

CONNECT Modules:

Springboard for Improving
Inclusion Services
in Iredell County

Are early childhood
inclusive classrooms
the “norm” in your
community?

Do you and community
partners know about
each other's services for
children with disabilities
and health risks?

Are the needs of families,
intervention professionals
and child care providers
recognized and
supported by each other?



**Supporting the individual
learning needs of all children
through inclusive practices**

Rationale for Serving Children with Disabilities in Early Childhood Settings

- **Economic benefits**
- **Research support**
- **Laws**
- **Policies and position statements**

Economic Foundation

(as described by Nobel prize winning economist)

Investment return in early education for high needs children is 7-10% per annum...a better return than the stock market.

“The logic is clear ... invest early to remediate disparities and shape the future; or pay later to fix missed opportunities.”

(Heckman, 2011)

Research Foundation

National Professional Development Center on Inclusion
Helping states achieve an integrated professional development system that supports high quality inclusion

Research Synthesis Points on Quality Inclusive Practices



In April, 2009, two national organizations working on behalf of young children—the Division for Early Childhood of the Council for Exceptional Children (DEC) and the National Association for the Education of Young Children (NAEYC)—completed two years of historic and collaborative work with the release of a joint position statement on inclusion¹. This document provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. These practices are organized into three major sections corresponding to the defining features of high quality early childhood inclusion as described in the joint position statement:

- Access**—removing physical barriers, providing a wide range of activities and environments, and making necessary adaptations to create optimal development and learning for individual children;
- Participation**—using a range of instructional and intervention approaches to promote engagement in play and learning activities, and a sense of belonging for every child; and
- Supports**—creating an infrastructure of systems-level supports for implementing high-quality inclusion.

Citations for each practice include best available research in the form of research reviews or syntheses or, when a summary of the research does not exist, the most recent and relevant individual studies evaluating specific practices. It should be noted that this document does not include an exhaustive list of existing research studies on every practice, nor do all promising practices have a supporting body of rigorous research evidence. This document may be used in a variety of contexts, including professional development, policy development, planning, advocacy, and grant writing.

¹ DEC/NAEYC. (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)*. Chapter III. The University of North Carolina, EPC Child Development Institute.

Legal Foundation

- American with Disabilities Act (1990) – ensures people with disabilities have **access** to all entities (banks, restaurants, child care), and ensures reasonable accommodations to allow everyone to **participate** in the services and opportunities offered.

Legal Foundation

- IDEA (Individual with Disabilities Education Act) (2004) – Provides a framework for education policies and services for children with disabilities and their families.

IDEA –Rights of Children

- Free, appropriate education to meet individual needs in environments in which the children are educated along their peers without disabilities to the maximum extent possible
- IEP/IFSP (individualized plan) developed by team that includes parents and appropriate professionals

IDEA – Rights of Families

- Review of and access to educational records
- Informed consent before a child is evaluated or placed
- Due process hearing
- Confidentiality

Teacher's Rights When Working with Children with Disabilities

Audio 1.1: Interview with Rud Turnbull

tags: [Module 1: Embedded Interventions](#) [Step 3: Evidence](#) [embedded interventions](#) [policy](#) [Audio](#)

A teacher of young children with disabilities asks Rud Turnbull, one of the nation's leading disability policy experts, about her rights related to supplementary aids and services (embedded interventions) (running time: 2 min. 05 sec).



Source: CONNECT Module 1

National Vision for Inclusion of High Needs Children

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



National Vision & Definition for Inclusion

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.

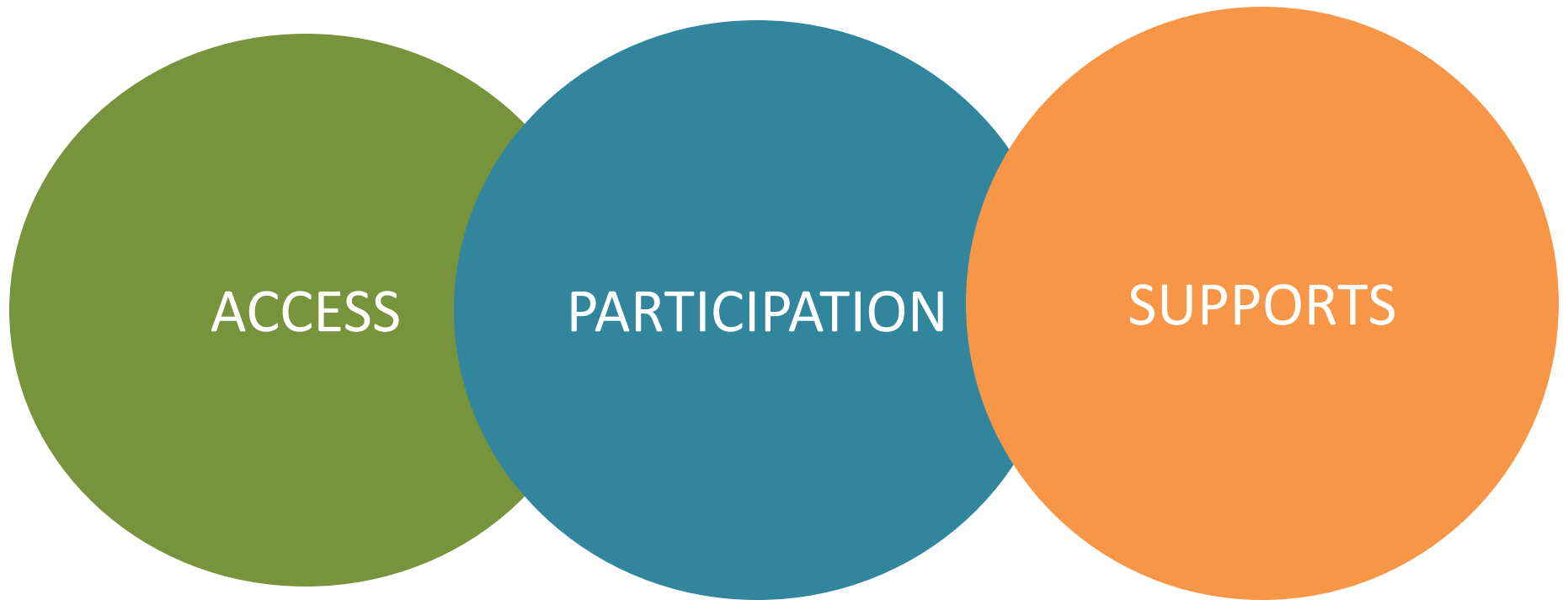
—DEC/NAEYC Joint Position Statement on Inclusion (2009)

... 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.

— DEC/NAEYC Joint Position Statement on Inclusion (2009)

Three Defining Features of Inclusion

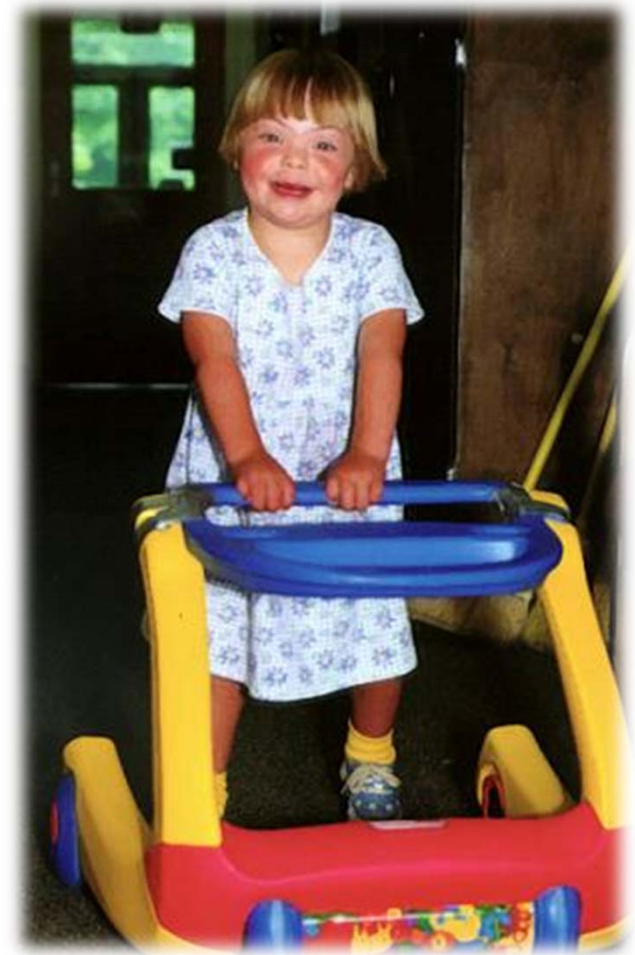


—DEC/NAEYC Joint Position Statement on Inclusion (2009)

Defining Features of Inclusion

Access

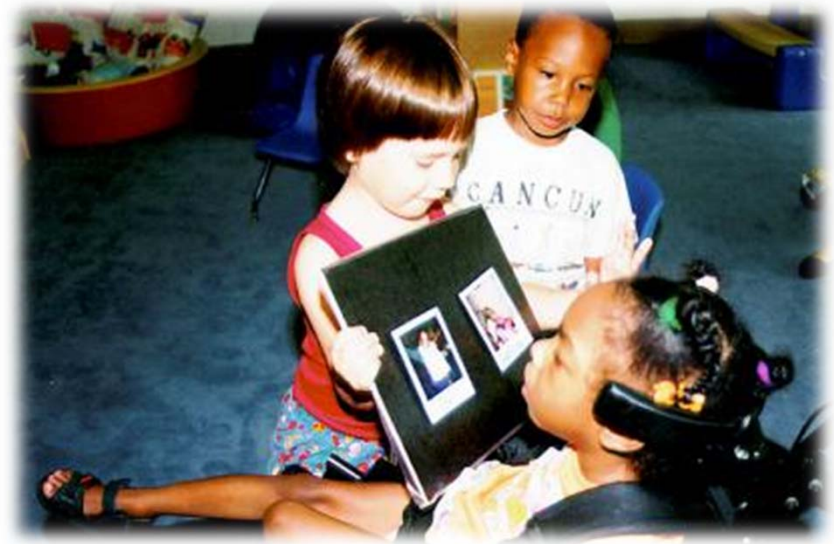
Access – means providing a wide range of activities and environments for every child by **removing physical barriers** and **offering multiple ways to promote learning and development.**



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.



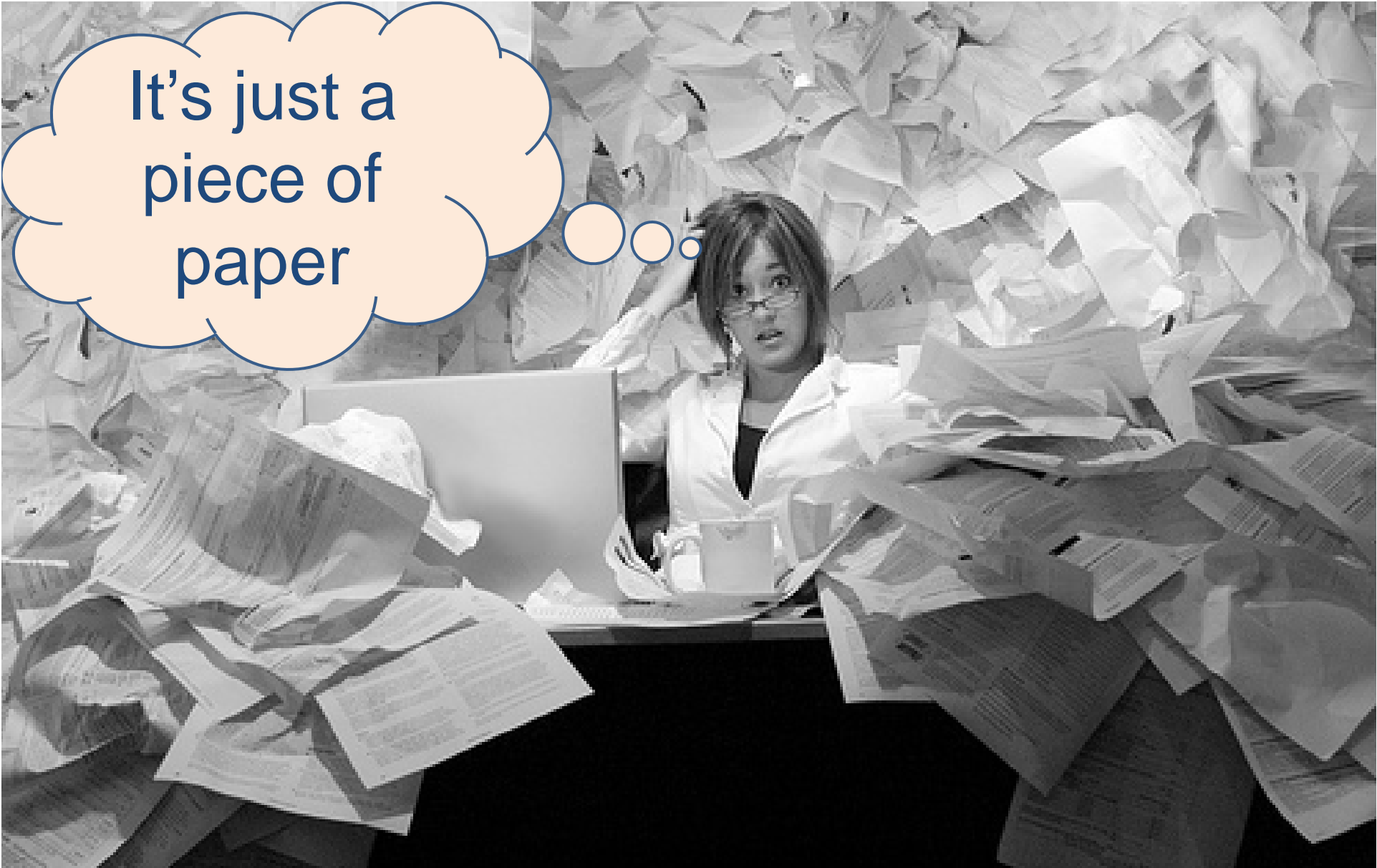
Defining Features of Inclusion

Supports

Supports – refer to broader aspects of the system:

- ★ **incentives** for inclusion,
- ★ **collaboration with families**
- ★ **collaboration with professionals**
- ★ **professional development**





It's just a
piece of
paper

Helping Learners Move from Policies to
PRACTICE?

What are two things you think should happen in your community to improve inclusion services?

North Carolina



Current “frameworks”

- Evidence based/evidence informed

Current “frameworks”

- Evidence based/evidence informed
- Family engagement

Current “frameworks”

- Evidence based/evidence informed
- Family engagement
- Community of practice

Partnership staff

- Quality Support Services:
 - Jennifer Griffith, Director of QSS
 - Missy Jablonski, QSS Specialist
 - Christina Faust, QSS Specialist

Partnership staff

Quality Support Services:

- Jennifer Griffith, Director of QSS
- Missy Jablonski, QSS Specialist
- Christina Foust, QSS Specialist

- Child Care Health Consultant:

- Pam Sailors, CCHC

Child Care Solutions

- Paula Cline, Director of CCSOL
- Lisa Pullis, Professional Development Coordinator
- Shaina Pearce, Referral Specialist

Child Care Solutions

- Paula Cline, Director of CCSOL
- Lisa Pullis, Professional Development Coordinator
- Shaina Pearce, Referral Specialist
- Alicia Shell, Region 9 Infant/Toddler Specialist
- Rhonda Hamby, Region 9 HSB Specialist
- Linda Curtis, Region 9 School-Age Specialist

School Readiness

- Pearl Dowell – Director of School Readiness
- Joyce Capps – NCPK Education Specialist
- Kim Mitcham – NCPK Education Specialist

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- Kim Mitcham – NCPK Education Specialist

Early Learning & Family Engagement Resource Ctr

- Glenda Lambert – ELFERC Coordinator
- Viviana Dorantes – ELFERC Specialist

Parents as Teachers

- Sylvia Plaza Garcia – Parent Educator
- Marnie Reber – Parent Educator
- Stephanie Clark – Parent Educator



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The Center to Mobilize Early Childhood Knowledge



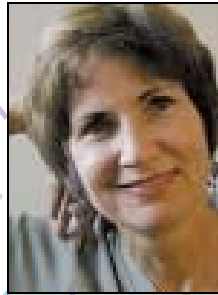
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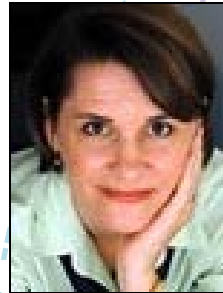
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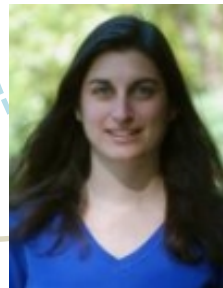


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Context: The Great American Workforce



Source: <http://www.flickr.com/photos/mrsdkrebs/5903152720/>

Context: Increased Focus on Individualizing for Each and Every Child



Context: Focus on High Quality, Standards-Based TA



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Context: Child Care Professionals are Expected to Use Evidence-Based Practice



Context: TA Practitioners are Expected to Incorporate EBP into their Work

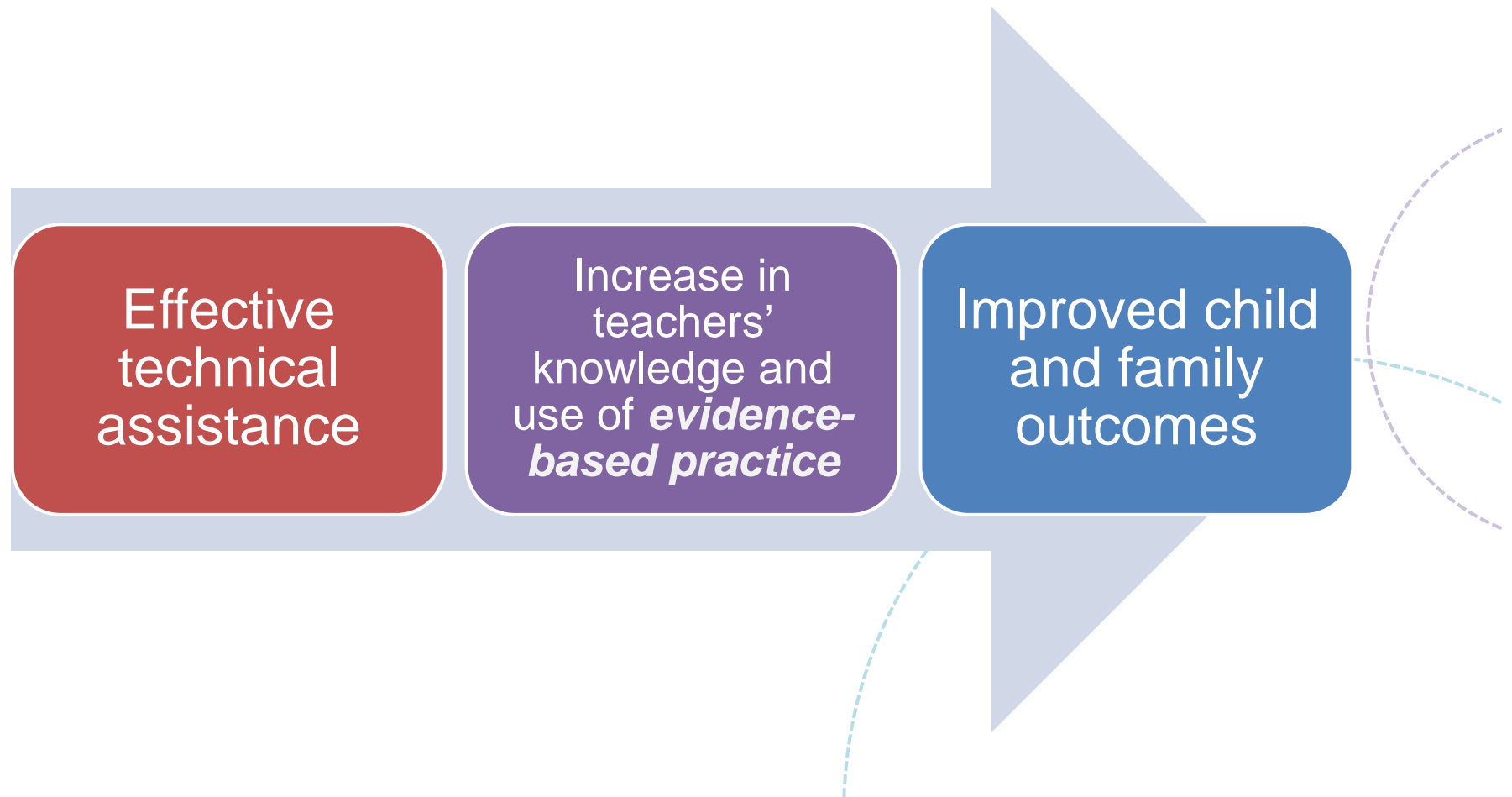


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Context: Increased Attention to TA Quality & Impact



Evidence-Based Practice is.....

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

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

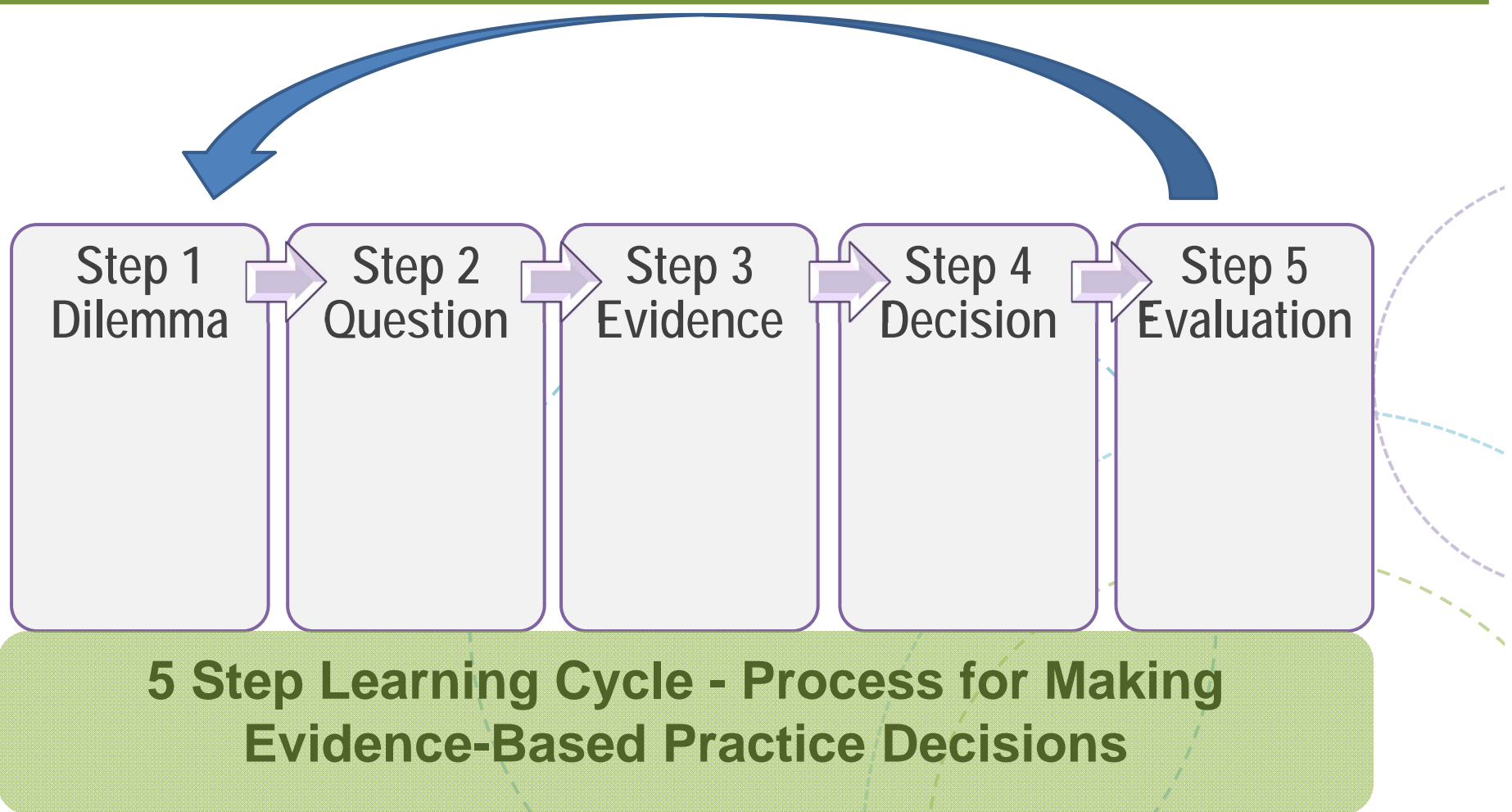
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Two Components of Evidence-Based Technical Assistance

The TA **content** focuses on specific research-based teaching and intervening practices

The TA **delivery process** focuses on effective methods for building child care professionals' knowledge and application of evidence-based practices

Innovation: An Approach for Organizing Content to Incorporate EBP into TA



CONNECT Modules: Free practice-focused approach



Available Modules



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)

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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".

[GO TO MODULES >](#)[FOR INSTRUCTORS >](#)

5-STEP LEARNING CYCLE™

Learn more about our innovative approach for making an evidence-based practice decision.

[GO >](#)

RESOURCE LIBRARY

Browse all available learner resources or search for specific resources.

[GO >](#)

INSTRUCTOR SUPPORTS

View additional supports for instructors.

[GO >](#)

Discussions

Using CONNECT modules to modify existing courses for early childhood providers

Debbie Lickey and Deana Buck from the Virginia Paraprofessional Early Childhood Project share how they worked with community college faculty to embed CONNECT Modules into several courses in the program of studies. [Read more...](#)

[Portuguese Adaptation of CONNECT Module 1: Two Years and A Pilot Study Later](#)

How did learners respond to the Portuguese adaptation and translation of CONNECT Module 1: Embedded Interventions? Raquel Corval from

News and Announcements

CONNECT Module 7: Tiered Instruction – Now Available in Spanish

[Read more...](#)

[Register NOW for CONNECT's Pre-Conference Workshop at DEC's Annual Conference 2012](#)

[Read more...](#)

[View all news >](#)

Quick Poll

CONNECT Modules Quick Poll

What is your role in early childhood professional development?

Learner or Student
(17 Responses)

14%

2-Year Faculty (28 Responses)

23%

4-Year Faculty (24 Responses)

19%

Consultant / Coach

(29 Responses)

23%

NEW TO CONNECT MODULES?

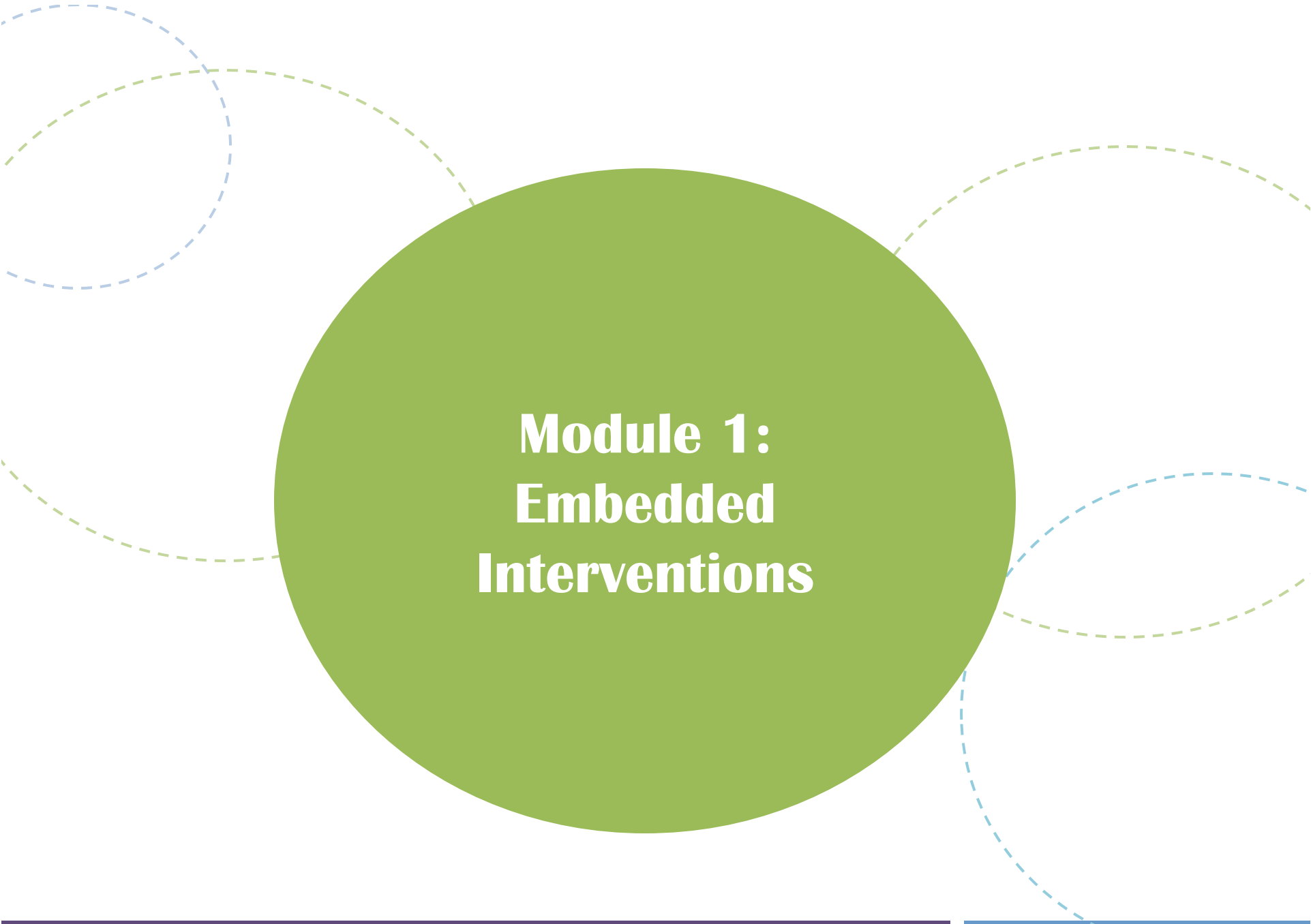
[Video Quick Tours of the Site](#)

[Tips for Instructors](#)

[Site Help / Frequently Asked Questions](#)

[Learn about the CONNECT project](#)





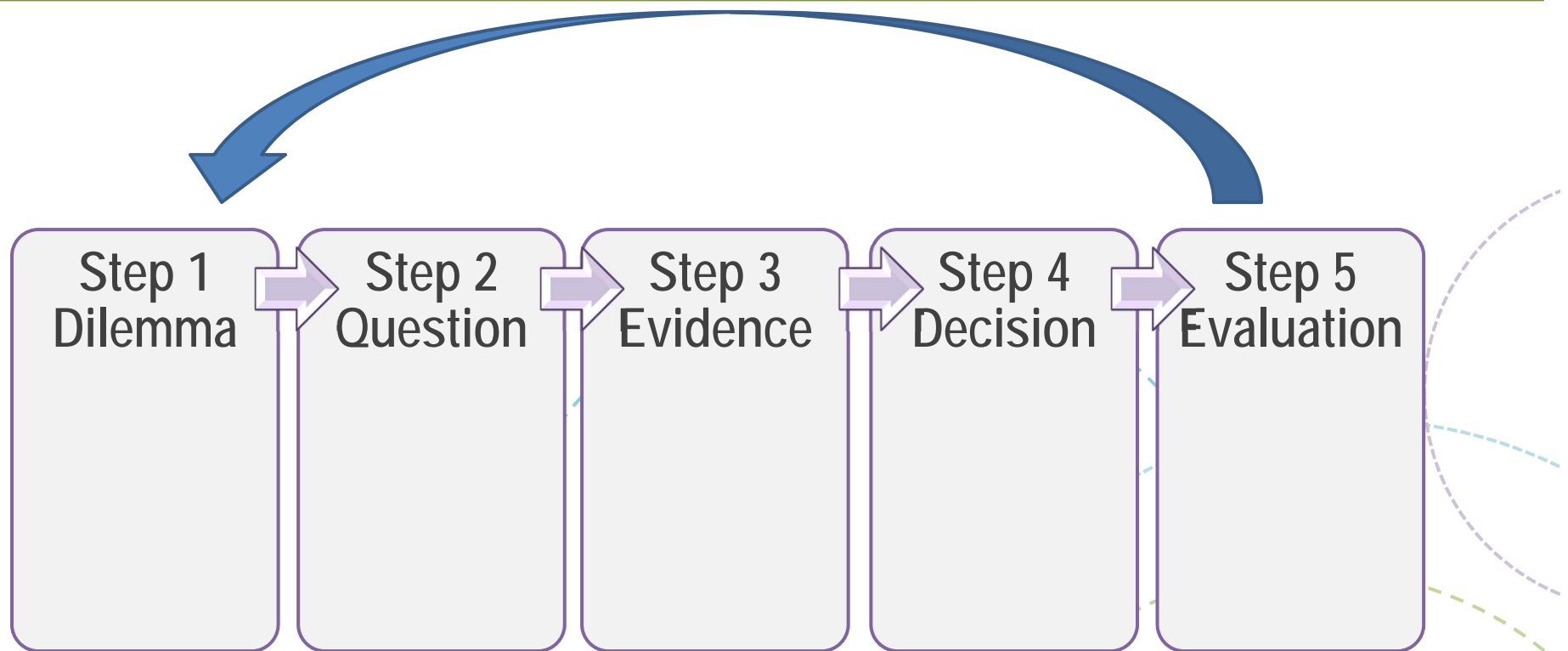
Module 1: Embedded Interventions

Foundations of Inclusion Birth–Five



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

The 5-Step Learning Cycle



5 Step Learning Cycle - Process for Making Evidence-Based Practice Decisions

Step 1: Dilemma



Teacher's Perspective (Jackie)



Family's Perspective (Christine)

Step 1: Dilemma > Step 2: Question > Step 3: Evidence > Step 4: Decision > Step 5: Evaluation

Step 2: Question



For children who have developmental delays, are embedded interventions effective in promoting learning in the areas of communication and social development?

Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence



Step 4:
Decision



Step 5:
Evaluation

Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

Evidence

Definition/
Demonstration of
Practice

Teaching
Component

Step 1:
Dilemma

Step 2:
Question

Step 3:
Evidence

Step 4:
Decision

Step 5:
Evaluation

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Research Evidence on Embedded Interventions



Source: CONNECT Module 1

Step 1:
Dilemma



Step
Question



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Policies Related to Embedded Interventions

Handout 1.4

Policy Advisory The Law on Inclusive Education

INCLUSION

Inclusion is the principle that supports the education of children with disabilities alongside their non-disabled peers rather than separately. Both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Sec. 504) require schools and agencies to provide equal educational opportunities for children with disabilities. Ever since *Brown v. Board of Education* held that separate was not equal, inclusion has been part of this requirement to provide equal educational opportunities. But the primary source for the inclusion requirement is the Individuals with Disabilities Education Act or IDEA. IDEA not only supports equal educational opportunities, it specifically requires schools to support inclusion of children with disabilities through the least restrictive and natural environment mandates. For preschool and school age children (ages 3-21), IDEA requires that children with disabilities be educated in the "least restrictive environment" (§1412(a)(5) and §1413(a)(1)). For infants and toddlers (ages 0-3) with disabilities, IDEA promotes the use of "natural environments" for early intervention services (§1432(4)(G)).

Why does federal law support inclusion in schools and services?

While inclusion is justified as part of equal educational opportunities, in enacting IDEA (and in each subsequent revision of the law) Congress has also recognized the benefits of inclusion. Section §1400(5) of IDEA states:

"Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by... ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible."

In addition to the academic benefits of inclusion, courts have long recognized that there are non-educational benefits to inclusion that are important to the quality of life of children with disabilities—such as the opportunity to make friends and increase acceptance among their peers (*Daniel R.R. v. State Bd. of Educ.*, 1989; *Sacramento City Sch. Dist. v. Rachel H.*, 1994). Federal law thus recognizes and supports inclusion because of the developmental,

educational, and social benefits that inclusion provides to children with disabilities.

How does federal law define inclusion and what does it involve?

Inclusion is not specifically defined in the law, but is supported through the equal opportunity, least restrictive and natural environment mandates. Together these requirements support inclusion in three areas: placement of the child with children who do not have disabilities, access to the standard educational or developmental curriculum, and participation in typical non-academic activities.

The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) have developed a joint position statement on early childhood inclusion. For more information on that definition and specifics on access, participation and supports for inclusion, visit <http://community.fpg.unc.edu>

Page 1

Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence

CONNECT - 2009
<http://community.fpg.unc.edu>

Source: CONNECT Module 1



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Experience-based knowledge

Handout 1.6



Parents Speak Out Partnering with Families on Embedded Interventions

In a conversation with Christine, a mother of a child with developmental delays, family members from across the nation provide their views on embedded interventions and

Some Parents Are Extremely Demanding
...that I work with share the feeling of the teacher [Jackie] in ... and education with working with children with special ... [age] class with many questions. They describe some of the ... concerns for their children."
—Lisa Stein, parent & community college faculty

How to Get Their Idea Across
...her [community college] students talking about the "extremely ... concerns I had initially after my son was enrolled in his program. I ... teachers when I encouraged certain embedded interventions to ... explain that my son was ready to be challenged in new ways. I ... handling parent, and I wanted to develop a good relationship

...ons that I had for Luke and what the teachers had just didn't line ... at is "developmentally appropriate," while I talked about what Luke ... interest in at home.

... was actually doing ...
"I must confess that I haven't done anything to change the situation. If I get push back on ideas ... interest in at home. For example, most ... I must confess that I haven't done anything to change the situation. If I get push back on ideas ... generally nod my head, and then work on that skill with my son at home. For example, most ... expressing interest in the alphabet. I thought that encouraging ... variety of activities, like reading, making verbal ... lace letters, and that they'll do that next semester. ... knew all his letters. Daily we engage in verbal play ... new books easily (which was always a challenge ... ut words."
—Christine Lindauer

...he Education of Young Children (leading professional ... /C is rethinking "developmentally appropriate." The ... that is not possible. In just one month,

Jon learned best from his peers and the providers were often the guiding tools. He loved to watch his peers and to do as they did. Early on it was his peers that taught him how to use the monkey bars in the playground – something his therapist had not been able to do.

—Lourdes Rivera-Putz

Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence



Step 4:
Decision



Step 5:
Evaluation

Step 3: Evidence

- Research
- Policies
- Experience-based knowledge

Evidence

Definition/
Demonstration of
Practice

Teaching
Component

Step 1:
Dilemma

Step 2:
Question

Step 3:
Evidence

Step 4:
Decision

Step 5:
Evaluation

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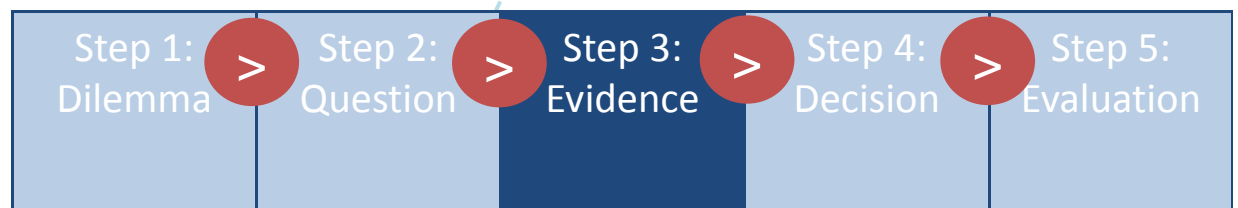


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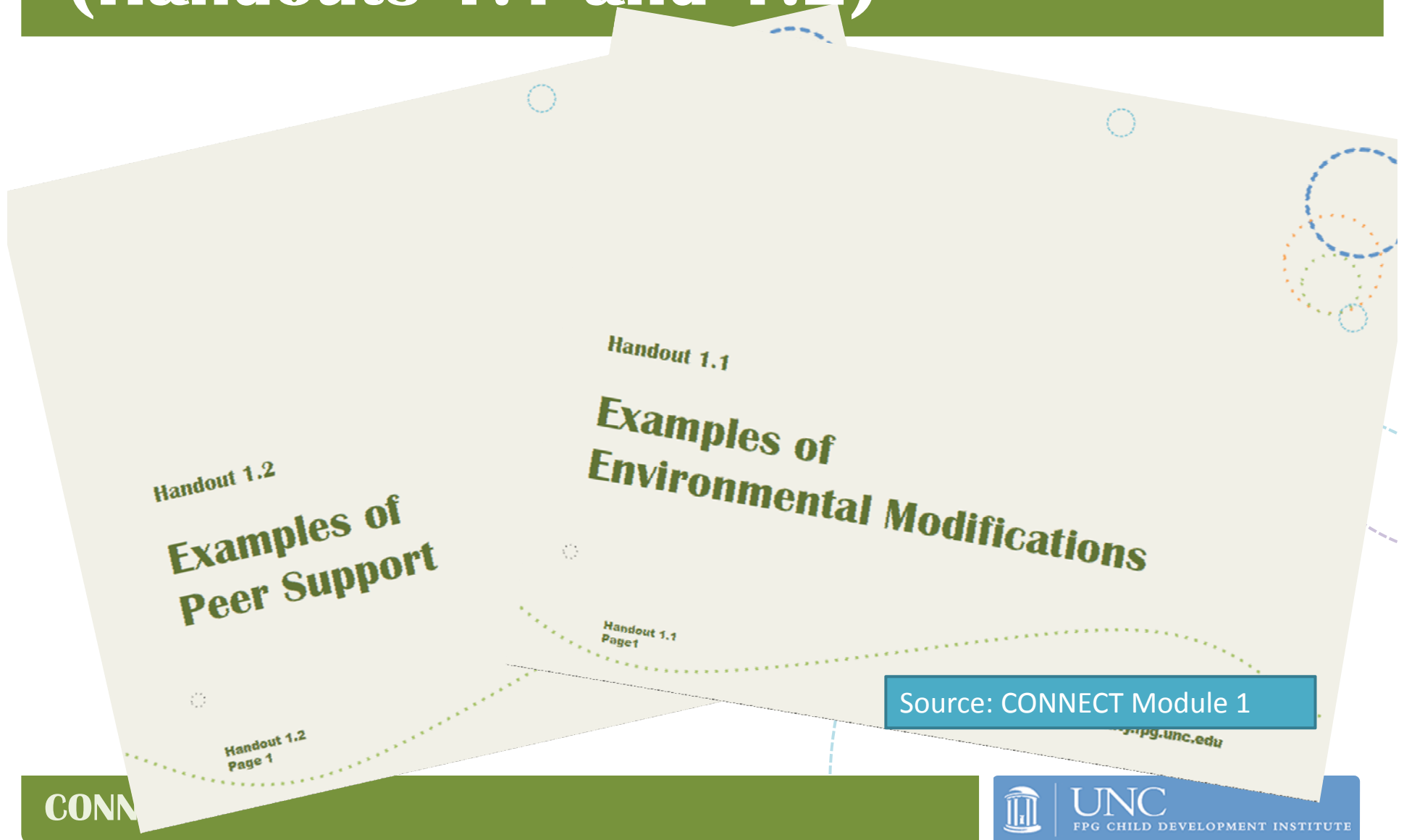
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Definition of the Practice

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.



Examples of Embedded Interventions (Handouts 1.1 and 1.2)



Demonstrations of Practice – Peer Support



Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence



Step 4:
Decision



Step 5:
Evaluation



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Demonstrations of Practice – Combination of Strategies



Step 1:
Dilemma



Step 2:
Question



Step 3:
Evidence



Step 4:
Decision



Step 5:
Evaluation



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Step 4: Decision and Implementation Plan

Unique Perspectives & Contexts of the Dilemma

Evidence

- Research
- Policies
- Experience-based knowledge

Integrate

Decision

- Plan for implementation
- Identify, review and select strategies

Step 1:
Dilemma

Step 2:
Question

Step 3:
Evidence

Step 4:
Decision

Step 5:
Evaluation

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Implementation Plan

Handout 1.12

Child Activity Matrix

Child: _____ Teacher: _____ Date: _____

Learning Goals

1. _____
2. _____

Daily Schedule	Learning Activities Addressing Goal #1	Learning Activities Addressing Goal #2

Adapted from: Sandall, S. R., & Swartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.

CONNECT - 2009
<http://community.fpg.unc.edu/>

(EM = Environmental modification, PS = Peer support)

Daily Schedule	Embedded Interventions Addressing Goal #1	Embedded Interventions Addressing Goal #2
Arrival/Free Choice Play		Speech therapist engages peers to sing with gestures familiar songs with Luke (i.e., Itsy Bitsy Spider; Twinkle, Twinkle, etc. (PS)
Large group (e.g., circle or story time)		
Outdoor Play		
Small groups (e.g., activity centers)		
Lunch	Teacher encourages Luke's use of his SpringBoard to request more food and to communicate when he is finished. (EM)	

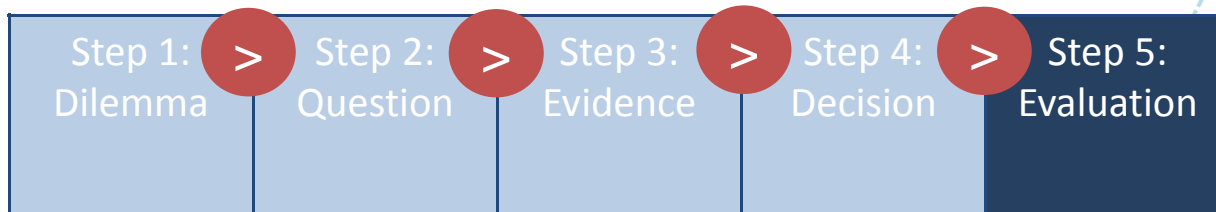
Adapted from: Sandall, S. R., & Swartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.

Step 5: Evaluation

Determine if the intervention was implemented?

Determine if the intervention was effective?

Summarize and use assessment results to determine if the goal(s) are met.



Observation Form

Child: Luke Date: _____

Goal

Communication - Luke will use any means to communicate across a range of communication functions (requesting objects, actions and information, commenting, getting attention, acknowledging)

Measurable Objectives

1. Luke will initiate interaction with familiar adults for requests and showing (commenting) using sounds, gestures and actions and his SpringBoard at least 3 times in each of 5 daily routines.
2. Luke will consistently acknowledge initiations by others with any communicative means (7 of ten times when his attention to the speaker is already established).
3. Luke will use his SpringBoard to engage in 3 conversational reciprocal turns (at least 3 times in each of 5 daily routines).
4. Luke will link 2 words through gesture, sign and SpringBoard to request and comment (at least 5 times in each of 5 daily routines).
5. Luke will use any communicative means to comment (3 times in each of 5 daily routines).

Objective	1 initiate	2 acknowledge	3 reciprocate	4 2 words	5 comment
Mealtime	I	III		II	II
Free Play					
Circle		III			
Playground					
Notes Today I observed and tallied during Breakfast and Circle Time. Luke was in his usual good mood.	Luke is still getting used to the classroom environment and the new adults and struggles to initiate.	Luke will generally acknowledge adult interaction but rarely with a peer.	Luke did use two reciprocal turns during breakfast several times.	Luke was able to request milk on his device "I want more milk please."	Luke struggled to remain engaged in Circle Time today. I will observe another day.

Next Steps

- Notebook of Iredell Service Providers

Next Steps

- Notebook of Iredell Service Providers
- Workshop for directors on transitioning children into their centers with special emphasis on the process when a child or family has a special need

Next Steps

- Notebook of Iredell Service Providers
- Workshop for directors on transitioning children into their centers with special emphasis on the process when a child or family has a special need
- ICPYC TA includes components of successful transitioning/ welcoming new children

Next Steps

- CONNECT information = “tool kit” for TA in assisting child care providers to have children be successful in their classroom environments

Next Steps

- CONNECT information = “tool kit” for TA in assisting child care providers to have children be successful in their classroom environment
- **CONNECT forms as templates for situations as communication between parents, teachers and therapists**

Next Steps

- Workshop for child care providers about Parent Rights and laws

Next Steps

- Workshop for child care providers about Parent Rights and laws
- Workshop on communications – listening and having “difficult” conversations

Next Steps

- Workshop for child care providers about Parent Rights and laws
- Workshop on communications – listening and having “difficult” conversations
- Workshop series featuring different service providers

Next Steps

- Workshop for child care providers about Parent Rights and laws
- Workshop on communications – listening and having “difficult” conversations
- Workshop series featuring different service providers
- Workshop for child care providers explaining IEPs and IFSPs

Next Steps

- “I have this child...” workshop

Next Steps

- “I have this child....” workshop
- Showcase of service providers
(for child care center directors
& staff, community partners)

Next Steps

- “I have this child....” workshop
- Showcase of service providers (for child care center directors & staff, community partners)
- Engage community partners to plan, implement and evaluate “next steps”