



# **Together We are Better:** ***Building Quality Inclusion***

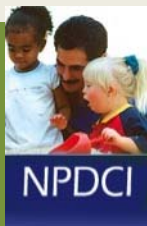
**Pam Winton, PhD**

**Senior Scientist & Director of Outreach**

**Director of NPDCI and CONNECT Projects**

**FPG Child Development Institute**

**Keynote Address at SCECA | January 20, 2012**



## **CONNECT**

The Center to Mobilize Early Childhood Knowledge





NPDCI

# The NPDCI Team



**Pam Winton, Virginia Buysse, Tracey West, Heidi Hollingsworth, Shelley deFosset, Jonathan Green, and Camille Catlett**

# The CONNECT Team



Pam Winton  
University of North  
Carolina



Virginia  
Buysse  
University of  
North  
Carolina



Beth Rous  
University of  
Kentucky



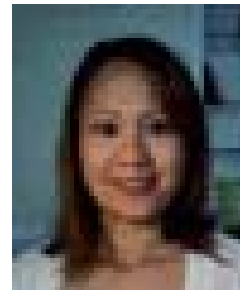
Chih-Ing Lim  
Univ of  
North Carolina



Dale  
Eipsten  
UNC



Jonathon  
Green  
UNC



Cici Sidor  
University of  
North Carolina



Patti Singleton  
University of  
Kentucky





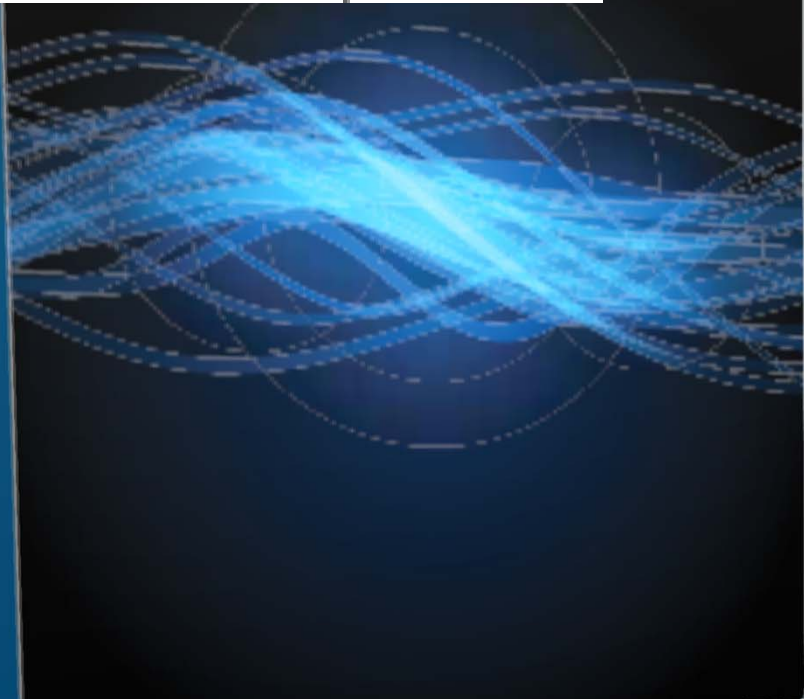


**Context:**  
**Increased Focus on Teacher Quality**

# Context: Focus on Clinical Practice

**NCATE**

The Standard of Excellence  
in Teacher Preparation



TRANSFORMING  
TEACHER EDUCATION  
THROUGH  
CLINICAL PRACTICE:  
A NATIONAL STRATEGY  
TO PREPARE  
EFFECTIVE TEACHERS

Fall, 2010

EFFECTIVE TEACHERS  
TO PREPARE

## **Context: Practitioners are Expected to Use Evidence-Based Practice (EBP)**





# Context: Focus on EACH Learner



# Agenda

Define key  
features of high  
quality inclusion

Identify and  
demonstrate  
evidence-based  
inclusive practices

Introduce FREE  
resources to support  
teacher quality &  
inclusion



# Defining Inclusion

## Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC



# Definition

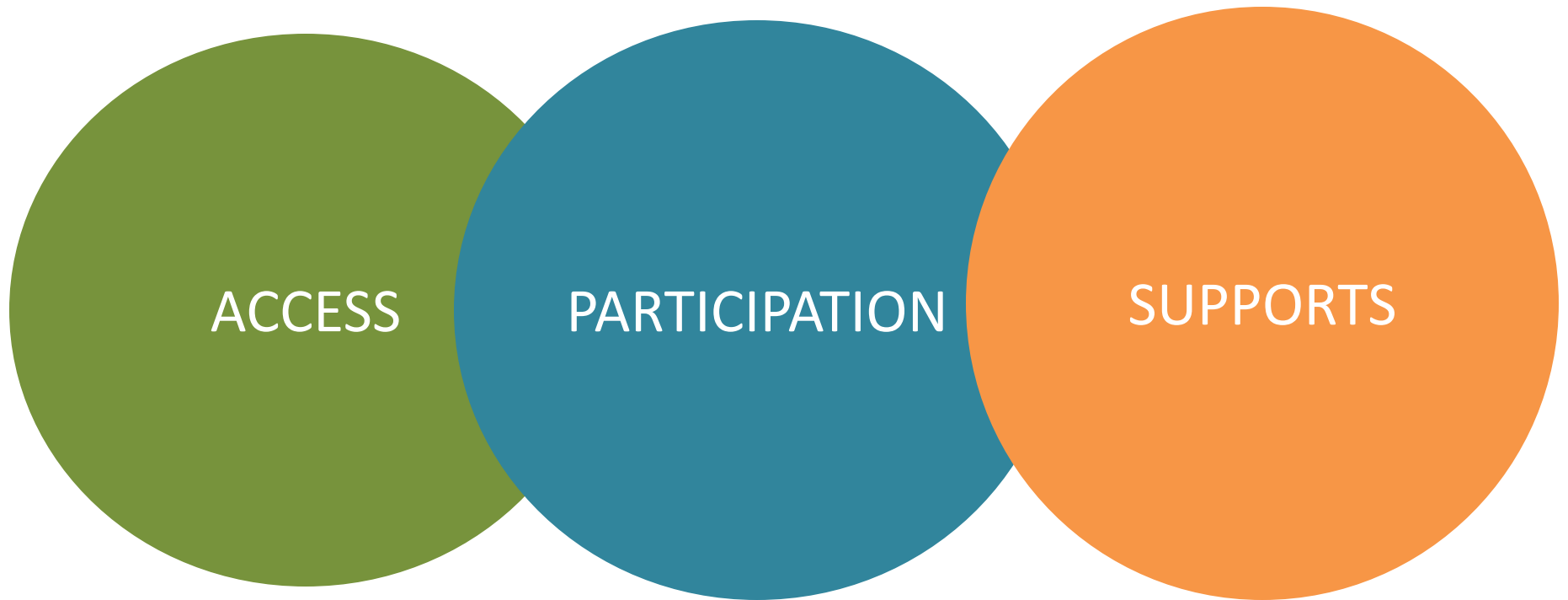
**Early childhood inclusion** embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.

## ... desired results of inclusion

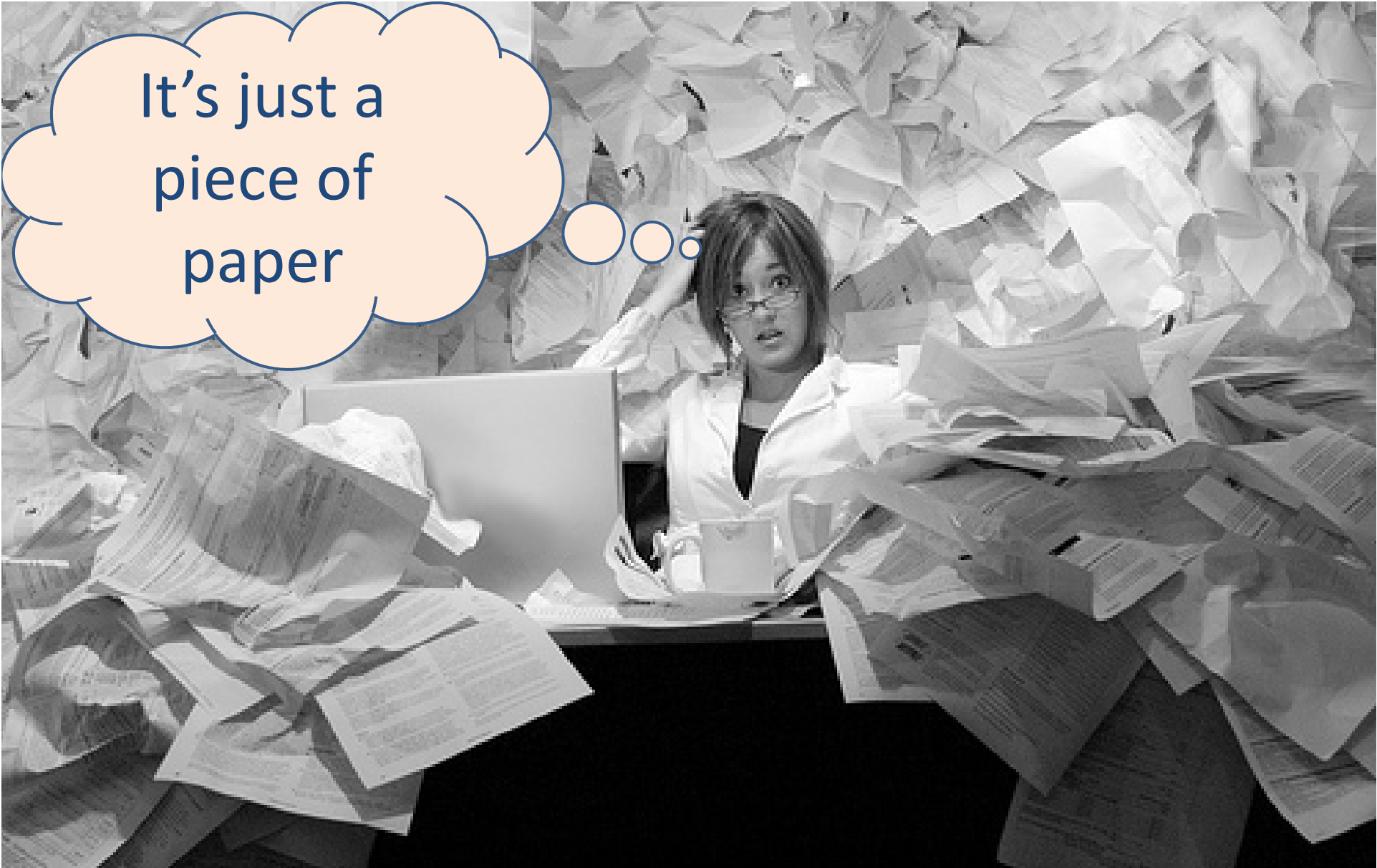
The **desired results** of inclusive experiences for children **with and without disabilities** and their families include

- a sense of belonging and membership,
- positive social relationships and friendships,
- development and learning to reach their full potential.

## ... three defining features of inclusion







It's just a  
piece of  
paper

**How Do We Move from  
Position Statements to PRACTICE?**

# Inclusion Dilemma



Teacher's Perspective (Jackie)

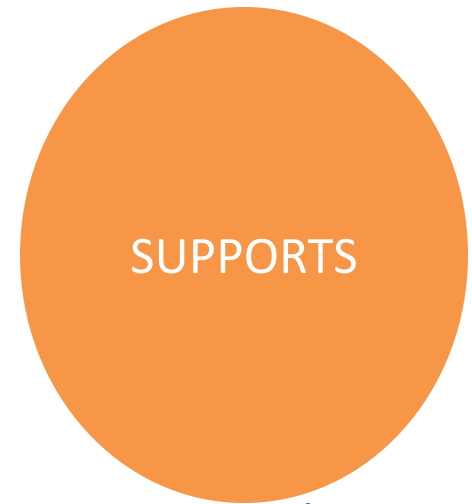



Family's Perspective (Christine)



# Handout: Research Synthesis Points on Quality Inclusive Practices

# Moving from Policies & Research to Practice



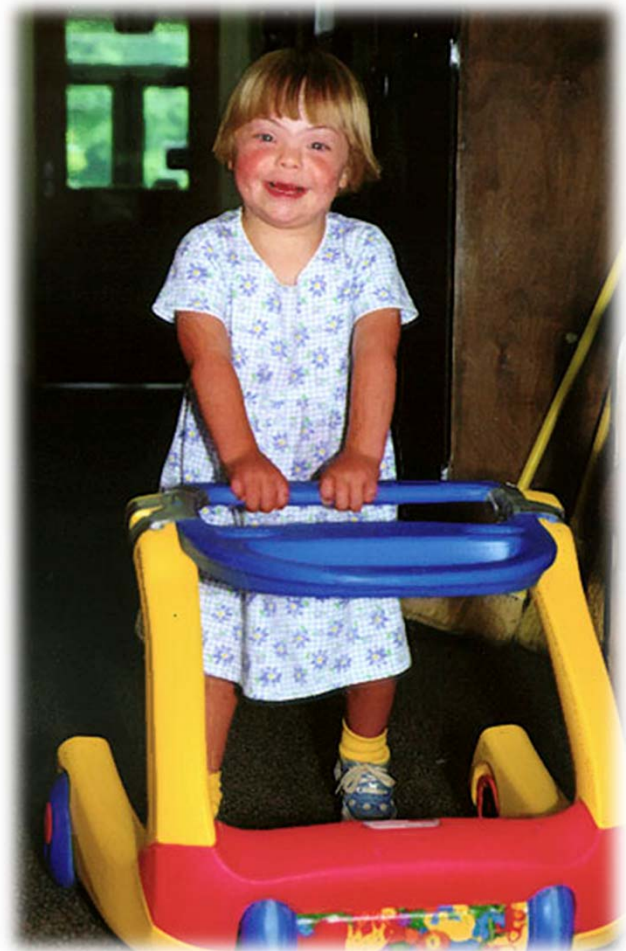
- 
- A blue bracket that spans the width of the three circles above, pointing downwards towards the list.
- Define each key feature of inclusion
  - Demonstrate the evidence-based practices



## Defining Features

## Access

**Access** – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.



# **Evidence-Based Practices that Support **ACCESS****

- **Universal Design (UD)/Universal Design for Learning (UDL)**
- **Assistive Technology (AT)**

# EBP: Universal Design and Universal Design for Learning

**UD and UDL** mean the removal of physical and structural barriers (UD) and the provision of multiple and varied formats for instruction and learning (UDL).

# Example of UD/UDL



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# EBP: Assistive Technology (AT)

## **Assistive technology** (AT)

interventions involve a range of strategies to promote a child's access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment.

Source: CONNECT Module 5: Assistive Technology

# Demonstration of AT



# Pair and Share



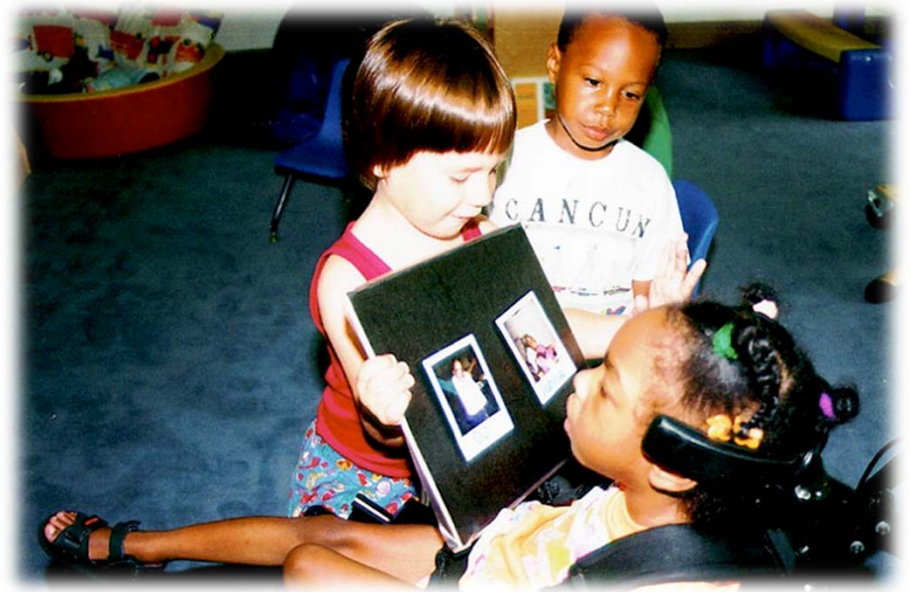
What are strategies that you use or might use in the future to increase **ACCESS** to your program for young children with disabilities?

## Defining Features

## Participation

**Participation** – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.

---





# **Evidence-Based Practices (EBP) that Support PARTICIPATION**

- **Embedded Instruction and Other Naturalistic Interventions**
- **Scaffolding Strategies**
- **Tiered Models of Instruction/Intervention**

# EBP: Embedded Interventions

**Embedded interventions** are specially designed practices that are used to promote children's engagement, learning, and independence in everyday activities, routines, and transitions in the classroom, home, and community.

Source: CONNECT Module 1: Embedded Interventions

# EBP: Scaffolding Strategies

**Scaffolding strategies** are structured, targeted approaches that can be used with children who require more intensive supports across a wide variety of teaching and learning contexts, and in combination with other approaches. Scaffolding strategies include modeling, response prompting, peer supports, and corrective feedback.

# Demonstration of peer support



# Demonstration of prompting





# Demonstration of Embedded Interventions & Scaffolding Strategies



# Pair and Share

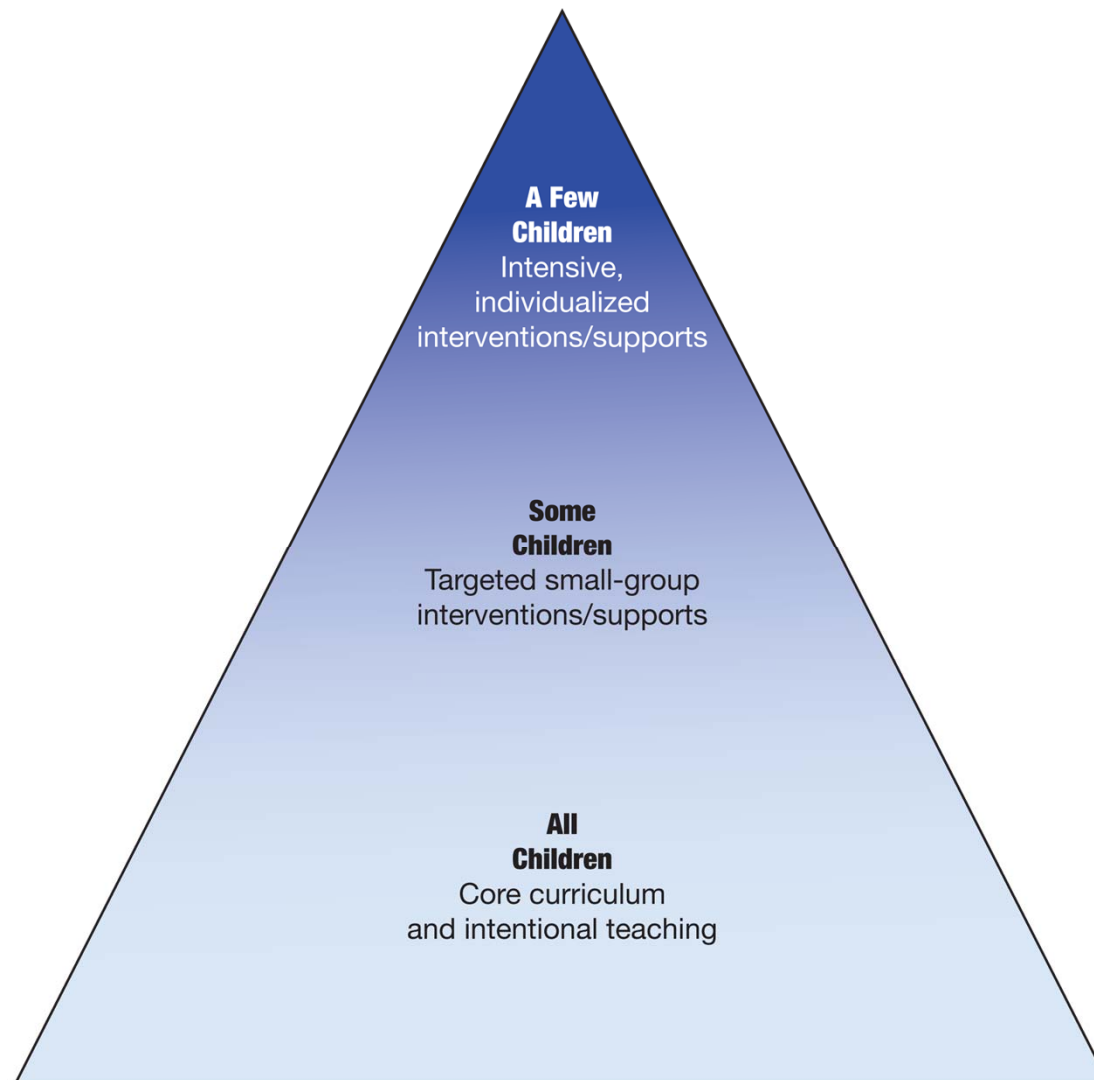


What are strategies that you use or might use in the future to increase **PARTICIPATION** in your program for young children with disabilities?

## EBP: Tiered Models of Instruction

**Tiered models of instruction** offer a framework that can be used in early childhood to help practitioners connect children's formative assessment results with specific teaching and intervention strategies.

# Tiered Models



# Return to Jackie: Inclusion Dilemma



Teacher's Perspective (Jackie)



Family's Perspective (Christine)



# Pair and Share



What support does Jackie need for inclusion to work?

## Defining Features

## Supports

**Supports** – refer to broader aspects of the system such as **professional development**, incentives for inclusion, and opportunities for **communication and collaboration among families and professionals** to assure high quality inclusion.





# **CONNECT Modules**

**Professional Development focused on  
Inclusion Practices**



**Evidence-  
Based  
Inclusion  
Practices**

# Now Available (English and Spanish versions)

- 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 Practices

COMING SOON



- Tiered Approaches: Social Emotional Development and Academic Practices
- Portuguese translation of Module 1

# Collaboration Dilemma







## Family-Professional Partnerships Dilemma

# Connecting Policies, Research & Practice

## Defining Feature of Inclusion

## Evidence-Based Practice

ACCESS

UD/UDL

Assistive Technology

PARTICIPATION

Embedded Interventions

Scaffolding Strategies

Tiered Approaches

SUPPORTS

Collaboration

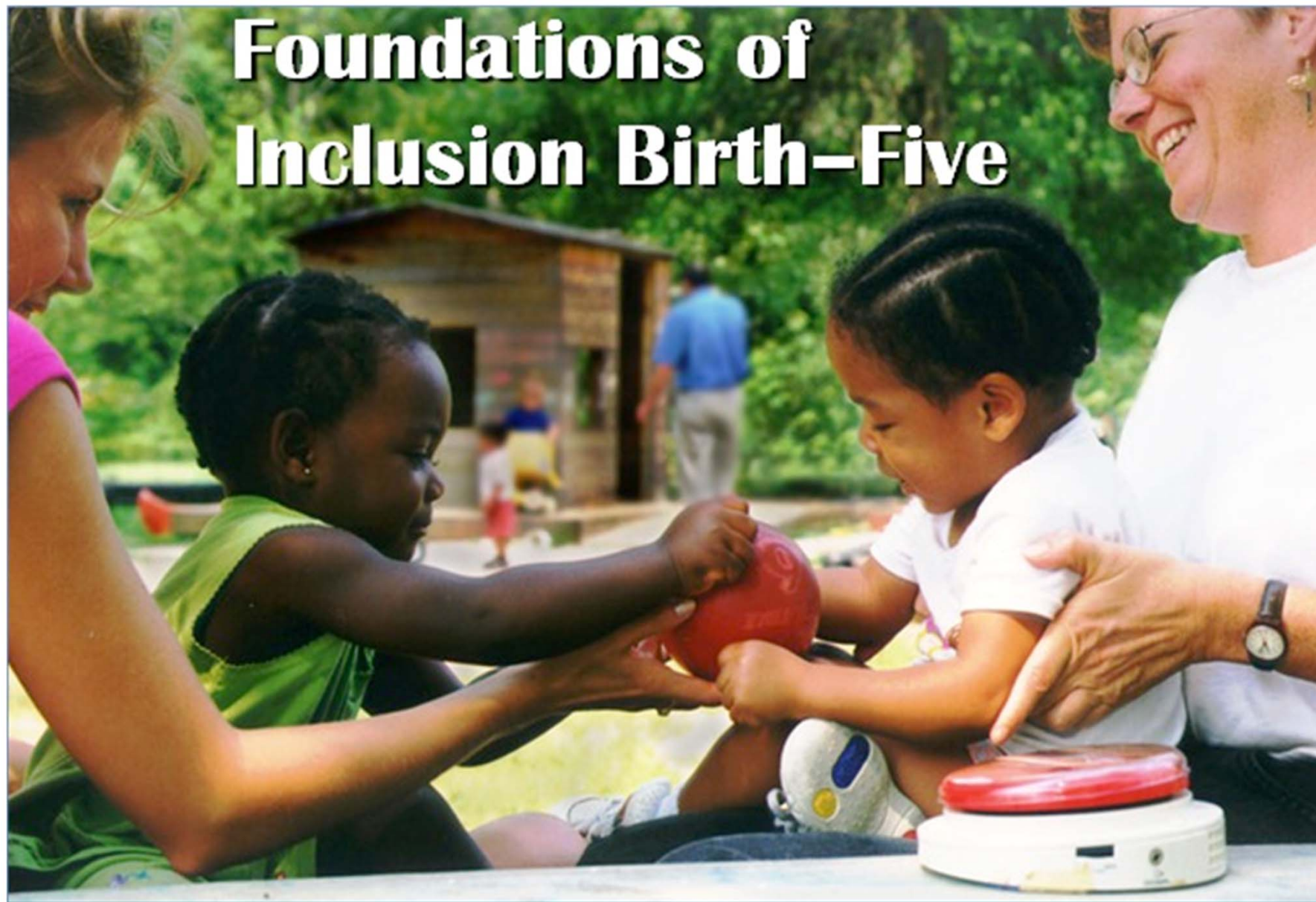
Family-professional partnerships

Professional Development

## In summary, you...

- learned a definition of inclusion,
- saw a demonstration of practices that support the 3 essential features of inclusion,
- know about an evidence-based practice approach to PD, and
- got some free resources to implement PD on inclusion

# **Additional Resources ...**



# Additional Resources

The screenshot displays the 'Early Childhood Community' website. The header features the site's name and tagline, 'Enhancing Early Childhood Professional Development', along with a photo of children. Navigation links include 'home', 'discussions', 'resources', 'npdci', 'connect', 'news', 'help/faq', and 'about community'. A search bar is located in the top right. The breadcrumb trail reads: 'You are here: Home → Resources → Articles and Papers → Early Childhood Inclusion'. The main content area is titled 'Early Childhood Inclusion' and includes tags for 'NAEYC', 'DEC', 'NPDCI', and 'inclusion'. The article title is 'A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)'. A large photo shows two young children playing. The article text states: 'Two major early childhood organizations, DEC and NAEYC, created a joint definition and position statement on early childhood inclusion through a process facilitated by the National Professional Development Center on Inclusion (NPDCI). Return here often to discover new resources and examples for using these resources to improve early childhood services.' Below the text are sections for 'Position Statement Documents' (with links for Full Version and Summary in pdf, spanish pdf, large print pdf, mp3, and spanish mp3 formats), 'How was it developed?' (with a link for Validation Process), and 'Who's talking about it?' (with a link for Blogs, specifically 'Short, Sweet, and Useful' by Camille Cattlett).

**Early Childhood Community**  
Enhancing Early Childhood Professional Development

Sponsored by CONNECT & NPDCI at the FPG Child Development Institute

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You are here: Home → Resources → Articles and Papers → Early Childhood Inclusion

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**NAVIGATION**

- Resources
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  - Early Childhood Inclusion
- Planning and Facilitation Tools
- Presentations
- Multimedia

## Early Childhood Inclusion

tags: [NAEYC](#), [DEC](#), [NPDCI](#), [inclusion](#)

### A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)



Two major early childhood organizations, DEC and NAEYC, created a joint definition and position statement on early childhood inclusion through a process facilitated by the National Professional Development Center on Inclusion (NPDCI). Return here often to discover new resources and examples for using these resources to improve early childhood services.

#### Position Statement Documents

- Full Version
  - [pdf](#) | [spanish pdf](#) | [large print pdf](#) | [mp3](#) | [spanish mp3](#)
- Summary:
  - [pdf](#) | [spanish pdf](#) | [large print pdf](#) | [mp3](#) | [spanish mp3](#)

#### How was it developed?

- [Validation Process](#)

#### Who's talking about it?

Blogs

- ["Short, Sweet, and Useful" by Camille Cattlett](#)

[http://community.fpg.unc.edu/resources/articles/Early\\_Childhood\\_Inclusion](http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)





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