

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



Pam Winton & Chih-Ing Lim
Presentation at 2015 DEC Conference
October 7-9, 2015
Atlanta, GA



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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



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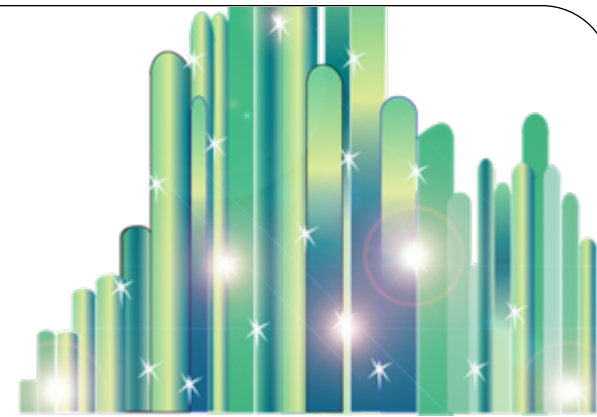
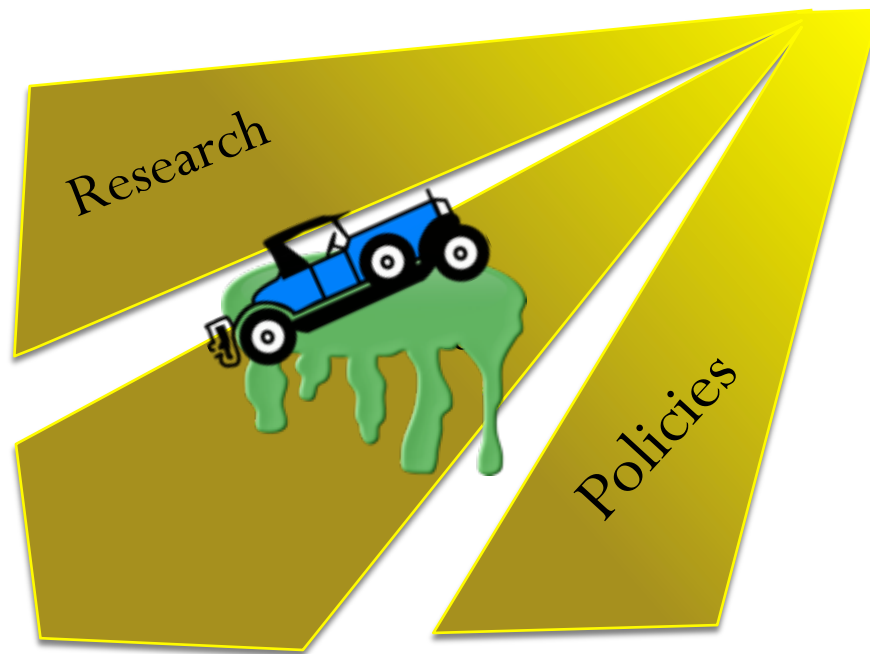
What are Your Roles in Early Childhood / Early Intervention?



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Journey to Implementing Inclusion: Are We Stuck?



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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



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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



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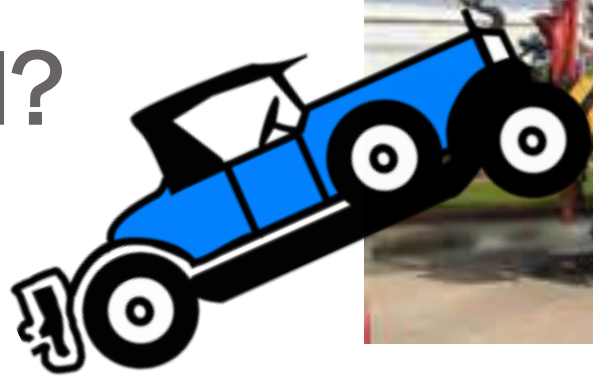
A Teacher's Perspectives on Inclusion Challenges: What Do You Hear?



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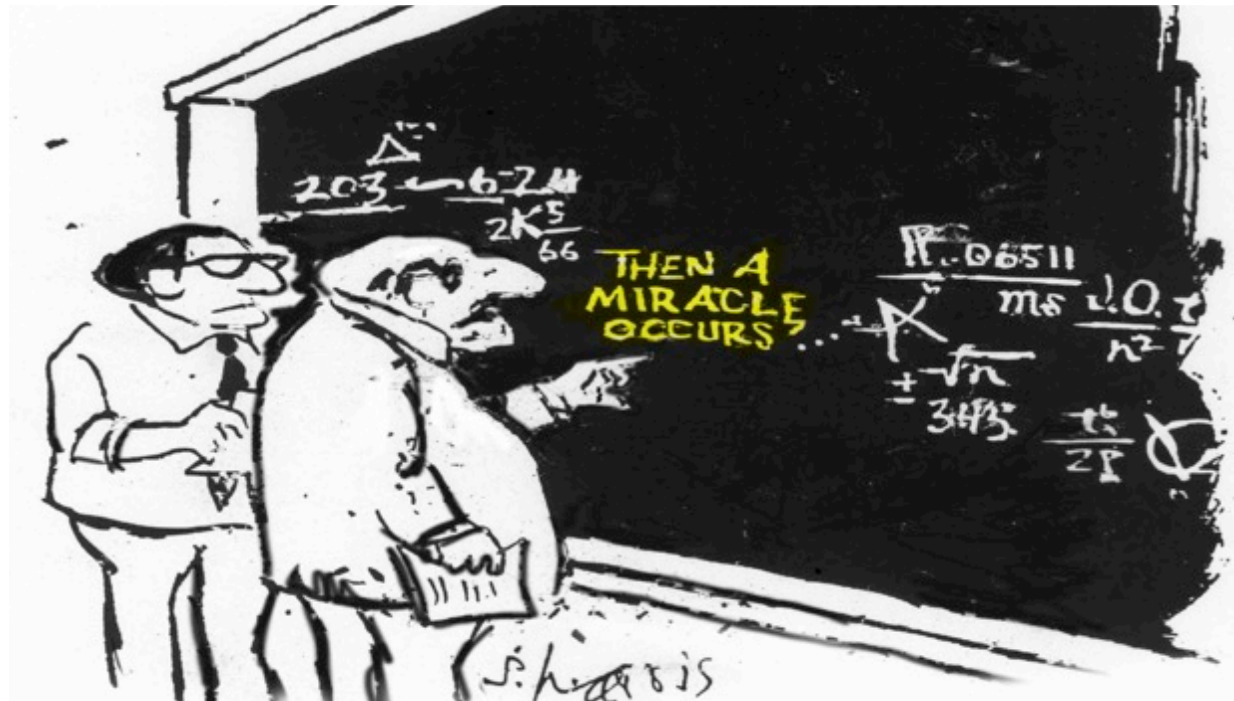
How Do We Move Forward?



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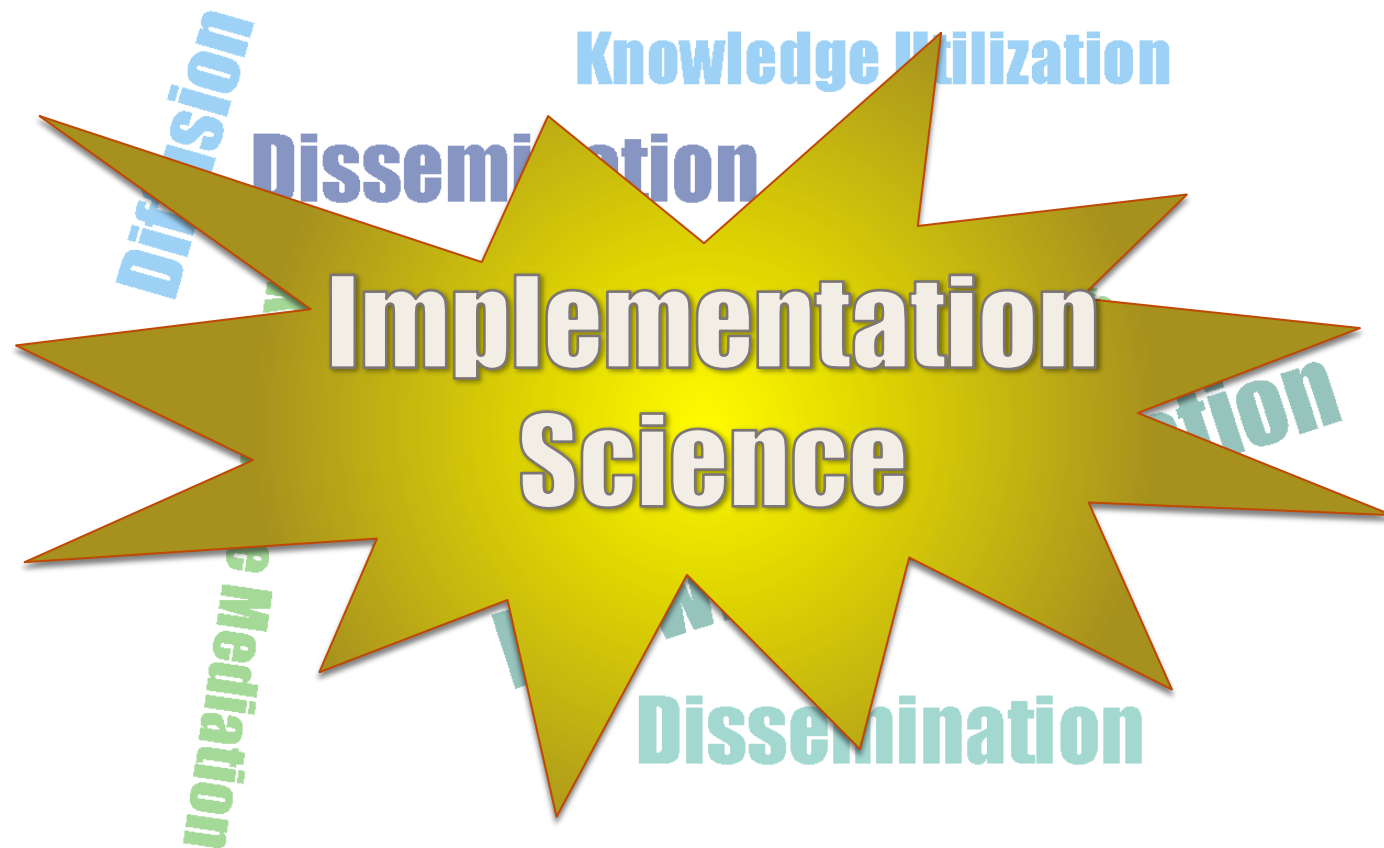
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Solving the Research to Practice Gap



“I think you should be more explicit here in step two.”

Solutions to Research to Practice Gap



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Implementation is at the Intersection of Research and Practice

WHY FOCUS ON IMPLEMENTATION?



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

© Fixsen & Blase, 2008



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The Science and Practice of Implementation

Implementation Research:
A Synthesis of the Literature
(across a variety of human
service contexts)



Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231). Download all or part of the monograph at: <http://www.fpg.unc.edu/~nirn/resources/detail.cfm?resourceID=31>



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Looking at Inclusion Through the Lens of Implementation Science

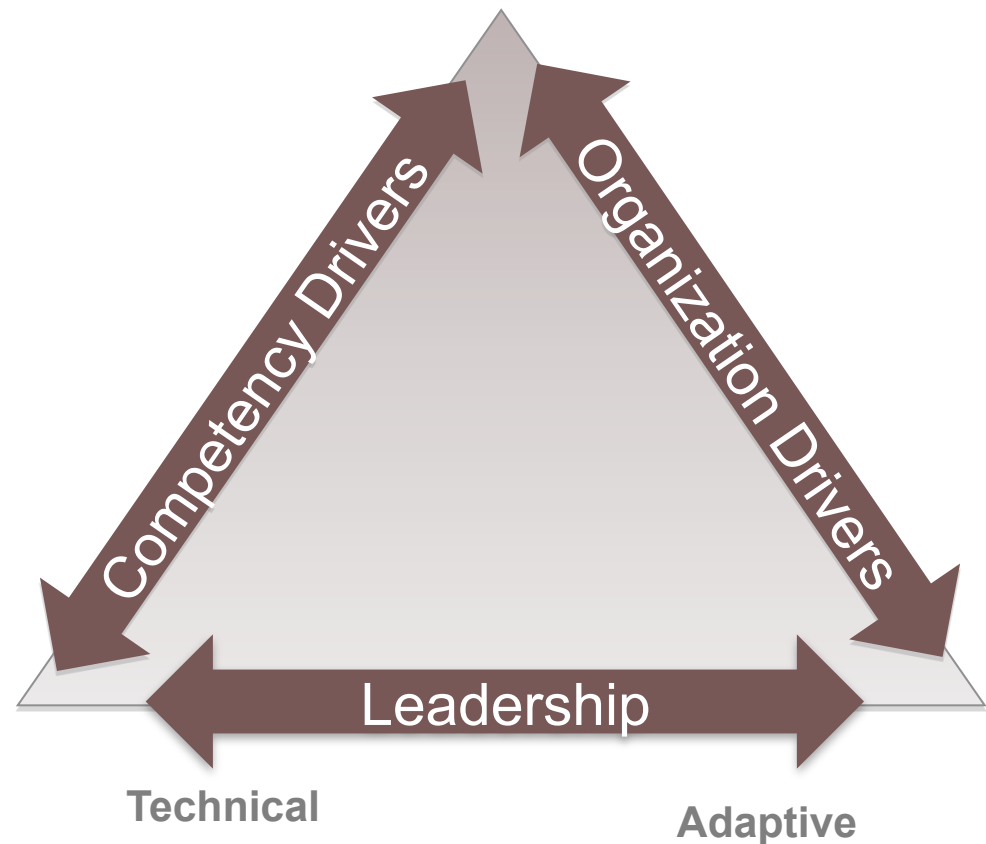


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Implementation Drivers

Performance Assessment of
Evidence Based Practices
(Implemented with Fidelity)



© Fixsen & Blase, 2008



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**Performance of Evidence-Based
Practices that Support Inclusion**

**Applying
Implementation
Science Drivers to
Inclusion**



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Lesson #1: Focus on Evidence-based Inclusion Practices



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What are EBP that Support Inclusion?



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Challenge of Lack of Consensus on Definition of EBP



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identifying a decision-
specific making process
research-based that integrates the
practices the best available research
evidence with family &
that have been validated through a
professional wisdom &
rigorous review process

Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006
Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

Challenge of Information Glut

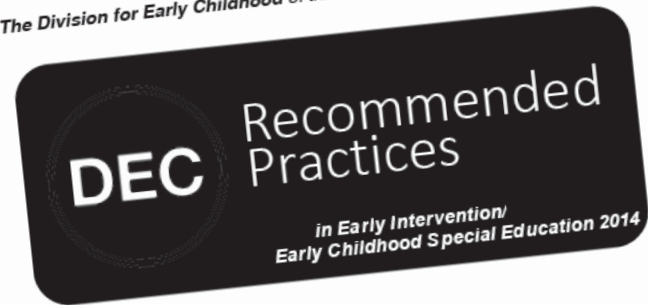


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Resource: Division for Early Childhood (DEC) 2014 Recommended Practices

The Division for Early Childhood of the Council for Exceptional Children



April 14, 2014

<http://www.dec-sped.org/>

This document is available online at: <http://www.dec-sped.org/recommendedpractices>

To reference the DEC Recommended Practices, please use the following citation:
Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from
<http://www.dec-sped.org/recommendedpractices>

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DEC Recommended Practices in Early Intervention/ Early Childhood Special Education 2014

1



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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)



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More Parameters

- Practices are observable
- Practices are not disability specific
- Practices can be delivered in all settings including natural/inclusive environments



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Process for Identifying DEC Recommended Practices

**Experience &
Professional
Wisdom**

**Research-
Based
Practices**

**Field
Validation**



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DEC Recommended Practices: 8 Topic Areas

- Leadership
- Assessment
- Environment
- Family
- Instruction
- Interaction
- Teaming
- Transition



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Performance of Evidence-Based Practices that Support Inclusion



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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)

[http://implementation.fpg.unc.edu/module-2/
summary](http://implementation.fpg.unc.edu/module-2/summary)

Lesson #2: Build Professional Competence



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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**

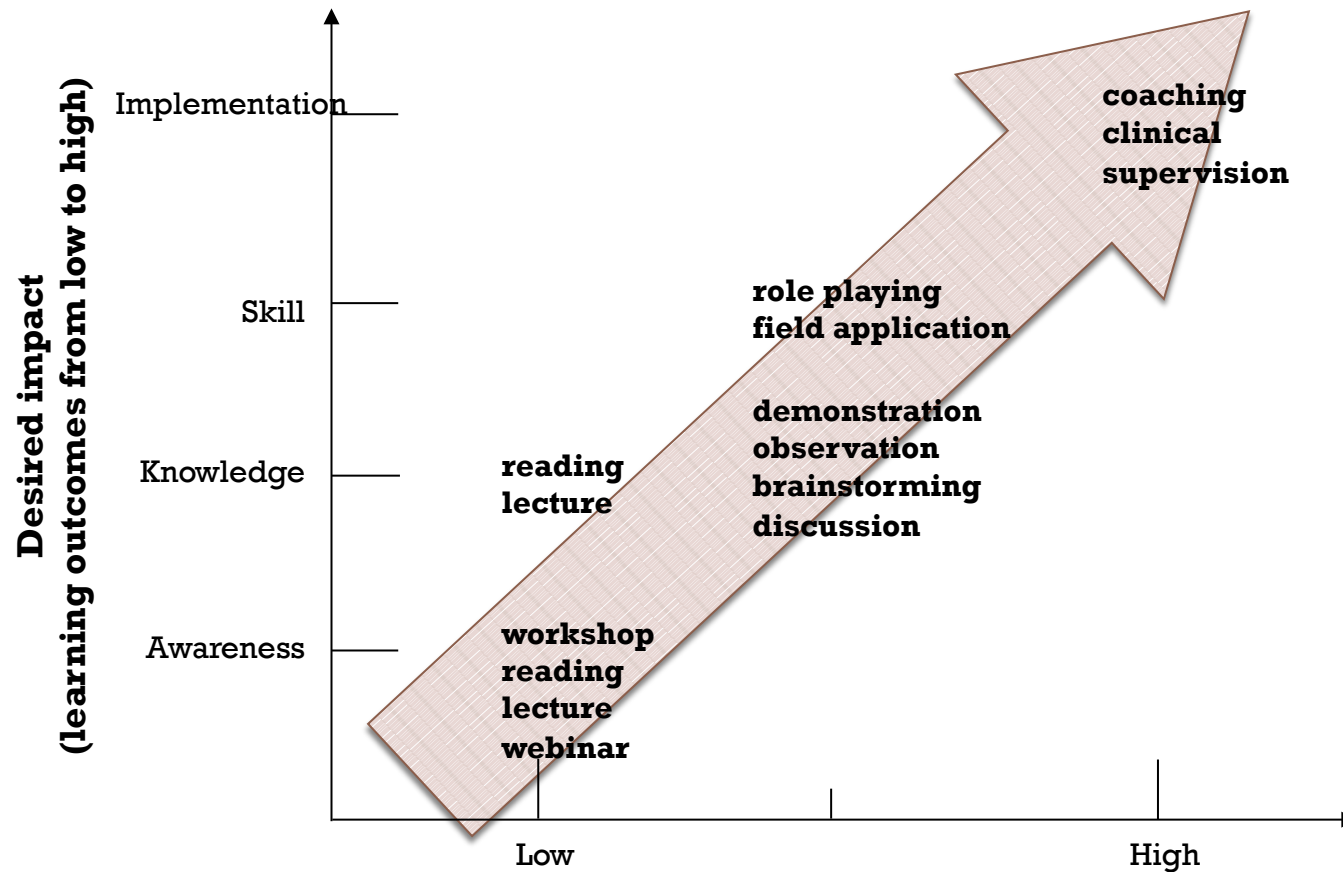
(Resources: Institute of Medicine, 2015; Snyder, Hemmeter, & McLanglin, 2012; Wei et al., 2009; Winton, Snyder & Goffin, 2016; Zaslow, et al., 2010)



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Sample PD Approaches Representing Different Levels of Complexity and Application



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Faculty & PD providers are expected to incorporate EBP into PD



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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



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Resource: Expertise Here



Division for Early Childhood's 31st
Annual International Conference

Who our
conference



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Resource: CONNECT Online Modules & Courses

CONNECT Self-Paced, Self-Guided Online Courses



Available Courses:

- Foundations of Inclusion (FREE)
- Communication for Professional Collaboration (.25 CEUs)
- Better Together: Powerful Family Partnerships (.25 CEUs)
- Adaptations that Work (.5 CEUs)
- Weaving Inclusion into Everyday Activities (.5 CEUs)
- All, Some, and A Few: Tiered Instruction (.4 CEUs)
- Storybook Conversations (.4 CEUs)
- Smooth Moves: Program Transitions (.5 CEUs)

Register NOW:

<http://connect.fpg.unc.edu/connect-courses>

Evidence-based
Standards-based
CEUs
24/7 Low-cost
Inclusion

Got questions?
connect@unc.edu



CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

Search Site Search

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Enlarge text | Reduce text

MODULES

These modules are designed for faculty and professional development providers to use in their professional development. Instructors, click on "For Instructors". Learners, click on "Go to Modules".

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Browse all available learner resources or search for specific resources.

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View additional supports for instructors.

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NEW: CONNECT Self-Paced Online Courses

Now Available: FREE Foundations of Inclusion course and 7 low cost CEU-granting courses.

[GO TO COURSES](#)

NEW TO CONNECT MODULES?

Video Quick Tours of the Site

[Tips for Instructors](#)

[Site Help / Frequently Asked Questions](#)

[Learn about the CONNECT project](#)

News and Announcements

CONNECT Offers New Self-Paced, Self-Guided Online Courses on Inclusion for CEUs.
[Read more...](#)

CONNECT Presents at the 2014 DEC

Foundations of Inclusion Training Curriculum

This 4-hour training curriculum is designed to be used by professional development / technical assistance providers in a face to face facilitated workshop on early childhood inclusion for early childhood professionals. [Read](#)



Watch a short overview of CONNECT and the impact CONNECT is having on faculty and learners!



<http://connect.fpg.unc.edu/>



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CONNECT tackles info glut



Current Context



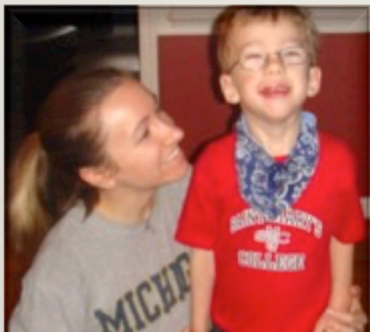
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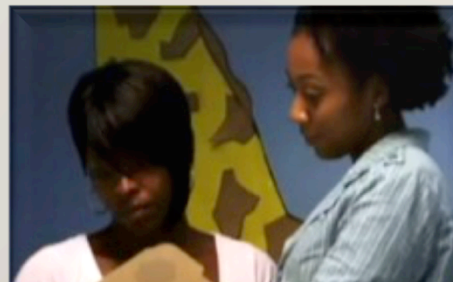
FREE ONLINE Modules For Faculty/PD Providers



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)



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Our Target Audience for CONNECT Online Courses: Practitioners



WOW!
Self-paced and self-guided
plus my teachers can earn
CEU or training credits
too!



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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



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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*.

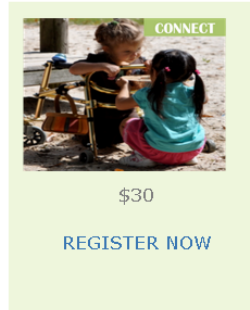
Course objectives

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.
- 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, 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.



PD provider provided follow-up training using CONNECT
Module 1: Embedded Interventions

Teaching staff at a HS center completed the course



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Hybrid Approaches to PD Examples: Preservice

CONNECT Course: Foundations of Inclusion

This course is intended to introduce the basics of inclusion and the rights and supports for children and teachers in early childhood education, and to help you understand the topics covered in the Project CONNECT Course series and the 5-step learning process.

Course objectives

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

- Define inclusion and describe four recent research findings related to inclusion;
- Understand the legislation related to inclusion;
- Identify 3 actions teachers can take; and
- Describe the 5-step learning process used in the Project CONNECT courses

This course also aligns with the following 2014 DEC Recommended Practices:

- 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

This is a FREE course worth 1 clock hour of training. No CEUs are provided.

This course has also been approved for early childhood state training hours in the following states: Kentucky, Mississippi, North Carolina, Utah. Early intervention credits (i.e., 1 credit) have also been approved by the Ohio Department of Developmental Disabilities.



Learners took the free Foundations of Inclusion course

Faculty extended the learning by using the Foundations of Inclusion training curriculum



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Connecting Inclusion Policy, DEC RPs, & CONNECT Modules/Courses

Defining Feature of Inclusion	DEC RP Topic Areas	CONNECT Modules / Courses
<div>ACCESS</div> <div>PARTICIPATION</div> <div>SUPPORTS</div>	Environment	Module 5 / Adaptations that Work
	Assessment	
	Environment	Module 1 / Weaving Inclusion into Everyday Activities
	Instruction	Module 7 / All, Some and A Few: Tiered Instruction
	Interaction	
	Leadership	All Modules and Courses
	Family	Module 4 / Better Together: Powerful Family Partnerships
	Teaming & Collaboration	Module 3 / Communication for Professional Collaboration
	Transition	Module 2 / Smooth Moves: Program Transitions

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.
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- INT3. Practitioners promote the child's communication development by observing, responding contingently, and providing natural consequences for communication and by using language...



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Resource:



SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



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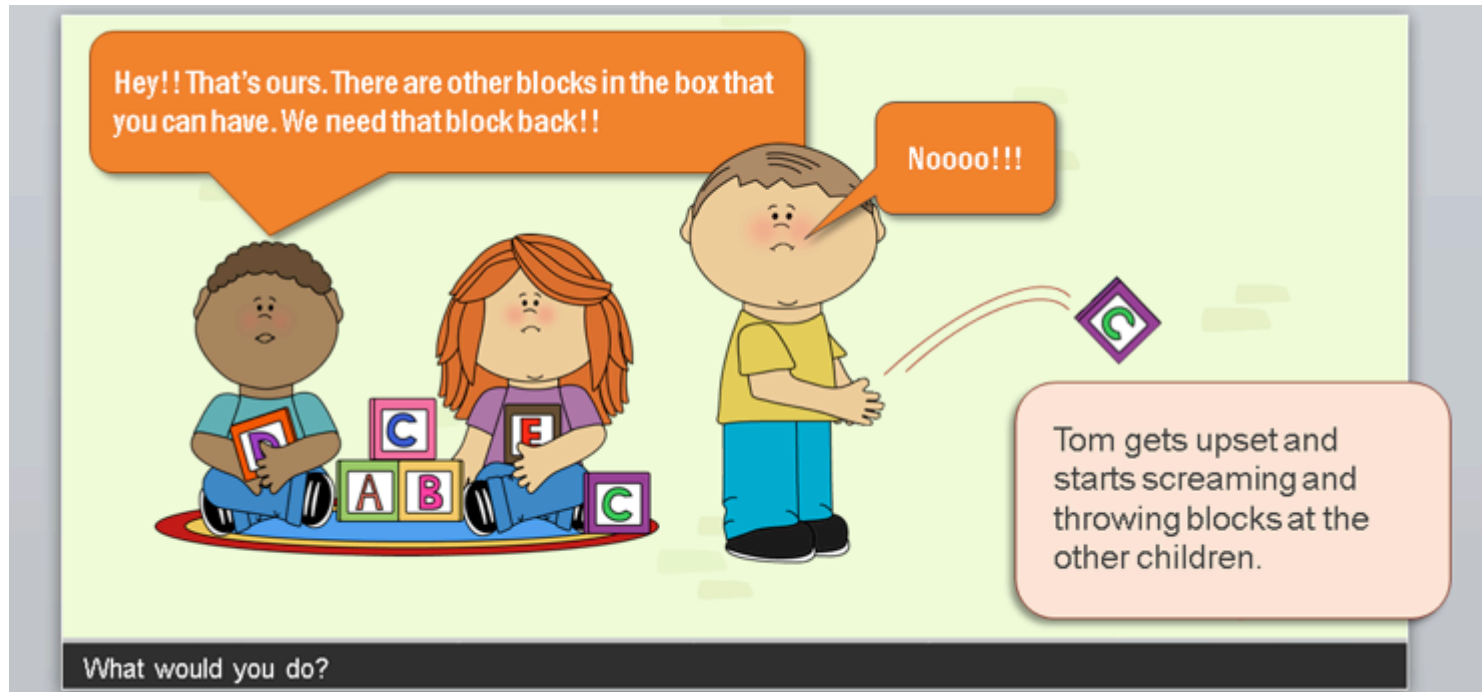
<http://scriptnc.fpg.unc.edu/>

Resource:

 **SCRIPT-NC**

Supporting Change and Reform in Preservice Teaching in North Carolina

Simulation Exercise



Coming soon...



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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

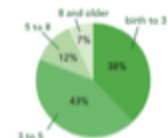
Presenters: Chih-Ing Lim, Laurie
Dinnebeil, Patti Blasco, Tracey West, and
Camille Catlett



Division for Early Childhood's 31st
Annual International Conference
on Young Children with Special
Needs and their Families

Conference will be held in
Atlanta at the Hilton Atlanta Hotel
255 Courtland Street NE, Atlanta, GA 30303

Who our
conference
attendees
work with
and serve.



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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



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Performance of Evidence-Based Practices that Support Inclusion



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Lesson #3:

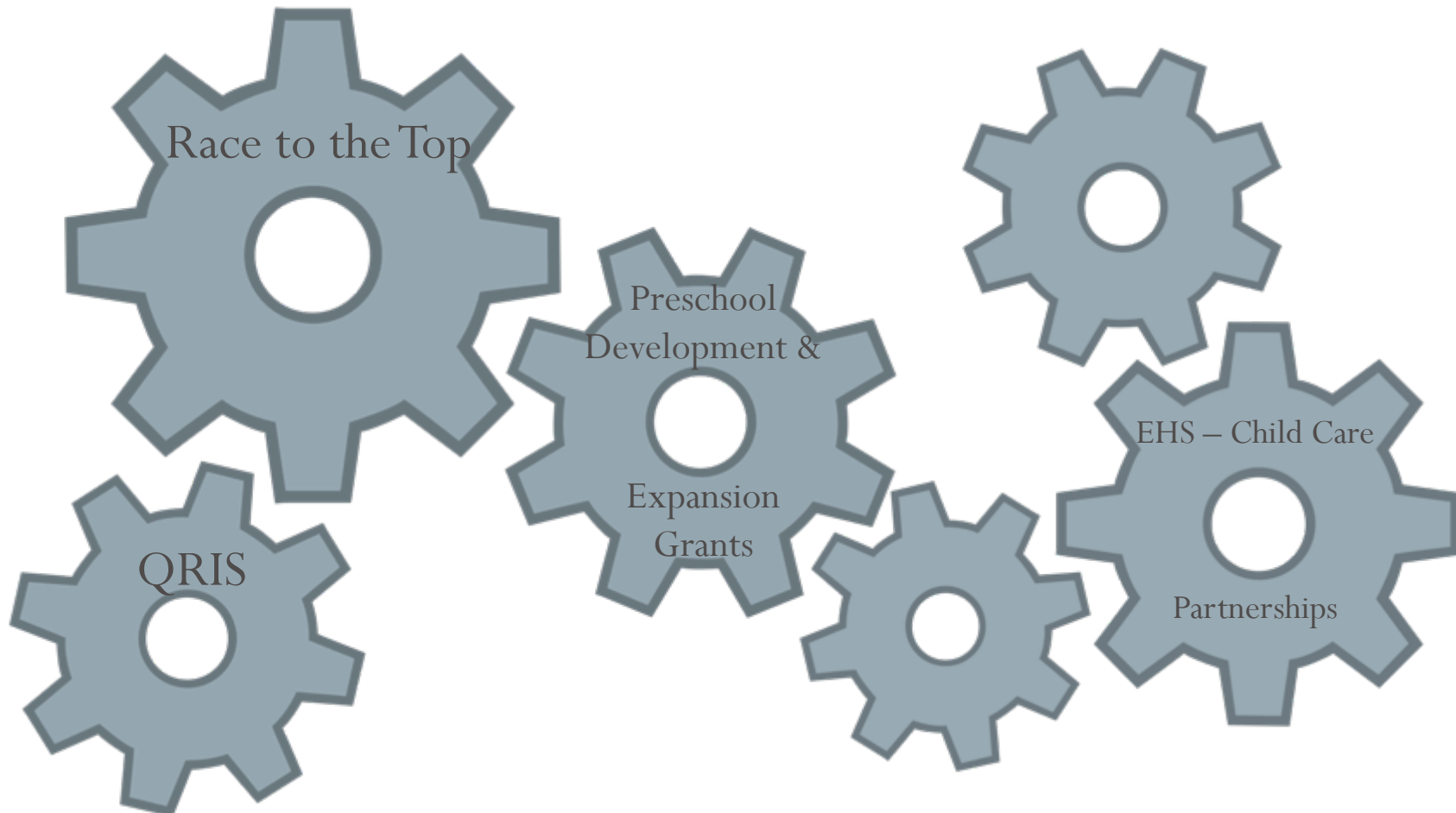
Build on Early Childhood Systems Interventions



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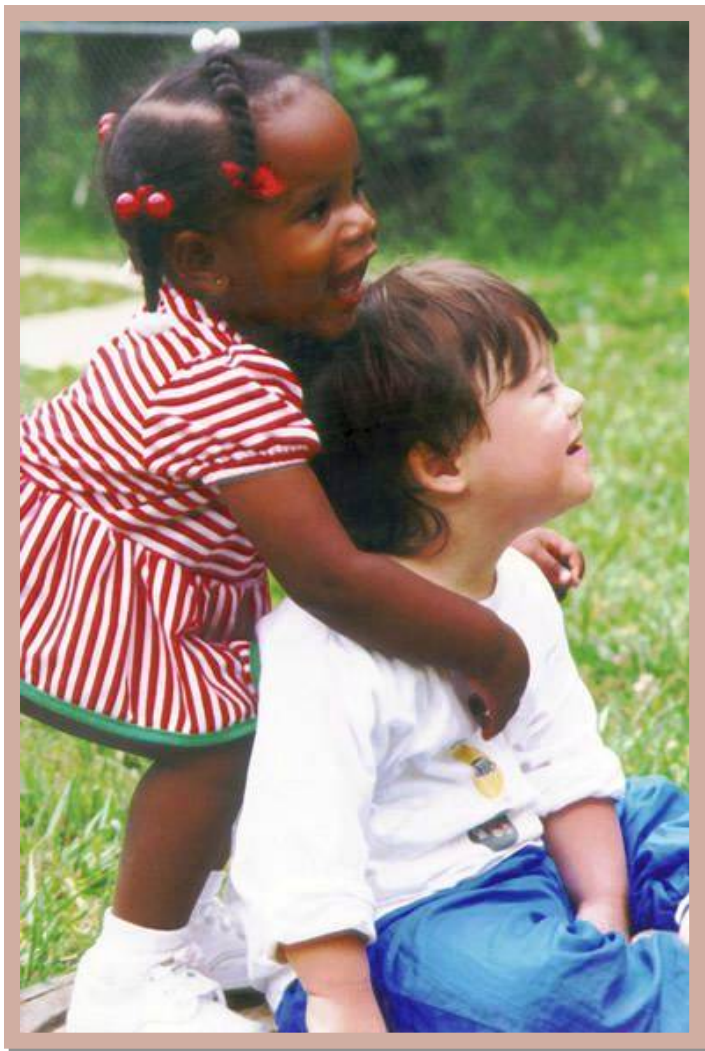
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Multiple Quality Initiatives



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Policy Dilemma

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

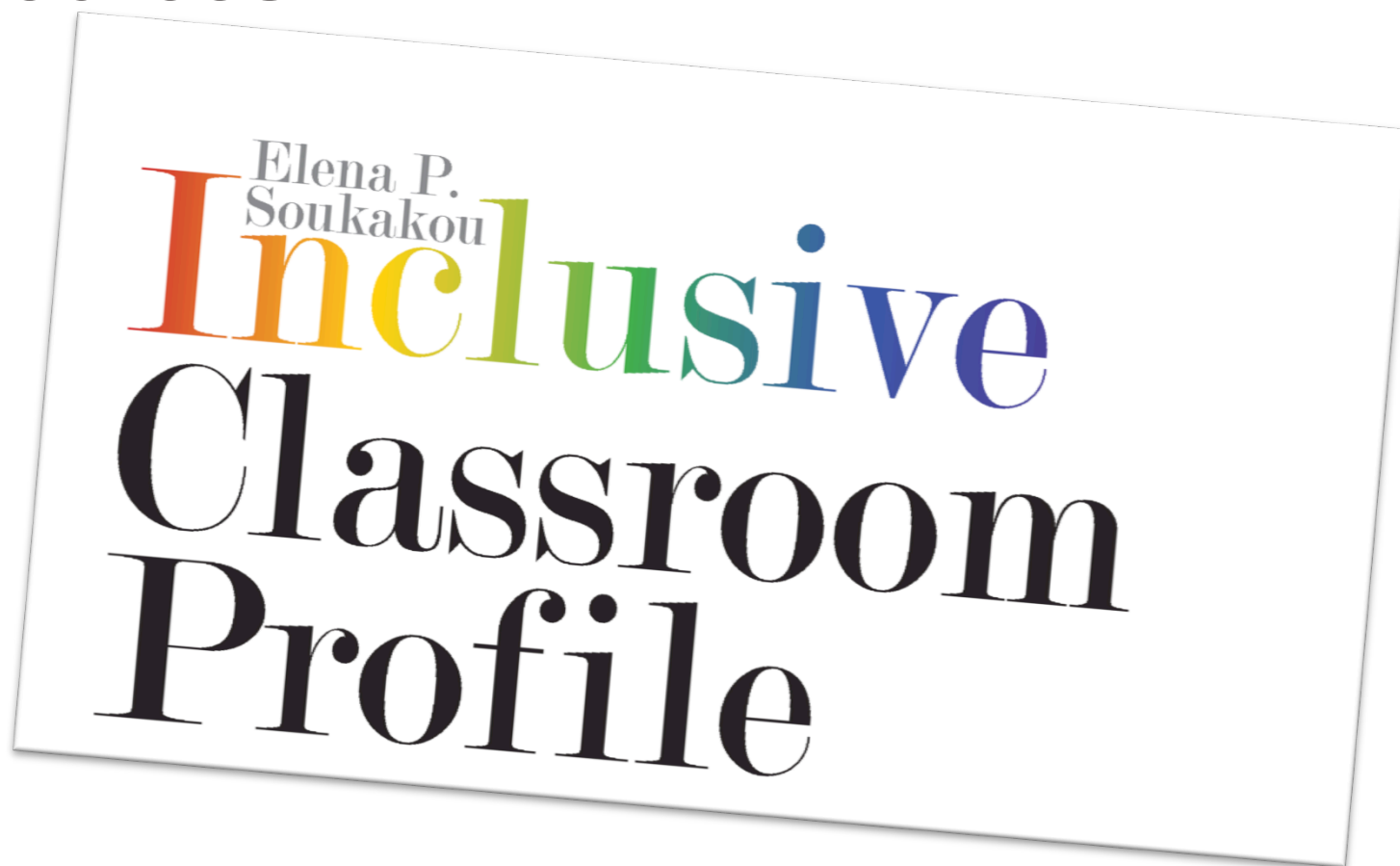
—Wolery, et al., 2000



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Resources



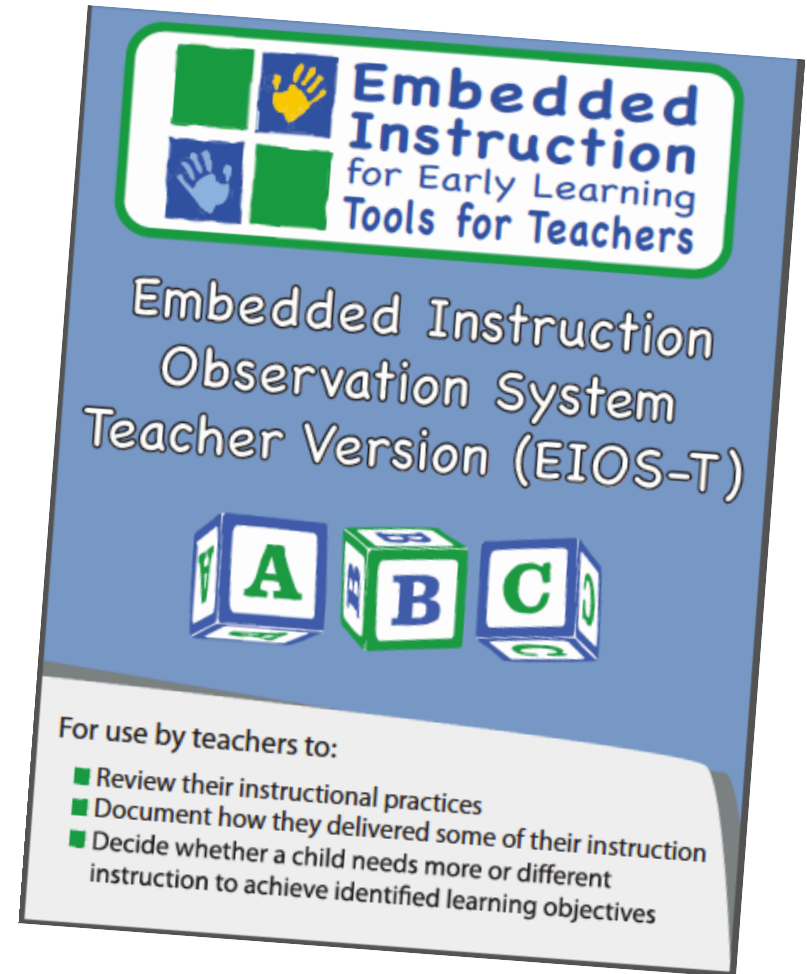
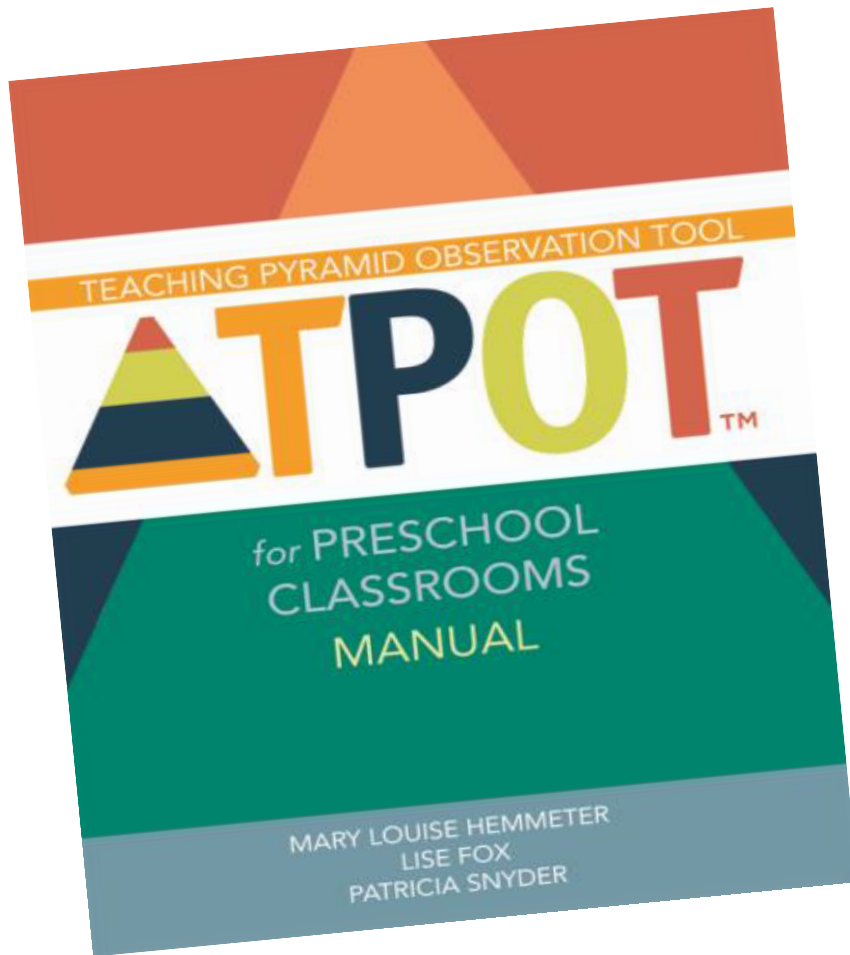
Inclusive Classroom Profile (ICP) – structured observation tool focused on high quality inclusive practices



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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



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Performance of Evidence-Based Practices that Support Inclusion



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Lesson #4: Grow, Use & Sustain Leadership



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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



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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



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Leadership Examples

Technical

- Ensure policies are followed
- Collect & organize data

Adaptive

- Engage key stakeholders
- Mediate turf battles
- Instigate policy changes



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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



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Performance of Evidence-Based Practices that Support Inclusion



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Lesson #5: Collaborate with Key Partners



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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

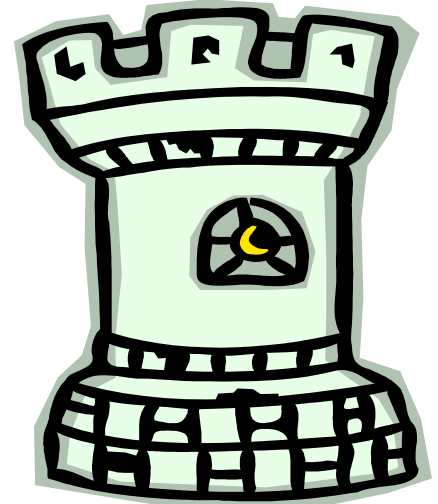
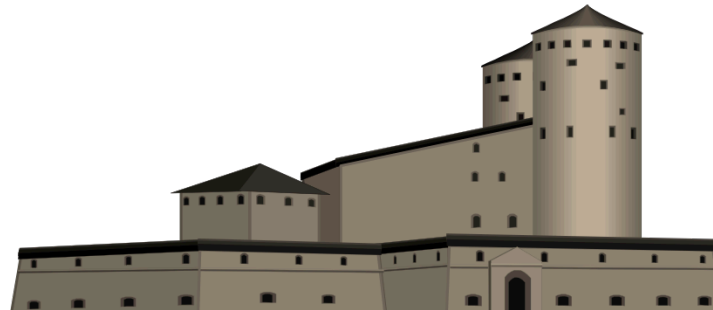
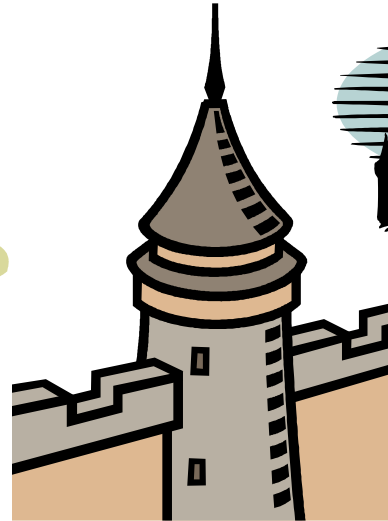
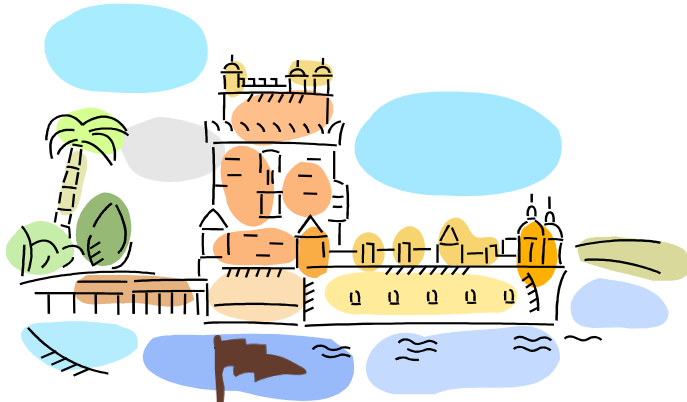
—*National Child Care Information and
Technical Assistance Center, 2005*



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The Fiefdoms of Early Childhood



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For Practitioners: Shifting Roles & Expectations



Direct Service



Coaching



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Is Everyone at the Table?



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Resources



Individualized Supports

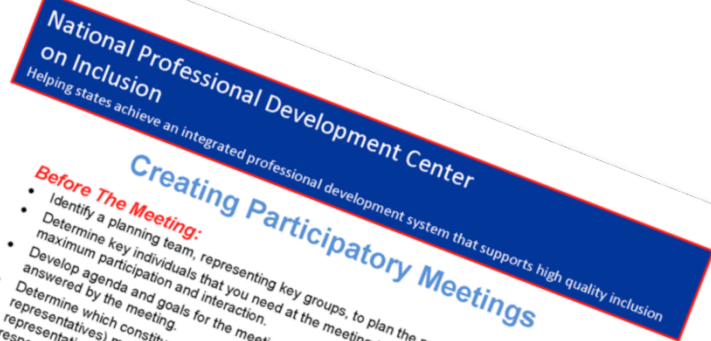
- Contact the Parent Training and Information Centers (PTIs), Community Parent Resource Centers (<http://www.parentcenternetwork.org/>), and any state coalition to identify possible parents to planning teams, keeping in mind factors such as having parents whose children are currently in inclusive preschools, having parents with a cumulative years of experience, and having parents with diverse backgrounds.
- Develop a strategic plan to include families who have lower incomes, have diverse backgrounds, and whose native language is not English.
- Grounds, and whose challenges are great. They are giving up a lot to be involved.
- Define acronyms that parents' challenges are great.
- Acknowledge that parents' challenges are great.
- Allow families to define "family involvement."
- Consider the impact on families when the degrees and titles of professional staff are not clear.
- Consider ways to "even the playing field" for parents who are not "just parents" in the midst of people with professional credentials.

Financial Supports

- Provide financial compensation for families who are not currently receiving it, and an honorarium in the range of \$100–\$250 per day.

Leadership Development and Outreach

- Keep in mind that young families with young children may have more difficulty with involvement.
- Provide guidelines for involvement.
- Contact parents in advance, provide a contact person at the meeting.
- Designate a contact person at the meeting.
- Invite parents who have previous experience with involvement.
- Develop a way to build relationships with other parents (e.g., provide contact information to another parent).
- Involve family members together with professionals.
- When parents and professionals get the same message, they are more likely to act on it.



Before The Meeting:

- Identify a planning team, representing key groups, to plan the meeting.
- Determine key individuals that you need at the meeting keeping the size manageable for maximum participation and interaction.
- Develop agenda and goals for the meeting.
- Determine which constituent groups (e.g., state agency representatives, family representatives) may have insight into certain questions. Identify a small number of representatives of those groups. Prior to the meeting, ask them to develop a collective response to the questions of interest. (Note: meeting convener should provide infrastructure to facilitate the group(s) gathering—reserve meeting room or conference call telephone line.)
- Designate planning team members who will be available prior to the meeting for questions.
- Determine if there is information needed from attendees prior to the meeting. Request that they provide their contact information.
- Develop a list of all attendees including contact information and distribute to attendees in advance of the meeting.
- Distribute agenda including topics/questions to be discussed and logistics to all attendees in advance of the meeting.

During The Meeting:

- Meet in a room conducive to discussion (i.e. all participants can see each other, space for small group work to occur).
- If possible provide networking time with light refreshments and have the planning team focused on providing information and distribute to attendees in advance of the meeting.
- Provide nametags and table tents to help attendees identify each other and call each other by name. For inclusive atmosphere—do not focus on titles, degrees, etc.—just names. Also, for accessibility—make the print LARGE.
- Keep presentations of information to the group limited to 20 minute blocks of time. Intersperse presentations with small and large group discussion and other activities that allow for reflection and processing of information.
- Provide an opportunity for participants to share feedback (e.g., verbally and in the form of an evaluation tool) at various points in the meeting.

After The Meeting:

- Continue the dialogue with attendees. Solicit afterthoughts, additional insights that came after the meeting.
- Provide notes and documents from the meeting to all participants in a timely manner.
- Summarize feedback about the meeting and make available to all participants.
- Describe how information generated by the meeting participants will be used or is being used.

Document created by the NPDCI staff upon the suggestion of participants at the Planning Meeting, Washington, DC, February 26, 2007. <http://www.npdci.fpg.unc.edu/>

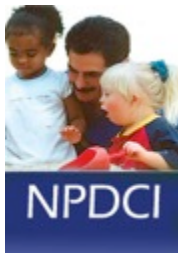


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Resources



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Individual Reflection and Small Group Discussion

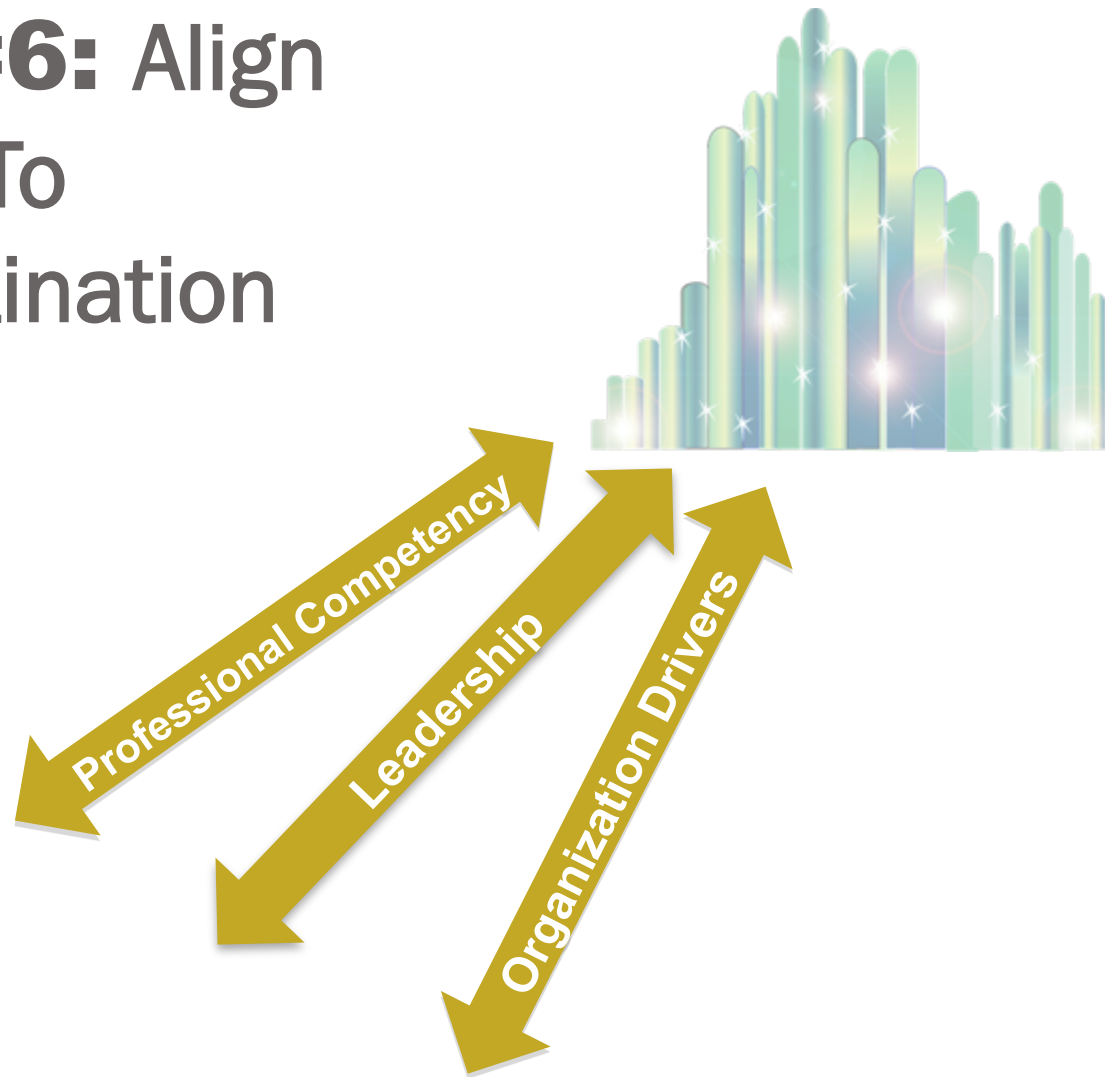
- Reflect on a positive or negative situation or example where collaboration had an impact on inclusion?
- Share with 2-3 others in a small group



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Lesson #6: Align All Factors To Reach Destination



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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**



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Dancing Man



<http://www.youtube.com/watch?v=fW8amMCVAJQ>



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The Time is Right to Join the Movement: Your Own Journey



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Thank You



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