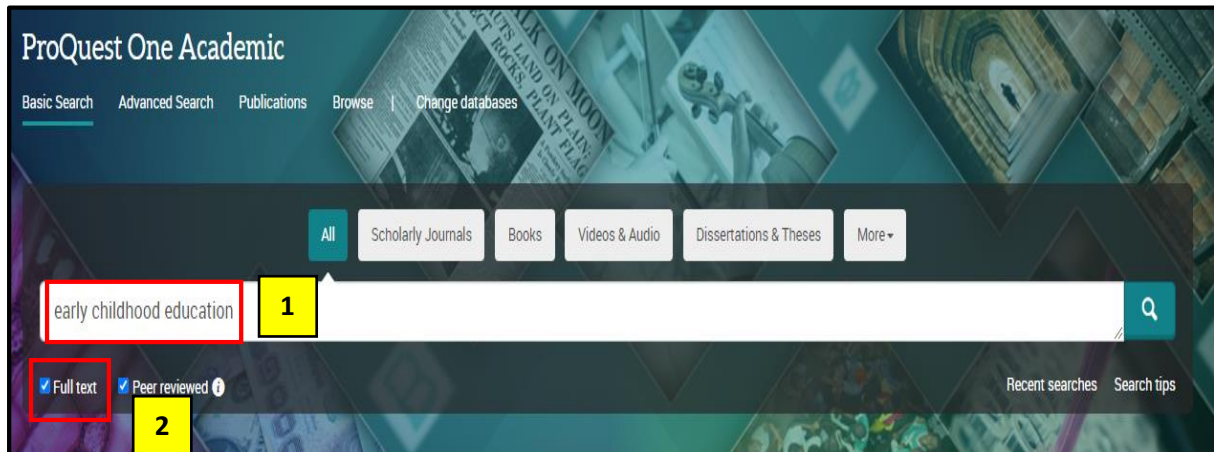
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Canadian Newstream	Business Market Research Collection	Research Library
U.S. Newstream	Criminal Justice Database	Australia & New Zealand Database
Global Breaking Newswires	Education Database	Continental Europe Database
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Agricultural Science Database	Linguistics Database	East & Central Europe Database
Biological Science Database	Political Science Database	India Database
Computer Science Database	Religion Database	Latin America & Iberia Database
Earth, Atmospheric & Aquatic Science Database	Social Science Database	Middle East & Africa Database
Engineering Database	Sociology Database	Turkey Database
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Military Database	Healthcare Administration Database	Canadian Business & Current Affairs Database (CBCA)
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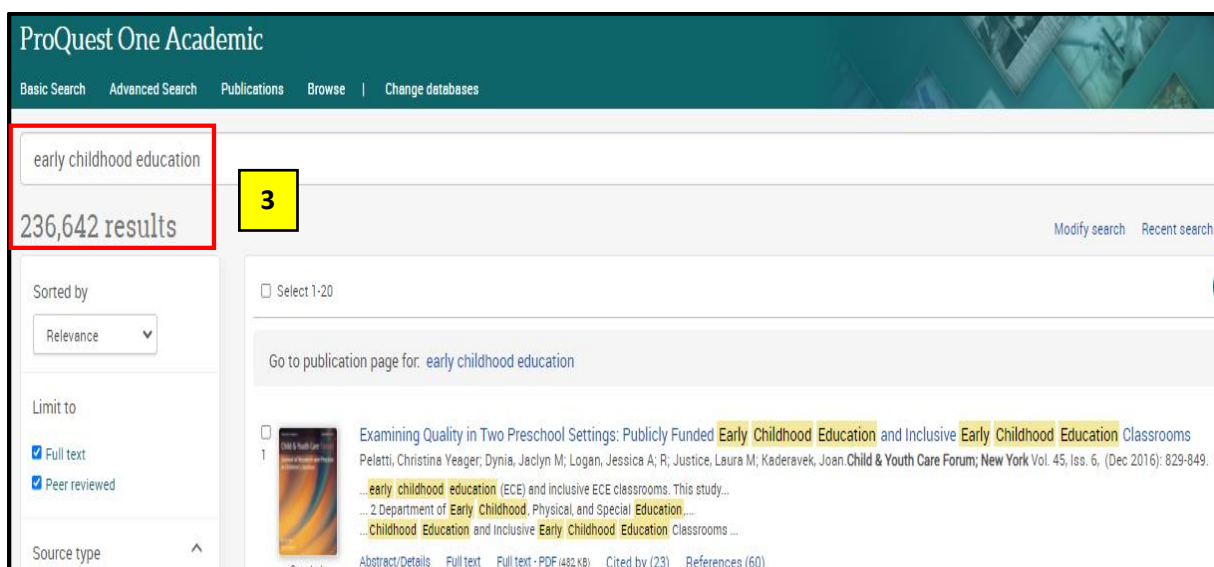
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1. Enter your search term in the search box given. (**e.g. early childhood education**)
2. **Full text** database is selected by default to ensure that all your search results will be available in full text only.



3. The search for 'early childhood education' shows over 200,000 results.



4. If you want to narrow down your search, you can put **"double quote"** on your search term to retrieve results that contain only the exact phrase of the term. You can further limit the search by using **AND** to combine with the search term (e.g. **parents**).

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5. You also have the option of selecting the **Source Type** categories, (e.g. **Scholarly Journals**)

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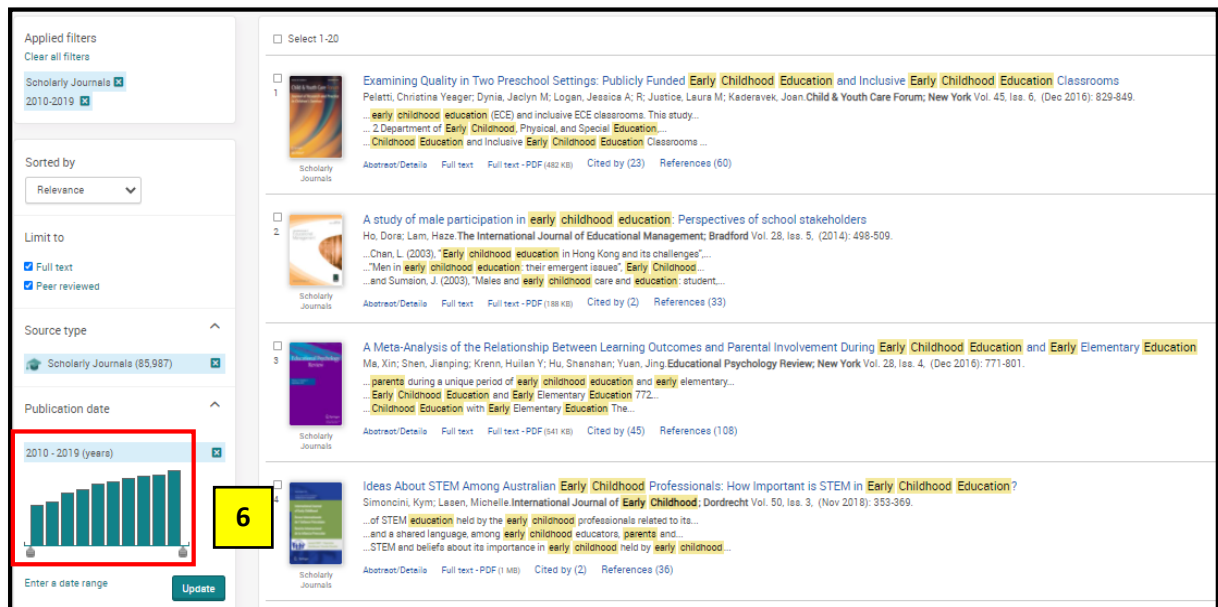
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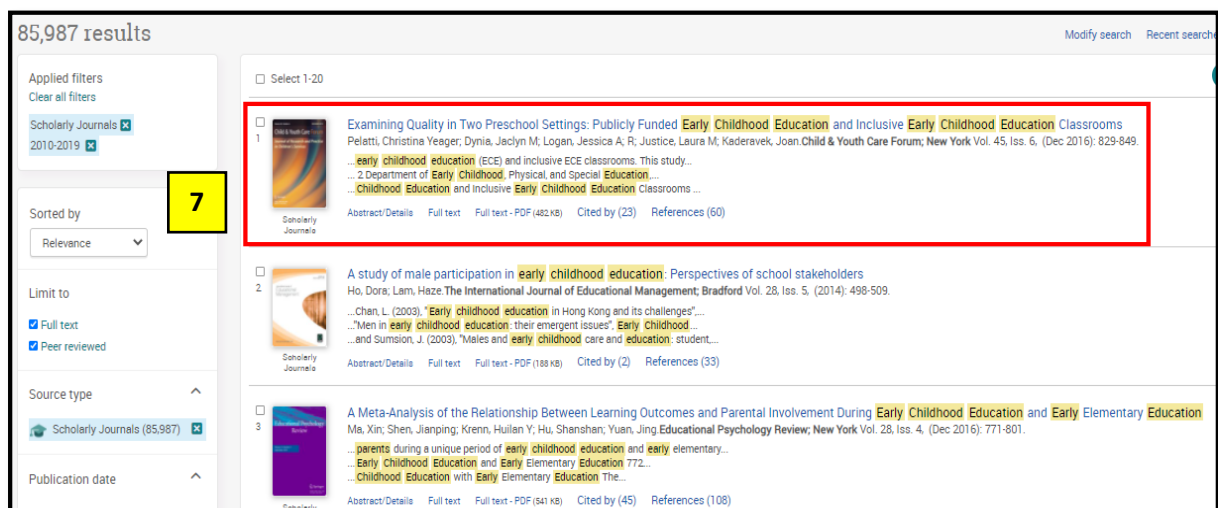
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Abstract

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Background

Although classroom quality is an important consideration, few recent research studies have examined the process and structural quality in publicly funded early childhood education (ECE) and inclusive ECE classrooms. This study provides an important contribution to the literature by comparing two conceptualizations of quality in classrooms serving children from low-income households and those with disabilities.

Objectives

(1) To characterize and to determine differences with regard to process and structural quality in publicly funded ECE and inclusive ECE classrooms, and (2) to examine whether and to what extent the process quality varied when controlling for structural quality and classroom income/race variables.

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Examining Quality in Two Preschool Settings: Publicly Funded Early Childhood Education and Inclusive Early Childhood Education Classrooms

Christina Yeager Pelatti^{1,2,3} · Jaclyn M. Dynia¹ · Jessica A. R. Logan¹ · Laura M. Justice¹ · Joan Kaderavek¹

Published online: 11 May 2016
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Abstract

Background Although classroom quality is an important consideration, few recent research studies have examined the process and structural quality in publicly funded early childhood education (ECE) and inclusive ECE classrooms. This study provides an important contribution to the literature by comparing two conceptualizations of quality in classrooms serving children from low-income households and those with disabilities. **Objectives** (1) To characterize and to determine differences with regard to process and structural quality in publicly funded ECE and inclusive ECE classrooms, and (2) to examine whether and to what extent the process quality varied when controlling for structural quality and classroom income/race variables. **Methods** One hundred real study four classrooms (25 ECE, 75 inclusive) that were enrolled in two large-scale intervention studies examining a bookending program were included in the present study. The Classroom Assessment Scoring System (CLASS; Pianta et al., in

Prepared by: **HELP Learning Resource Centre**
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