

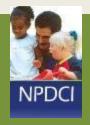




# Evidence-Based Practices to Support Inclusion

**CONNECT & NPDCI** 

Pam Winton & Dale Epstein, FPG Child Development Institute
North Carolina Association for the Education of Young Children
Conference
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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



April 2009

### Early Childhood Inclusion

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

oday an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places - homes, early child. bood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities! and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion. The most far reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered. However, because inclusion takes many different forms and implementation is influenced by a

wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

 $T_{be\ lack}$  of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recog. nize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position state ment offers a definition of early childhood inclusion. The definition was designed not as a hitmus test for determining whether a program can be considered inclusive. but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families. practitioners, administrators, policy mak. ers, and others to improve early childhood



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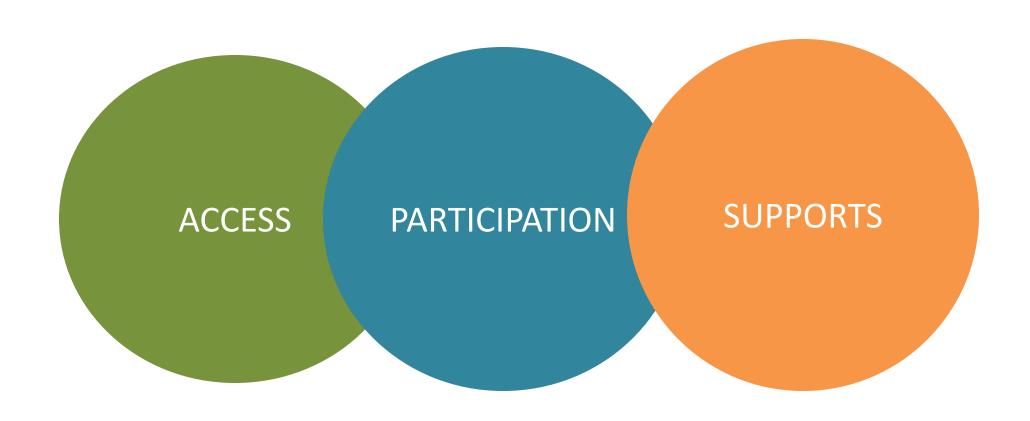
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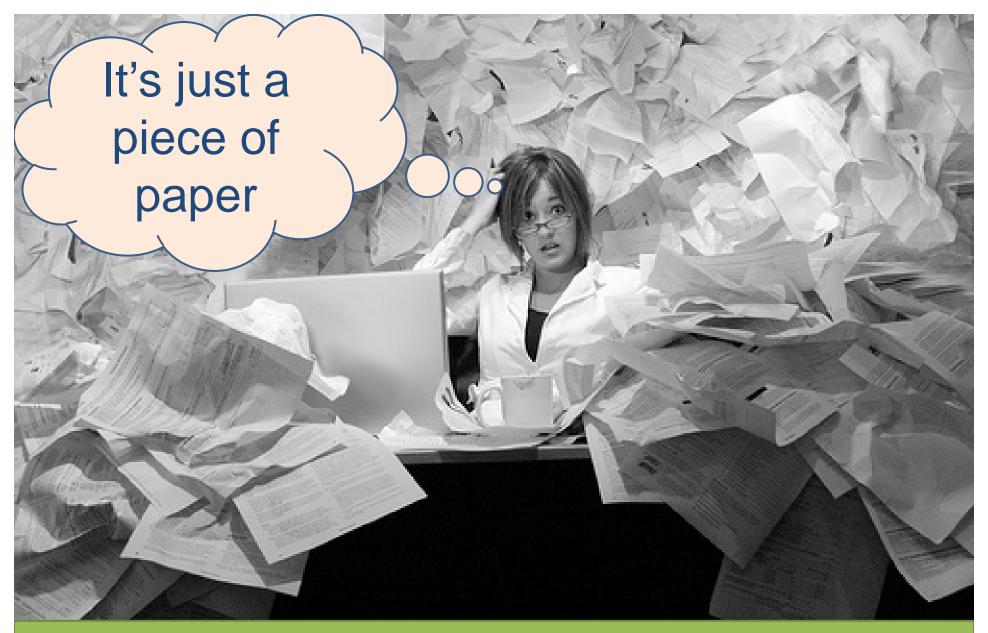
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### **Definition**

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





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

# Moving from Position Statements and Standards to Practice

Define each broad feature of inclusion:



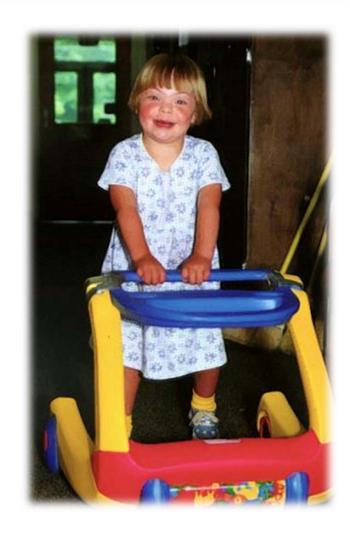
- Connect to national standards and to a research-based practice
- Demonstrate and interact with a research-based practice



## **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**

#### NAEYC Standards #1 & 4:

- Promoting Child Development and Learning
- Using Developmentally Effective Approaches to Connect with Children and Families

#### CEC/DEC Standards #5, 6, & 7:

- Learning Environments and Social Interactions
- Language
- Instructional Planning

Assistive Technology (Campbell et al., 1996)



## **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]







## 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

#### **CEC/DEC Standard #4:**

Instructional Strategies

#### **NAEYC Standard #4:**

Using Developmentally Effective
 Approaches to Connect with Children and Families

Embedded interventions (Snyder, Hemmeter, Sandall, & McLean, 2007)

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**







# **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
CEC/DEC Standard #10:	Transition (Rous, Schroeder, &
•Collaboration	Rosenkoetter, 2009)
NAEYC Standard #2:	Communication for collaboration (Nobile & Drotar, 2003)
<ul> <li>Building Family and Community Relationships</li> </ul>	Family-professional partnerships (Dunst, Trivette, & Hamby, 2007)



## Family-Professional Partnerships-Dilemma

[VIDEOS of 4.1 AND 4.2]







### Connecting Policy, Standards and Practice

Defining Feature of Inclusion	Personnel Preparation Standards	CONNECT Modules / Evidence-Based Practice
ACCESS	CEC/DEC Standards #5, 6, & 7: -Learning Environments and Social Interactions -Language -Instructional Planning NAEYC Standards #1 & 4: - Promoting Child Development and Learning - Using Developmentally Effective Approaches to Connect with Children and Families	Module 5: Assistive Technology
PARTICIPATION	CEC/DEC Standard #4: Instructional Strategies NAEYC Standard #4: Using Developmentally Effective Approaches to Connect with Children and Families	Module 1: Embedded Interventions  Module 6: Dialogic Reading
SUPPORTS	CEC/DEC Standard #10: Collaboration NAEYC Standard #2: 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

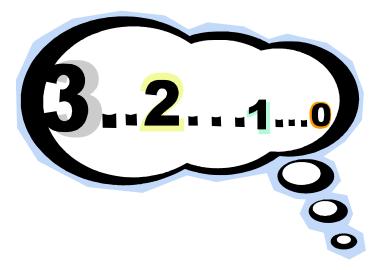
### In summary, you...

- 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**



## **Additional Resources**





Pose a Question. Share a Challenge. Contribute Ideas.