The Time is Right to Ensure Children with Disabilities Experience High Quality Inclusion
Objectives

- Learn about data documenting current status of preschool inclusion
- Understand the “drivers” that support implementation of evidence-based early childhood inclusion practices
- Identify evidence-based practices and related resources that support high quality inclusion
- Apply information to your work context
What are Your Roles in Early Childhood / Early Intervention?
Journey to Implementing Inclusion: Are We Stuck?
State of Preschool Inclusion (2012)

- 37% of 3-5 year olds served under IDEA spent at least 10 hours per day in regular education setting and receive majority of services there.

- 23.6% of 3-5 year olds served under IDEA are in separate classes.

Source: 2014 OSEP Report to Congress
State of School-Age Inclusion (2012)

61.5% of 6-21 year olds served under IDEA inside the regular class 80% or more of the day

Source: 2014 OSEP Report to Congress
A Teacher’s Perspectives on Inclusion Challenges: What Do You Hear?
How Do We Move Forward?
Solving the Research to Practice Gap

“I think you should be more explicit here in step two.”
Solutions to Research to Practice Gap
Implementation is at the Intersection of Research and Practice

WHY FOCUS ON IMPLEMENTATION?

RESEARCH  IMPLEMENTATION  PRACTICE

“Children and families cannot benefit from interventions they do not experience.”

© Fixsen & Blase, 2008
The Science and Practice of Implementation Research: A Synthesis of the Literature (across a variety of human service contexts)

Looking at Inclusion Through the Lens of Implementation Science

Inclusion
Implementation Drivers

Performance Assessment of Evidence Based Practices (Implemented with Fidelity)

Competency Drivers

Organization Drivers

Leadership

Technical

Adaptive

© Fixsen & Blase, 2008
Applying Implementation Science Drivers to Inclusion

Performance of Evidence-Based Practices that Support Inclusion

Collaboration

Leadership

Organization Drivers

Professional Competency
Lesson #1: Focus on Evidence-based Inclusion Practices
What are EBP that Support Inclusion?
Challenge of Lack of Consensus on Definition of EBP
identifying specific research-based practices that have been validated through a rigorous review process. A decision-making process that integrates the best available research evidence with family & professional wisdom & values.

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006; Odom, Brantlinger, Gersten, Homer, Thompson, & Harris, 2005.
Challenge of Information Glut
Resource: Division for Early Childhood (DEC) 2014 Recommended Practices
DEC Practice Parameters

- Practitioners and leaders working with 0-5 children, who have or are at risk for developmental delays and disabilities; not limited to those eligible for IDEA services

- Practices build on, but do not duplicate, standards for typical early childhood settings (e.g. DAP)
More Parameters

- Practices are observable

- Practices are not disability specific

- Practices can be delivered in all settings including natural/inclusive environments
Process for Identifying DEC Recommended Practices

- Experience & Professional Wisdom
- Research-Based Practices
- Field Validation
DEC Recommended Practices: 8 Topic Areas

- Leadership
- Assessment
- Environment
- Family

- Instruction
- Interaction
- Teaming
- Transition
Performance of Evidence-Based Practices that Support Inclusion

Collaboration

Professional Competency

Organization Drivers

Leadership
Competency Drivers

“are mechanisms to develop, improve and sustain one’s ability to implement an intervention as intended in order to benefit students”.

- Module 2: Implementation Drivers (AI Hub)
Lesson #2: Build Professional Competence
RESEARCH: Effective PD Methods to Support Evidence-based Practices

- Focused on performance of EBP
- Job-embedded and infused with active learning opportunities, guided practice and corrective feedback
- Sustained over time and of considerable duration

(Resources: Institute of Medicine, 2015; Snyder, Hemmeter, & McLanglin, 2012; Wei et al., 2009; Winton, Snyder & Goffin, 2016; Zaslow, et al., 2010)
Sample PD Approaches Representing Different Levels of Complexity and Application
Faculty & PD providers are expected to incorporate EBP into PD
Two Components of Evidence-Based Professional Development

The PD content focuses on EBP

The PD delivery focuses on evidence-based methods for building practitioners’ knowledge and application of EBP
Resource: Expertise Here
Resource: CONNECT Online Modules & Courses

http://connect.fpg.unc.edu/
CONNECT tackles info glut
FREE ONLINE Modules For Faculty/PD Providers

Module 1: Embedded Interventions
Module 2: Transition
Module 3: Communication for Collaboration
Module 4: Family-Professional Partnerships
Module 5: Assistive Technology Interventions
Module 6: Dialogic Reading
Module 7: Tiered Instruction (Social emotional development & Academic learning)
Our Target Audience for CONNECT Modules

• 2-year and 4-year college faculty

• Other professional development providers (e.g., trainers, TA specialists, coaches)
Our Target Audience for CONNECT
Online Courses: Practitioners

WOW!
Self-paced and self-guided
plus my teachers can earn
CEU or training credits
too!
Hybrid Approaches to PD Using CONNECT Courses & Modules

Teachers take a CONNECT course

PD providers / administrators provide face-to-face support / coaching using CONNECT Modules
Hybrid Approaches to PD Examples: Inservice

CONNECT Course: Weaving Inclusion into Everyday Activities

In this course, you will learn about the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Course objectives
At the end of this course, you will be able to:

- Explain what is meant by embedded interventions to promote participation in inclusive settings; and
- Use a decision-making process to help a child participate more fully in an inclusive setting through embedded interventions.

This course aligns with the following 2014 DEC Recommended Practices:

- E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.
- E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.
- IHS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.
- IHS3. Practitioners gather and use data to inform decisions about individualized instruction.
- IHS4. Practitioners plan for and provide the level of support, adaptations, and accommodations needed for the child to access, participate, and learn within and across activities and routines.
- IH3. Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child’s verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests.

Teaching staff at a HS center completed the course.

PD provider provided follow-up training using CONNECT Module 1: Embedded Interventions
Hybrid Approaches to PD Examples: Preservice

Learners took the free Foundations of Inclusion course

Faculty extended the learning by using the Foundations of Inclusion training curriculum
### Connecting Inclusion Policy, DEC RPs, & CONNECT Modules/Courses

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Aligning CONNECT Modules and Courses with 2014 DEC Recommended Practices in Early Intervention/Early Childhood Special Education

Overall Module and Course Series

- L2. Leaders promote adherence to and model the DEC Code of Ethics, DEC Position Statements and Papers, and the DEC Recommended Practices
- L7. Leaders develop, refine, and implement policies and procedures that create the conditions for practitioners to implement the DEC Recommended Practices
- L9. Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices

CONNECT Training Curriculum: Foundations of Inclusion / CONNECT Course: Foundations of Early Childhood Inclusion

- F9. Practitioners help families know and understand their rights
- L10. Leaders ensure practitioners know and follow professional standards and all applicable laws and regulations governing service provision.

CONNECT Module 1: Embedded Interventions / CONNECT Course: Weaving Inclusion into Everyday Activities

- E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.
- E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child’s access to and participation in learning experiences.
- INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.
- INS3. Practitioners gather and use data to inform decisions about individualized instruction.
- INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.
- INT3. Practitioners promote the child’s communication development by observing, responding contingently, and providing natural communication and by using language.
Coming soon...
Learn More about SCRIPT-NC and other OSEP paraprofessional grantee work

Knowledge and Comfort of Community College EC Faculty Related to ECSE
October 8 @ 3:35 pm

Presenters: Chih-Ing Lim, Laurie Dinnebeil, Patti Blasco, Tracey West, and Camille Catlett
Individual Reflection and Small Group Discussion

- Reflect on a positive or negative situation or example where professional competencies had an impact on inclusion?
- Share with 2-3 others in a small group
Performance of Evidence-Based Practices that Support Inclusion

Collaboration

Professional Competency

Organization Drivers

Leadership
Lesson #3: Build on Early Childhood Systems Interventions
Multiple Quality Initiatives

Race to the Top

Preschool Development & Expansion Grants

QRIS

EHS – Child Care Partnerships

UNC
FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE
Policy Dilemma

Young children with disabilities can experience low quality in classes that are otherwise rated as being of high quality

—Wolery, et al., 2000
Resources

Inclusive Classroom Profile (ICP) – structured observation tool focused on high quality inclusive practices
Resources

- Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms Manual
  - Mary Louise Hemmeter
  - Lise Fox
  - Patricia Snyder

- Embedded Instruction Observation System Teacher Version (EIOS-T)
  - For use by teachers to:
    - Review their instructional practices
    - Document how they delivered some of their instruction
    - Decide whether a child needs more or different instruction to achieve identified learning objectives

- UNC
  - Frank Porter Graham Child Development Institute
Individual Reflection and Small Group Discussion

- Reflect on a positive or negative situation or example where organization drivers had an impact on inclusion?
- Share with 2-3 others in a small group
Performance of Evidence-Based Practices that Support Inclusion

Collaboration

Leadership

Professional Competency

Organization Drivers
Lesson #4: Grow, Use & Sustain Leadership
Technical Leadership

Technical Challenges

- Perspectives are aligned (views, values)
- Definition of the problem is clear
- Solution and implementation of the solution is relatively clear, although may be complicated
- There can be a “primary” locus of responsibility for organizing the work

Technical Responses

- Use established norms/goals
- Define problems
- Provide solutions
- Clarify roles and responsibilities
- Assign tasks
- Manage conflict
- Maintain order

Heifetz, Leadership without Easy Answers, 1996
Adaptive Leadership

Adaptive Challenges

• Legitimate, yet competing, perspectives emerge
• Definition of the problem is unclear
• There are different perspectives on the “issue” at hand
• Solution and implementation is unclear and requires learning
• Primary locus of responsibility is not a single entity or person

Adaptive Responses

• Get on the Balcony
• Identify the Adaptive Challenge
• Regulate Distress
• Maintain Disciplined Attention
• Give the Work Back to the People
• Protect All Voices

Heifetz, 1996
Leadership Examples

Technical
- Ensure policies are followed
- Collect & organize data

Adaptive
- Engage key stakeholders
- Mediate turf battles
- Instigate policy changes
Individual Reflection and Small Group Discussion

- Reflect on a positive or negative situation or example where leadership had an impact on inclusion?
- Share with 2-3 others in a small group
Performance of Evidence-Based Practices that Support Inclusion
Lesson #5: Collaborate with Key Partners
What is CoLLABORation?

A commitment to work together across clearly recognizable sectors or subsystems to address a problem and achieve a goal that could not be accomplished by the organizations (or people) working individually.

—National Child Care Information and Technical Assistance Center, 2005
The Fiefdoms of Early Childhood
For Practitioners: Shifting Roles & Expectations

Direct Service → Coaching
Is Everyone at the Table?
Resources

**National Professional Development Center on Inclusion**

**Recommendations for Meaningfully Involving Families in State Planning Meetings**

**Individualized Supports**
- Contact the Parenting and Information Center (PPI), Community Parent Resource Center (http://www.ppc-online.org), and any state or local organizations to identify parents or other community groups who might be interested in participating in planning teams, keeping in mind factors such as having parents whose children are currently in preschool programs, parents with considerable years of experience, and having parents who have background or training in early childhood.
- Develop a strategic plan to include families who have lower incomes, have diverse cultural backgrounds, and whose native language is not English.
- Define criteria for when parents need to be involved (e.g., cross-agency teams).
- Address the unique challenges and needs of individual families and families who are involved in multiple early childhood programs.
- Consider the impact on families when the degree and type of involvement is limited or partial.
- Consider ways to "own the planning field" for parents as "just parents" in the midst of people who are professional experts.

**Financial Supports**
- Provide stipends or compensation for families who are interested in participating in planning teams and who are able to participate.
- Develop separate arrangements for compensation at the rate of $15.00 to $25.00 per hour.

**Leadership Development and Outreach**
- Keep in mind that young families with young children are often "at risk" for involvement.
- Provide guidelines for involvement.
- Contact parents on behalf of the state or local organization.
- Educate them about risks and values they can bring.
- Identify parents who have strong potential to contribute.
- Develop a plan to build a relationship through writing (e.g., provide contact information to interested parent, invite family members to participate in parent groups, and follow up with parents to get their contact information).

**Creating Participatory Meetings**

**Before The Meeting:**
- Determine which groups would benefit from participating in the meeting.
- Decide how many individuals will be able to participate.
- Designate the group(s) that will benefit from the meeting.
- Decide the date and time of the meeting.
- Invite those who will benefit from the meeting.
- Provide information about the meeting to those who will benefit.
- Provide information about the meeting to those who will benefit.
- Provide information about the meeting to those who will benefit.

**During The Meeting:**
- Provide special considerations for those who will benefit from the meeting.
- Provide special considerations for those who will benefit from the meeting.
- Provide special considerations for those who will benefit from the meeting.
- Provide special considerations for those who will benefit from the meeting.
- Provide special considerations for those who will benefit from the meeting.
- Provide special considerations for those who will benefit from the meeting.

**After The Meeting:**
- Provide special considerations for those who will benefit from the meeting.
- Provide special considerations for those who will benefit from the meeting.
- Provide special considerations for those who will benefit from the meeting.
- Provide special considerations for those who will benefit from the meeting.
- Provide special considerations for those who will benefit from the meeting.

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**NPDCI**

http://npdci.fpg.unc.edu/
Tools for Planning Cross-Sector Professional Development in Early Childhood

Two complex matrix tools, based on the National Professional Development Center for Inclusion’s (NPDCI) framework for professional development (PD), are available to assist in gathering and summarizing information about statewide PD practices as a part of cross-sector planning:

1. The Planning Matrix for Early Childhood Professional Development
2. The Landscape & Statewide Survey for Providers of Professional Development

The first tool, the Planning Matrix for Early Childhood Professional Development, is used as a catalyst for discussion among state agency leaders about the PD funded by their early childhood agencies and for identifying gaps and duplications of efforts and areas for collaboration. The second tool, the Landscape & Statewide Survey for Providers of Professional Development in Early Childhood, is used to gather more detailed information about the PD provided across the state from the perspective of PD providers. Both tools are intended to address the questions about PD that emerged in the iterative work of the NPDCI, focusing on the interrelated elements of the learners (the “who”), key content (the “what”), and PD approaches (the “how”).

Purpose
The purpose of the Planning Matrix is to support beginning discussions among cross-sector, state-level planning teams working to develop an integrated PD system.

Participants
The intended participants are representatives of key state-level early childhood agencies (e.g., Pre-K, Head Start, child care, prenatal, disabilities programs), early intervention programs, Part C programs, and the PD funded by these agencies. Additional state-level agencies may be added, depending upon state context.

Format
The Matrix is an online survey that takes each agency representative about 10-20 minutes to complete. The questions on the Matrix address each agency PD including the target audience for the PD, the context, the approaches used, who the PD providers are, and what supports that PD staff members receive in their role as PD providers. The information is compiled across agencies, highlighting duplications and gaps across sectors. The Matrix should be completed prior to a state-level planning meeting so the compiled results are available to inform the discussion.

How to Use the Results
The compilation of the information collected through the Matrix provides state agency representatives with a starting point for discussion of the target audiences, context, delivery mechanisms, and organization of each agency’s efforts.

http://npdc.fpg.unc.edu/
Individual Reflection and Small Group Discussion

- Reflect on a positive or negative situation or example where collaboration had an impact on inclusion?
- Share with 2-3 others in a small group
Lesson #6: Align All Factors To Reach Destination
Review 6 Lessons

1. Be Clear About the Goal: Focus on EBP to Support Inclusion
2. Build Professional Competence
3. Build on Early Childhood & Education Systems Interventions
4. Grow, Exert & Sustain Leadership
5. Collaborate with Key Partners
6. Align All Factors To Reach Destination
Dancing Man

http://www.youtube.com/watch?v=fW8amMCVAJQ
The Time is Right to Join the Movement: Your Own Journey
Thank You
References

- CONNECT resources are at http://community.fpg.unc.edu/connect-modules/
- National Professional Development Center on Inclusion (NPDCI) resources are at http://npdci.fpg.unc.edu/