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# Professional Development on Inclusion eNews, November 2008

tags: NPDCI

**A regular email newsletter and update from the National Professional Development Center on Inclusion**



## November 2008

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### **Inclusion Position Statement Feedback Soars**

Don't miss this opportunity to provide your feedback on the Position Statement on Inclusion! Nearly 600 persons have already weighed in on the joint position statement on early childhood inclusion being developed by the Division of Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Follow the link, review the position statement, and provide your feedback. The position statement is open for review through December 15th .

Read what all the buzz is about: ***Inclusion Position Statement***

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### **Speaking of Inclusion**

Visit the NPDCI's blog "Speaking of Inclusion..." Each week we invite your comments on inclusion insights, stories and resources.

This week's blog post:



by  
Camille Catlett

### **Inclusion: Quality or Quantity**

Jane Gibson of Minnesota asked a common question on the topic of inclusion: "How can I find out more about what makes up a 'good' blended program (staffing, ratios, etc.)?"\*

Increasingly, questions about quantity (how many staff? How many children with disabilities?) are being set aside in favor of conversations about quality. This shift recognizes that the most critical variable may not be the ratio but instead the opportunities for children with disabilities to be meaningfully included in and benefit from the activities and routines of the classroom or experience. The best combination of access, participation and supports for each child may vary tremendously with the characteristics of the children, staff, and setting.

Synthesis Point #8 of NPDCI's Research Synthesis Points on Early Childhood Inclusion highlights what researchers have shared vis-à-vis inclusion in early childhood programs. But families, practitioners, administrators, and others each bring unique voices to this conversation.

### ***What do you see as the benchmarks of a "good" blended program?***

Comment on this posting

### **Recent Blog Postings:**

- What do you think makes a high quality inclusive program?  
Incorporating inclusion into quality rating systems is no easy task.
- Present or Included?  
Effective inclusion is much more than 'enrollment'.
- Preparing the Early Childhood Workforce for the Demands of the 21st Century.  
What do teachers need to know and be able to do to take care of and educate young children?

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### **Quick Poll**

Last month's poll was, "Do you think the attention given to children with disabilities by the presidential campaigns will translate into policy improvements post-election?" 33% of respondents answered "Yes", while 11% said "No" and 21% were, "Uncertain"

This month we want to know, "Do you find practitioners using terms like 'inclusion', 'mainstreaming', 'blending', and 'integrating' interchangeably even though they mean different things?"

Cast your vote here

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## **"Word of Mouse"**

Your word is better than ours. Forward this issue to a colleague and let them know about the work our community is doing.

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**This newsletter is a monthly mailing from the National Professional Development Center on Inclusion (NPDCI).**