Making Inclusion Work for ALL Young Children

**May 4, 2012**

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🞏 What do we mean by quality?

🞏 What do we mean by inclusion?

🞏 What do we know about inclusion?

**12:00 – 1:00 LUNCH**

**🞏** Designing learning environments that support each child

**🞏** Putting it all together

**🞏** What will you do next?

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Just the Facts, Ma’am: An Inclusion Quiz

Please indicate whether you think each statement is ***true*** or ***false***.

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1. High quality inclusive programs adhere to a single national standard.  ***True False***

2. Families of young children with disabilities can find inclusive programs in their community if they look hard enough.

 ***True False***

3. Inclusion can benefit children with and without disabilities, particularly the area of social development.

 ***True False***

4. A variety of factors (policies, resources, beliefs) influence the implementation of inclusion.  ***True False***

5. Partners with specialized knowledge and skill are not an important component of quality inclusive programs.

 ***True False***

6. Collaboration among parents, teachers, and specialists is a cornerstone of inclusion. ***True False***

7. The quality of early childhood programs is negatively impacted when they include children with disabilities.

 ***True False***

8. Most teachers feel comfortable and confident about including young children with disabilities.

 ***True False***

9. There is no national definition of inclusion. ***True False***

What do we mean by quality and inclusion?

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Things that we know impact quality

* Evidence-based curriculum
* Ratios
* Teacher preparation
* Wages
* Family involvement

Things that may be even more important

* Intentional teachers
* Individual attention
* Time to play
* Opportunities to speak and be listened to

Culturally and linguistically responsive practices

Definition of 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. 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. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.*

Designing environments that support each child

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Supportive learning environments

* Space – inside, outside
* Time - schedule
* Activities
* Materials
* Transitions

Interactions in those environments

* Teacher-child
* Teacher-other adults
* Teacher-family
* Child-child

Adaptations support all learners

A Child Might View Inclusion As . . .

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🞏 Do I usually feel welcome rather than captured?

🞏 Do I feel that I belong or am I just one of the crowd?

🞏 Am I usually addressed seriously and respectfully, rather than as someone who is "precious" or "cute"?

🞏 Do I find most of the activities engaging, absorbing, and challenging rather than just entertaining or exciting?

🞏 Do I find most of the experiences meaningful, rather than frivolous or boring?

🞏 Am I usually glad to be here, rather than eager to leave?

A Program Might View Inclusion As . . .

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🞏 Is the curriculum accessible to all children regardless of ability, needs, or background?

🞏 Can all children fully participate in the curriculum regardless of ability, needs or background?

🞏 Can children demonstrate what they known are able to do regardless of ability, needs, or background?

🞏 Does the program have curriculum goals that are clear and shared by all?

🞏 Is the curriculum comprehensive?

🞏 Are successful partnerships built and maintained?





Resources

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Print Materials

Darragh, J. C. (2010). *Introduction to early childhood education: Equity and inclusion*. Upper Saddle River, NJ: Pearson.

Epstein, A. (2007). *The* *intentional teacher: Choosing the best strategies for young children’s learning*. Washington, DC: NAEYC

Grisham-Brown, J., Hemmeter, M. L., Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore: Paul Brookes.

Milbourne, S.A., & Campbell, P.H. (2007). *CARA’’s kit: Creating adaptations for routines and activities*. Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University. Order from DEC at [**http://www.dec-sped.org**](http://www.dec-sped.org)

Sandall, S.R., & Schwartz, I.S. (2008). *Building blocks for teaching preschoolers with special needs*. (2nd ed.). Baltimore: Paul Brookes.

Videos/DVDs

AGH Associates. (1994). *It’s really no different: Conversations with caregivers*. Hampton, NH: Author.

Candid Camera, Inc. (2003). *The green kid*. Monterey, CA: Author.

Edelman, L. (Producer). (2001). *Just being kids: Supports and services for infants and toddlers and their families in everyday routines, activities and places*. Denver: Western Media Products.

Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals*. Alexandria, VA: Head Start Information & Publication Center. <http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Video%20Presentations/ACreativeAdvent.htm>

Freeman, T., Hutter-Pishgahi, L., & Traub, E. (2000). *Welcoming all children: Creating inclusive child care*. Bloomington, IN: IN Institute on Disability and Community.

Greene, T. (2007). *I’m Tyler*. Waterloo, IA: Author. http://www.imtyler.org/

Habib, D. (2007). *Including Samuel*. [**http://www.includingsamuel.com/**](http://www.includingsamuel.com/)

National Association for the Education of Young Children (NAEYC). (2000). *Child care and children with special needs*. Washington, DC: Author.

Project INTEGRATE (2000). *Integrating therapies into classroom routines*. Nashville, TN: Center for Child Development, Vanderbilt University. (Available from Robin McWilliam – **robin.mcwilliam@siskin.org**).

*Song of our Children* (order from Landlocked Films LLC) [**http://www.landlockedfilms.com**](http://www.landlockedfilms.com)

Websites

Bueno, M., Darling-Hammond, L., & Gonzales, D. (2010). *A matter of degrees: Preparing teachers for the Pre-K classroom*. [**http://www.preknow.org/documents/teacherquality\_march2010.pdf**](http://www.preknow.org/documents/teacherquality_march2010.pdf)

*An administrator’s guide to preschool inclusion*

[**http://www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf**](http://www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf)

Center on the Social and Emotional Foundations of Early Learning

 [**http://www.vanderbilt.edu/csefel/practical-ideas.html**](http://www.vanderbilt.edu/csefel/practical-ideas.html)

Center for Universal Design [**http://www.design.ncsu.edu/cud/**](http://www.design.ncsu.edu/cud/)

Child Care+ [**http://www.ccplus.org/**](http://www.ccplus.org/)

Christensen, K. (n.d.). Creating inclusive play environments: Designing for ability rather than disability. [**http://www.adventureislandplayground.org/Keith%20Christensen%20article.PDF**](http://www.adventureislandplayground.org/Keith%20Christensen%20article.PDF)

*Circle of inclusion*[**http://www.circleofinclusion.org**](http://www.circleofinclusion.org)

Creating teaching tools for young children with challenging behavior

[**http://challengingbehavior.fmhi.usf.edu/tools.html**](http://challengingbehavior.fmhi.usf.edu/tools.html)

Early Childhood Research Institute on Inclusion [**http://www.fpg.unc.edu/~ecrii/**](http://www.fpg.unc.edu/~ecrii/)

Education world: Parent’s guide to resources for children with special needs

[**http://www.education-world.com/parents/special/index.shtml**](http://www.education-world.com/parents/special/index.shtml)

Effective practices for supporting children’s social-emotional development and preventing challenging behaviors [**http://www.vanderbilt.edu/csefel//whatworks.html**](http://www.vanderbilt.edu/csefel/whatworks.html)

Enhancing services in natural environments conference call series

[**http://www.nectac.org/~calls/2004/partcsettings/partcsettings.asp**](http://www.nectac.org/~calls/2004/partcsettings/partcsettings.asp%20)(PowerPoints, handouts)

[**http://edla.aum.edu/serrc/calls/confcalls.html**](http://edla.aum.edu/serrc/calls/confcalls.html%20)(audiotapes)

Family Guided Approaches to Early-intervention Training and Services (FACETS)

 [**http://www.parsons.lsi.ukans.edu/facets/index.html**](http://www.parsons.lsi.ukans.edu/facets/index.html)

Guide to Disability Resources on the Internet [**http://www.disabilityresources.org/**](http://www.disabilityresources.org/)

Kids Together, Inc.[**http://www.kidstogether.org/inc.htm**](http://www.kidstogether.org/inc.htm)

Lekotek resources: Top 10 tips for choosing toys

[**http://www.lekotek.org/resources/informationontoys/tentips.html**](http://www.lekotek.org/resources/informationontoys/tentips.html)

National Center on Outcomes Resources. (2000). *Speaking out: Parents speak out about quality in services*. Towson, MD: Author. [**http://www.thecouncil.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=677**](http://www.thecouncil.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=677)

National Professional Development Center on Inclusion [**http://community.fpg.unc.edu/npdci**](http://community.fpg.unc.edu/npdci)

National Professional Development Center on Inclusion (NPDCI). (2007). *Research synthesis points on early childhood inclusion*. Chapel Hill, NC: Author.

[**http://www.fpg.unc.edu/~npdci/assets/media/products/NDPCI\_ResearchSynthesis\_9-2007.pdf**](http://www.fpg.unc.edu/~npdci/assets/media/products/NDPCI_ResearchSynthesis_9-2007.pdf)

Positive approaches to challenging behavior for young children with disabilities

[**http://ici2.umn.edu/preschoolbehavior**/](http://ici2.umn.edu/preschoolbehavior/)

Positive approaches to challenging behavior for young children with disabilities

[**http://ici2.umn.edu/preschoolbehavior/**](http://ici2.umn.edu/preschoolbehavior/)

Positive beginnings: Supporting young children with challenging behavior [**http://pbs.fsu.edu**](http://pbs.fsu.edu)

Promoting positive peer social interactions

 [**http://www.vanderbilt.edu/csefel/briefs/wwb8.pdf**](file:///%5C%5Cneptune.fpg.unc.edu%5Cprojects%5CCamille%5CPresentations%5CILLINOIS%5CSTARNET%5CApril%202010%5CFrom%20Johnna%5C%09%09%09%09%09%09http%3A%5Cwww.vanderbilt.edu%5Ccsefel%5Cbriefs%5Cwwb8.pdf)

Scripted stories for social situations [**http://www.vanderbilt.edu/csefel/practical-deas.html**](http://www.vanderbilt.edu/csefel/practical-deas.html)

*A thinking guide to inclusive childcare* [**http://www.disabilityrightswi.org/wp- content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf**](http://www.disabilityrightswi.org/wp-%09%09%09%09%09%20%20%20%20%20%20%20%20%20%20%20content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf)

Tools for developing behavior support plans

[**http://www.vanderbilt.edu/csefel/practical-ideas.html**](http://www.vanderbilt.edu/csefel/practical-ideas.html)

Using classroom activities and routines as opportunities to support peer interaction

[**http://www.vanderbilt.edu/csefel/briefs/wwb5.pdf**](http://www.vanderbilt.edu/csefel/briefs/wwb5.pdf)

Using environmental strategies to promote positive social interactions

[**http://www.vanderbilt.edu/csefel/briefs/wwb6.pdf**](http://www.vanderbilt.edu/csefel/briefs/wwb6.pdf)