



# ***Evidence-Based Practices to Support Inclusion***

**CONNECT & NPDCI**

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North Carolina Association for the Education of Young Children  
Conference**

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**CONNECT**  
The Center to Mobilize Early Childhood Knowledge



# Agenda

Define key  
features of high  
quality inclusion

Identify and  
demonstrate  
evidence-based  
inclusive practices  
linked to standards  
& NAEYC/DEC  
Position Statement

Apply the  
evidence-based  
practices that  
you learned to  
your work

# Defining Inclusion

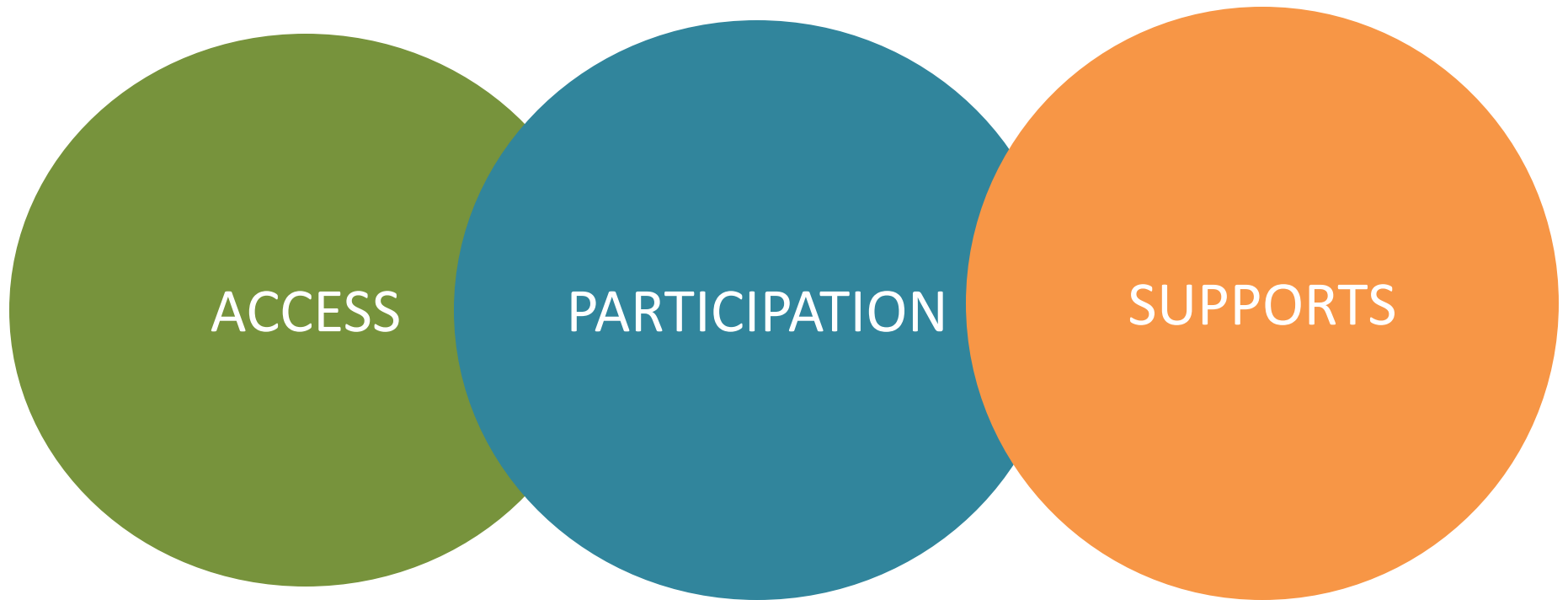
## *Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC*

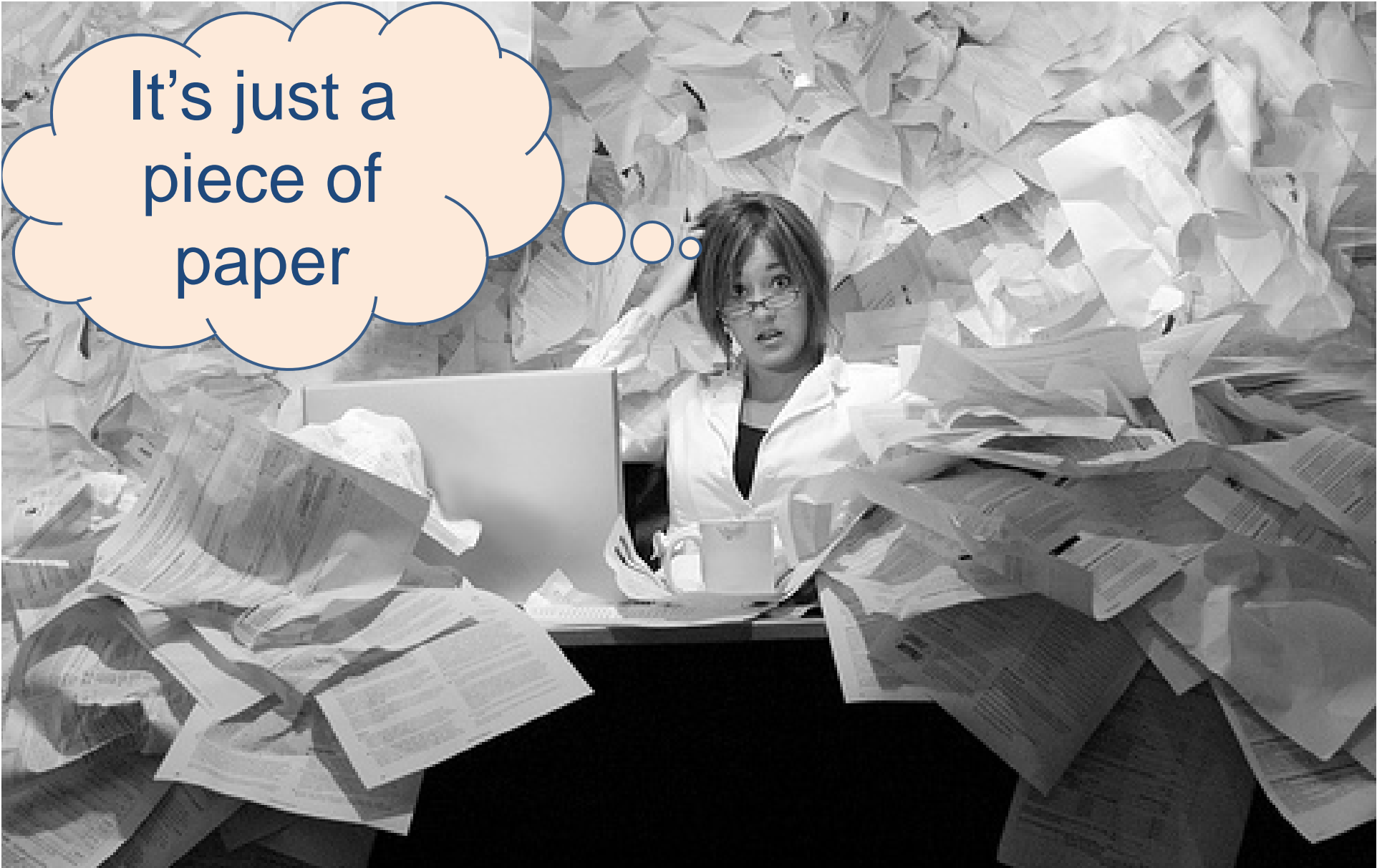


# Definition

**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. 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, and development and learning to reach their full potential.**

# Three Defining Features of Inclusion



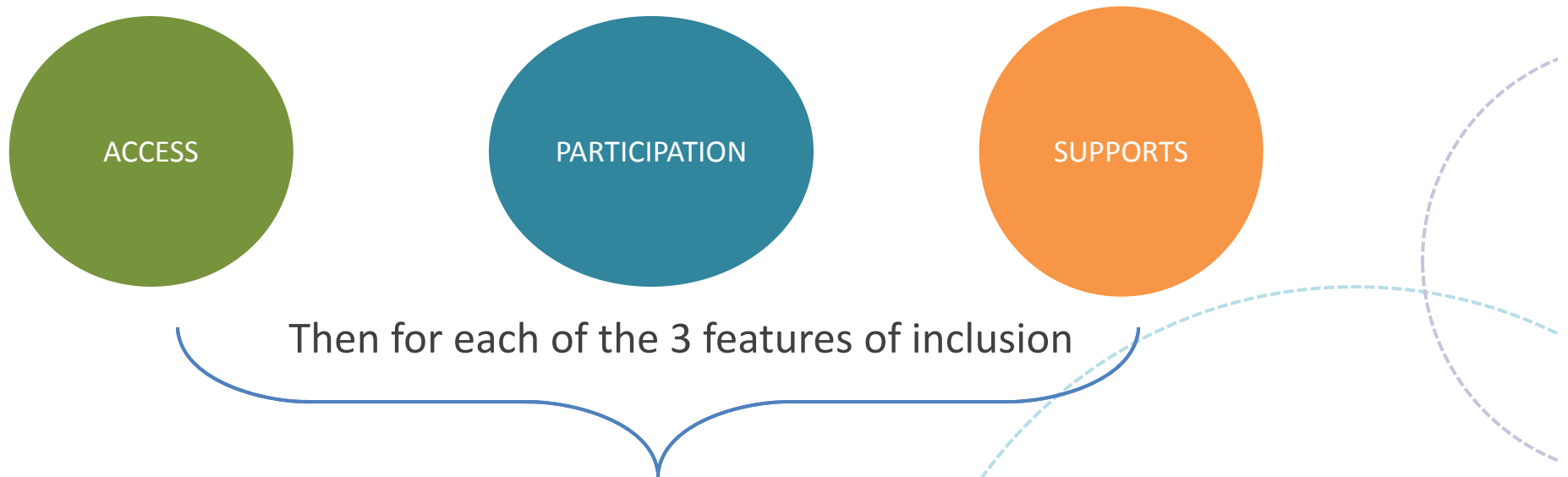


It's just a  
piece of  
paper

How Do We Move from Position Statements &  
Standards to PRACTICE?

# Moving from Position Statements and Standards to Practice

- Define each broad feature of inclusion:

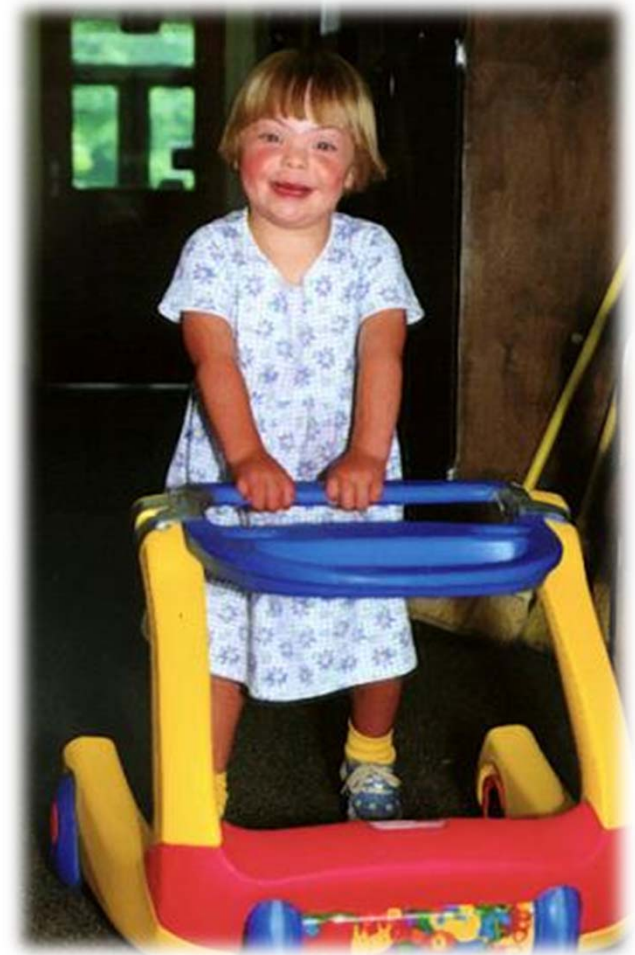


- Connect to national standards and to a research-based practice
- Demonstrate and interact with a research-based practice

## Defining Features of Inclusion

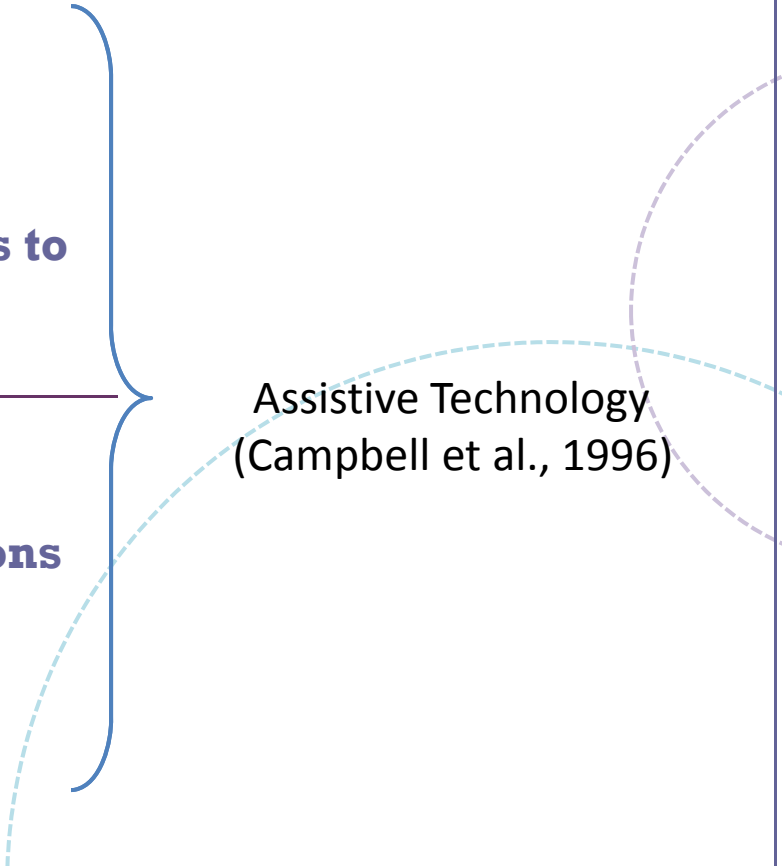
### Access

**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.





# Access: Connecting Personnel Preparation Standards to Practices

Standards	Research-Based Practices
<b>NAEYC Standards #1 &amp; 4:</b> <ul style="list-style-type: none"><li>▪Promoting Child Development and Learning</li><li>▪Using Developmentally Effective Approaches to Connect with Children and Families</li></ul>	 <p>Assistive Technology (Campbell et al., 1996)</p>
<b>CEC/DEC Standards #5, 6, &amp; 7:</b> <ul style="list-style-type: none"><li>▪Learning Environments and Social Interactions</li><li>▪Language</li><li>▪Instructional Planning</li></ul>	

# Definition of Assistive Technology

**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. Combining AT with effective teaching promotes the child's participation in learning and relating to others.

Source: CONNECT Module 5: Assistive Technology

# Assistive Technology- Dilemma



# Demonstrations of Assistive Technology

*[embed Video 5.7]*



*[embed Video 5.10]*



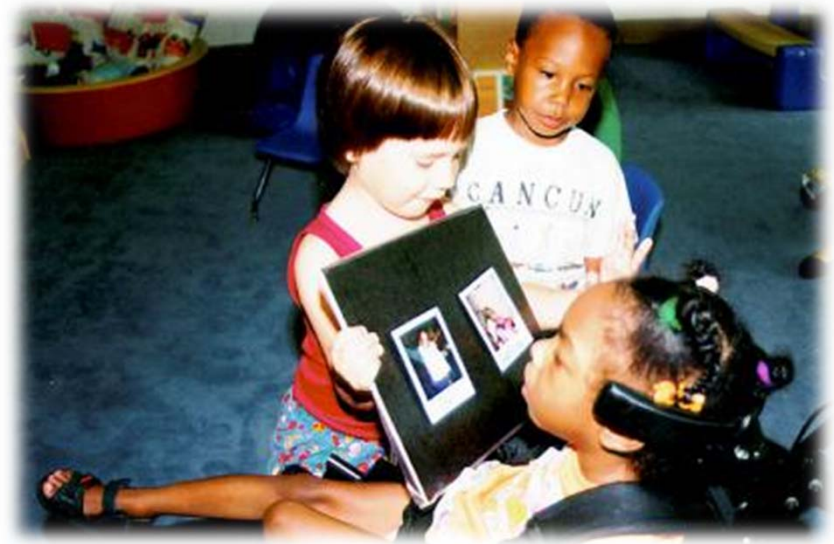
# Small group work

- Have one person in your group identify a child he/she has worked with who uses or could use assistive technology.
- Describe that particular child, including his/her age and needs
- What is one part of the day or one particular thing that this child has difficulties gaining access to?
- In your group, have each person generate an idea for helping this child gain access.

# Defining Features of Inclusion

## 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.



# Participation: Connecting Personnel Preparation Standards to Practices

Standards	Research-Based Practices
<b>CEC/DEC Standard #4:</b>  ▪ <b>Instructional Strategies</b>	Embedded interventions (Snyder, Hemmeter, Sandall, & McLean, 2007)
<b>NAEYC Standard #4:</b>  ▪ <b>Using Developmentally Effective Approaches to Connect with Children and Families</b>	Dialogic reading (Doing What Works)

# Definition of embedded interventions

**Embedded interventions** are strategies that address specific learning goals within the context of everyday activities, routines, and transitions at home, at school or in the community. Other commonly used terms to describe embedded interventions include: routines-based interventions, embedded instruction, and embedded learning opportunities.

Source: CONNECT Module 1: Embedded Interventions



# Embedded Interventions- Dilemma



Teacher's perspective (Jackie)



Family's perspective (Christine)

# Demonstrations of Embedded Interventions



*[embed Video clips 1.12 & 1.17]*

# Small group work

- Have one person in your group identify a child he/she has worked with who has special needs.
- Describe that particular child, including his/her age and needs. *Note: this should be a different child than the one identified earlier.*
- What is one part of the day or one particular thing that this child has difficulties participating in?
- In your group, have each person generate an idea for helping this child participate.

## Defining Features of Inclusion

## 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.



# Family and Community Partnerships: Linking Personnel Preparation Standards with Practices

Standards	Research-Based Practices
<b>CEC/DEC Standard #10:</b>  ▪ <b>Collaboration</b>	Transition (Rous, Schroeder, & Rosenkoetter, 2009)
<b>NAEYC Standard #2:</b>  ▪ <b>Building Family and Community Relationships</b>	Communication for collaboration (Nobile & Drotar, 2003)  Family-professional partnerships (Dunst, Trivette, & Hamby, 2007)



# Family-Professional Partnerships- Dilemma

*[VIDEOS of 4.1 AND 4.2]*



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# Connecting Policy, Standards and Practice

Defining Feature of Inclusion	Personnel Preparation Standards	CONNECT Modules / Evidence-Based Practice
ACCESS	<b>CEC/DEC Standards #5, 6, &amp; 7:</b> -Learning Environments and Social Interactions -Language -Instructional Planning <b>NAEYC Standards #1 &amp; 4:</b> - Promoting Child Development and Learning - Using Developmentally Effective Approaches to Connect with Children and Families	Module 5: Assistive Technology
PARTICIPATION	<b>CEC/DEC Standard #4:</b> Instructional Strategies <b>NAEYC Standard #4:</b> Using Developmentally Effective Approaches to Connect with Children and Families	Module 1: Embedded Interventions  Module 6: Dialogic Reading
SUPPORTS	<b>CEC/DEC Standard #10:</b> Collaboration <b>NAEYC Standard #2:</b> Building Family and Community Relationships	Module 2: Transition  Module 3: Communication for collaboration  Module 4: Family-professional partnerships

# Now Available

- Module 1: Embedded Interventions (English & Spanish)
- Module 2: Transition (English & Spanish)
- Module 3: Communication for Collaboration (English & Spanish)
- Module 4: Family-Professional Partnerships (English & Spanish)
- Module 5: Assistive Technology Interventions
- Module 6: Dialogic Reading Practices

**COMING SOON**



- Tiered Approaches
  - Social emotional
  - Academic practices
- Spanish translation of Modules 5-8

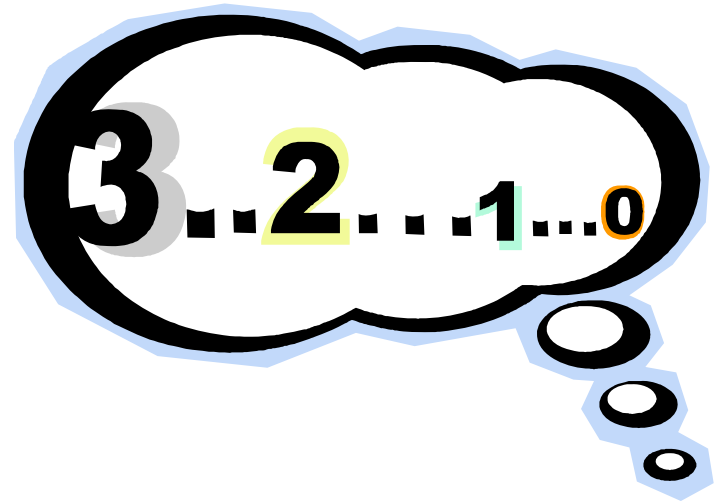


## In summary, you...

- learned a definition of inclusion,
- saw a demonstration of practices that support the 3 essential features of inclusion,
- learned about resources to implement PD on inclusion, and
- applied what you learned about evidence-based practices to your own work

# Next Steps

- What are **3** new things you have learned or new ideas you have gotten from this session?
- Who are **2** people that you want to share this information with?
- What is **1** concrete next step you will take following this session?



# Additional Resources



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

# Additional Resources



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



**Pose a Question. Share a Challenge. Contribute Ideas.**