

The DEC-NAEYC Joint Position Statement on Inclusion: Look What's Happening Now?

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Using the Joint Position Statement on Early Childhood Inclusion to Build Policies, Professional Development, and Practices that Support High Quality Inclusion

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Joint Position Statement on Early Childhood Inclusion (handout)

- http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

Related resources: Inclusion position statement landing pad (handout)

- http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

Recommendations for using the position statement to improve early childhood services

1. Create high expectations for every child to reach his or her full potential

Examples

- Write about the concepts in the Inclusion Position Statement
 - *Impact* theme issue on early childhood inclusion
- Use the access-participation-supports language when observing and describing what you see happening in early childhood settings. Use the same language to identify and target priorities for change.
- Watch *Foundations of Inclusion Birth to Five* (http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion). What ideas does the video give you about creating high expectations for every child?

2. Develop a program philosophy on inclusion

Examples

- Nevada AEYC conference program
- Create and display posters that pair the words of the definition with high quality photos of inclusion to underscore your program's philosophy.
- EIEIO – a guide for parents
- *Pennsylvania Preschool Inclusion: Self-evaluation Tool*

3. Establish a system of services and supports

Examples

- Use research as a foundation
 - Just the Facts, Ma'am: An Inclusion Quiz

4. Revise program and professional standards

Examples

5. Achieve an integrated professional development system

Examples

- Use the position statement as the basis for professional development
 - Center for Inclusive Child Care's podcast Inclusion: The Foundation of Our Practice (handout)
- New Mexico guiding principles (handout)
- Use the position statement to guide changes across professional development sectors
 - Coursework, practica, and program practices in colleges and universities
 - Priorities for training, technical assistance, and other forms of professional development for current personnel and administrators

6. Influence federal and state accountability systems

Example

- Facilitate integration in state Quality Rating and Improvement Systems (QRIS)
 - New Mexico
 - Delaware
 - Idaho
- Australia: Using the statement to develop their own definition of inclusion and to identify outcomes of high quality inclusion

Just the Facts, Ma'am: An Inclusion Quiz¹

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

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 in 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*

¹ For the answers, go to National Professional Development Center on Inclusion. (2009). *Research synthesis points on early childhood inclusion*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Available at <http://community.fpg.unc.edu/npdci>

Early Childhood Inclusion

tags: [NAEYC](#), [DEC](#), [NPDCI](#), [inclusion](#)

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



Two major early childhood organizations, DEC and NAEYC, created a joint definition and position statement on early childhood inclusion through a process facilitated by the National Professional Development Center on Inclusion (NPDCI). Return here often to discover new resources and examples for using these resources to improve early childhood services.

Position Statement Documents

- **Full Version**

[pdf](#) | [spanish pdf](#) | [large print pdf](#) | [mp3](#) | [spanish mp3](#)

- **Summary**

[pdf](#) | [spanish pdf](#) | [large print pdf](#) | [mp3](#) | [spanish mp3](#)

How was it developed?

- [Validation Process](#)

Who's talking about it?

Blogs

- ["Short, Sweet, and Useful" by Camille Catlett](#)
- ["DEC/NAEYC Leaders Share Thoughts on Inclusion" by Jeri Daniels and Sarah Mulligan](#)

Related Resources

- [CONNECT: Foundations of Inclusion Birth to Five - a new video on](#)

A Center For Inclusive Child Care Announcement

The CICC is located at Concordia University St. Paul, MN 651-603-6265

New Podcast Episode Released by The Center for Inclusive Child Care

Inclusion: The Foundation of Our Practice (Part one)

Description: In this podcast, we take a closer look at the DEC and NAEYC Joint Position Statement on Inclusion and how its application can help us promote inclusion within our settings. The important elements of access, participation and supports are basic to the needs of all children and staff and become cornerstones for successful inclusive settings.

Length: 9:46 minutes

Available at <http://www.inclusivechildcare.org/podcast.cfm#10>

A variety of subscription options are available including iTunes: you can subscribe, listen, and/or download.

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Funding for these grant activities is made possible with a grant from the Minnesota Department of Education. The source of the funds are from federal award, Grants to States – Special Education, Preschool grants, CFDA 84.173A of P.L. 108-466 IDEA and amendment thereto.”

Guiding Principles for the Full Participation of Young Children, Birth through Age Eight, in New Mexico's Early Learning System

Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child.

We believe that . . .

- Every child has unique gifts and abilities that are to be celebrated and nurtured
- The early years hold enormous promise for every child to reach his or her full potential
- Every child learns within the context of relationships and through playful interactions within their environment
- Every child and his or her family deserve equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential

Therefore, we are committed to . . .

- Valuing and embracing all children and their families
- Involving families and communities as partners and decision makers
- Suspending biases to build trust and establish collaborative partnerships that benefit children, their families and the professionals who work with them
- Providing choice, flexibility, and continuity of services and supports for families within communities
- Making a variety of services and support available so all children have access to and can participate in opportunities that are both respectful of and responsive to their family experiences, culture, beliefs, abilities, and circumstances
- Advancing advocacy efforts for inclusive practices that build upon unique child, family, and community strengths and are accountable to every child and their family

We will . . .

- Promote every New Mexico citizen's understanding of the importance of high quality inclusive early childhood programs and practices
- Support interactions and relationships that foster self reflection
- Utilize information about the growth, development, and experiences of individual children and families for program and curriculum development and improvement
- Continuously improve services and supports by evaluating current practices and incorporating effective methods, models, and research in our work with children and families
- Promote the establishment of aligned services and supports that build on both the unique assets of each child and acknowledge the strengths of children's and families' heritage, language, and culture
- Ensure that services and supports are provided by people who reflect the diversity of the community, are well educated, and are well compensated
- Establish an integrated, multi-disciplinary system of professional development, training, and technical assistance that supports the design, implementation, and evaluation of practices that are respectful of and responsive to each child and family

The *Guiding Principles* were developed at the New Mexico Summit on Early Childhood Inclusion on March 30-31, 2010.

Activity: Benefits of Inclusion

A friend with a 3-year old who seems to be developing typically is planning to enroll her daughter in a high quality local program that is fully inclusive. She knows nothing about inclusion and is asking you about the benefits of a quality inclusive program. What will you say?

- What facts would you want to emphasize?
- What research could you highlight?
- What resources (articles, videos, websites) could you share?

Facts:

Research:

- Research Synthesis Points
<http://community.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007.pdf/view>

Articles:

- Sedlack, J. (2009, Summer/Fall). How inclusion is benefitting one child without disabilities: Dillon's story. *Impact*, 22(1), 12.
<http://ici.umn.edu/products/impact/221/>

Videos

- *Marvin and Jack* (SpecialQuest video)
- *I Wanna Be and More* (SpecialQuest video)
- *I'm Tyler* <http://www.imtyler.org>

Website

- What the Children of Jowonio Know
<http://www.jowonio.org/What%20the%20Children%20of%20Jowonio%20Know.htm>

How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story

by Jennifer Sedlack

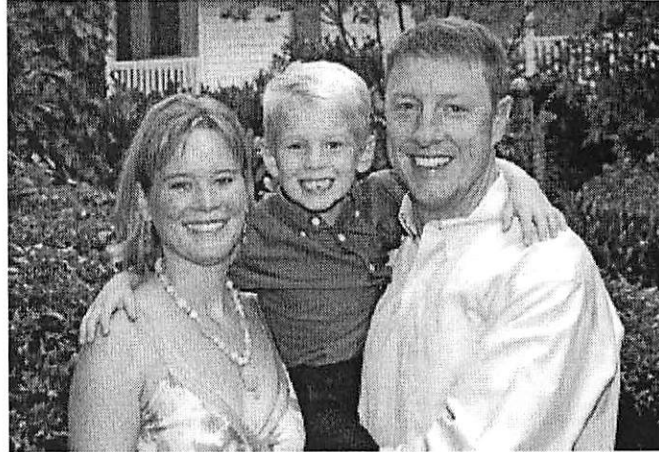
In 2006, my husband and I enrolled our son Dillon in Coralwood, an early childhood public school that provides an inclusive education setting for children aged three to six. Dillon is a typically-developing child, and his exposure to children with special needs has had a significant impact on our family. In addition to benefiting from a quality education, Dillon's behavior has shown marked improvement. He is kinder, more compassionate, and does not limit his friendships to children with abilities similar to his.

As a former director of a non-profit serving people with disabilities, I was aware that my life experience was void of interaction with the client base I served. I wanted my son to have experiences that would enable him to understand and accept the differences, as well as the similarities, of people with special needs. Coralwood School has given our family the skills and understanding I was after.

Dillon's classes at Coralwood range from 16 to 18 students; six to eight of the students in each class have special needs. Other than the students with physical disabilities, Dillon is generally unaware of who those six to eight students are. Students are not labeled; in the classroom, the children are peers.

One common misconception in an inclusive classroom setting is that students with Individual Education Programs (IEPs) absorb more of the teacher's time to the detriment of students without IEPs. That has not been our experience. Teachers and administrators create an environment that expects all children, regardless of their abilities, to be their best.

In his first year at Coralwood, Dillon made fast friends and had a weekly play date with Michael. What Dillon didn't realize was that these play dates were in fact sessions with specialists who were



working with Michael on various skills. Michael and Dillon both learned appropriate social behavior while improving their communication skills, unaware they were being taught.

Dillon's education at Coralwood is a similar seamless coupling of educating students with IEPs alongside students without IEPs. This past year Kendra, who is blind, was in Dillon's class. Dillon learned how Kendra navigates with her cane, the types of birthday presents appropriate for her, and how she uses a Perkins Braille to write. The Braille-writer fascinated the children and they eagerly asked to use it to write her notes.

When I was invited to read to Dillon's class, he suggested I bring his Halloween book with built-in sounds because he knew Kendra would like it. And while driving to a party for a classmate, Dillon and his friend spent the journey discussing inventions that would allow Kendra to play without injury on the inflatable toys they had heard would be there.

Parents often join the students in the cafeteria during lunch, participate in

classroom reading programs, and generously volunteer for special events. This atmosphere of openness and acceptance is a tone set by our principal. She makes it clear on day one that parents are welcome at the school and are expected to be engaged, and that families with children who have special needs and those with children who are typically developing are embarking on an education partnership that cannot succeed without parental involvement.

Our family's inclusive education experience has been enlightening and life-changing. We now advocate for inclusive education and have signed Dillon up to continue the program at the partnering elementary school in the area. We are grateful to the parents of students with special needs for participating with us in this educational journey, allowing our son and us to expand our understanding and grow from the relationship.

Jennifer Sedlack, her husband Phil, and son Dillon live in Atlanta, Georgia.

Retrieved from the Website of the Institute on Community Integration, University of Minnesota (<http://ici.umn.edu/products/impact/22/1>). Citation: Catlett, C., Smith, M., Bailey, A. & Gaylord, V. (Eds.). (Summer/Fall 2009). *Impact: Feature Issue on Early Childhood Education and Children with Disabilities*, 22(1). (Minneapolis: University of Minnesota, Institute on Community Integration).

Your philosophy on INCLUSION...

Family Values Survey Form

Dear Families,

Please take the time to answer the questions below to help us individualize instruction for your child. We will take this information and use it to better inform curriculum and varied teaching strategies in our classrooms. Thank-you!

Child's Name _____ Classroom _____

1. Please number and prioritize 3 (three) out of the following curriculum areas that you most value in your child's educational experience. Add comments in those chosen areas to help us prioritize and individualize our classroom experiences. (1-3, 1 = most value)

___ Academic

___ Social Acceptance/Friendships

___ Health/Safety

___ Self Concept/Self Esteem

___ Self Control/Self Management

___ Inclusion and Diversity (My child and children of all levels of abilities play together and learn from each other.)

Adapted from: Fox & Williams 1989

Please answer the following questions:

2. My child's **strengths** are: *(and how I would like that enhanced in the classroom)*

My child's **needs** are: *(i.e. daily nap, self-regulation skills & how addressed in the classroom)*

My child's **interests** are: *(i.e. trains, taking apart objects)*

3. I would like to see my child specifically improve skills in the following areas:

Academics:

Social/Emotional:

Physical Development:

Language:

4. I would like the teacher to know this about my child:

This is how my child likes to be comforted:

5. We celebrate the following holidays during the year--and this is how we celebrate:
(i.e. food, music, dress, activities):

6. This is my family language, heritage, and the tradition/customs we celebrate:
(notify teacher if willing to share):

The primary language spoken at home is _____

7. As a family, I would like the following additional support: *(i.e. parenting topics)*

8. For family of child with a disability: It is very important to me that my child get this accommodation/support in the classroom on a daily basis:

**YOUR MAP:
Getting Started**

Parent Activity Sheet

Material prepared by:

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Reference:

O'Brien, J. & Forest, M., with Snow, J. & Hasbury, D.
(1989). *Action for Inclusion*. Canada: Frontier
College Press.

You're going to do a MAP!

This activity is designed to give you a better idea of what MAPS are About, as well as a chance to think about how you might answer Some of the questions you will be asked when you do your MAPS.

To get started, you should know that:

“MAPS” stands for McGill Action Planning System or Making Action Plans. MAPS were originally developed By Marsha Forest and others from Toronto, Canada.

- ✓ **This MAP is for you and your son or daughter!**
 - * **Your ideas are the most important!**
 - * **You and your son or daughter will have the first chance to answer questions and a chance to “pass” if you feel uncomfortable at any time.**
 - * **You should decide who will be on your MAPS team. You may want to invite friends who know you and your son or daughter.**
- ✓ **MAPS are used to create a vision for the future and plan ways for that vision to happen.**
- ✓ **MAPS have been used by people of all ages.**
- ✓ **MAPS have been used in many different situations, including:**
 - **planning ways for students to succeed in a classroom**
 - **developing IEP's and transition plans**
 - **coming up with solutions in difficult times**
 - **general life planning**
- ✓ **The MAPS process is meant to be informative, creative and fun!**

For your MAP, your team will need to choose:

1. A comfortable time and place (most MAPS take 1 1/2 – 2 hours to complete).
2. Roles: **a facilitator**, who will guide the team through the steps
 a recorder, who will write down the team members' ideas
 a timekeeper, who will keep track of time for each step
 Snack Provider(s), who will bring food!

You may or may not choose to have one of these roles. The most important task of all team members is to contribute ideas for the MAP.

The 5 steps of the MAP are:

1. HISTORY: a short description of your son's or daughter's background, including family and school histories, important people and events, etc.
2. DREAMS: a list of things you would like to see happening in your son's or daughter's future.
3. FEARS: a list of the worries or concerns you have for your son or daughter. Some of these may be things that seem to stand in the way of the dreams you discussed in Step 2.
4. WHO IS: a description of your son or daughter, including his or her strengths, skills, likes, favorite activities and friends, etc.
5. NEEDS: a list of things that need to happen to help make your vision for the future come true. This page may later be used to develop an IEP, transition plan or other written plan.

The following pages are for you to jot down some of your ideas for each of the 5 steps of the MAP. Each step includes a few questions to get you started in your thinking.

1. **HISTORY** Things to think about:

- How would you describe your son's or daughter's life up to now? You may want to include school family highlights, important people and events etc.

2. **DREAMS** Things to think about:

- **What dreams do you have for your son's or daughter's future?**
- **What are your son's or daughter's hopes and dreams for the future?**
- **What would you like to see your son or daughter accomplish in the coming year? after high school?**

3. **FEARS** Things to think about:

- What do you not want to have happen in your son's or daughter's life?
- What concerns you most about your son's or daughter's future?
- What barriers do you face in trying to help your son or daughter?

4. **Who IS....? (fill in your son's or daughter's name here) Describe your son or daughter in as many ways as possible:**

- Who is your son or daughter?
- What are his or her strengths, gifts, talents, likes, dislikes, skills, personal qualities, favorite activities and friends?

5. **NEEDS** Things to think about:

- Take a look at the dreams you have identified for your son or daughter, and think about who he or she is. What is needed to make these dreams come true?
- What would improve your son's or daughter's life?
- What steps can you take to meet your son's or daughter's needs?
- What can others do to support you in meeting your son's or daughter's needs?

FINAL NOTES:

- Think about who you'd like to have on your MAPS team. Your team should include you and your son or daughter, and at least one teacher. You may also want to invite other family members, a friend of yours, a friend of your son's or daughter's, an advocate, adult service providers, or other people from your community. It may help to think about the size of your team – try not to let it get larger or smaller than you'd like!
- At the start of your MAP, the team will discuss “ground rules” for the meeting. The rules are:
 - You and your son or daughter will have the first chance to give ideas for each step of the MAP.
 - All team members' ideas are important and will be written down.
 - You can “pass” if you or your son or daughter feel uncomfortable answering any questions.
 - If you, your son or daughter or other team members want to say anything negative, it should be said in the most positive way possible.
 - Team members should wait until the last step of the MAP to decide which ideas and plans are the best or most important.
- You may wish to bring this packet to your MAPS meeting to help you get started at each step, and remember your most important ideas. Good luck and have a good MAP!

Accommodations Worksheet

Student: _____ **Classroom:** _____ **Date** _____

General Education Teacher: _____ **Special Education Teacher:** _____

1.

2.

3.

4.

5.

6.

7.

8.

8.

7.

6.

5.

4.

3.

2.

1.

General Education Teacher: _____
Special Education Teacher: _____

Student: _____
Classroom: _____
Date _____

Curriculum Adaptations Worksheet

Adaptations/Accommodations & Strategies

Adaptation or Accommodation	Purpose of Adaptation or Accommodation	Location to be used	Start Date	End Date	Length of time to use	Training Required Y/N (including who needs it)	Responsible Person(s)	Retraining Needed Y/N
1. Pencil grip	Fine motor	Sign-in/out, journals, writing center	9/11	6/12	20min.	N	N/A	N

Head Start Center for Inclusion Member of the Class: Teachers Guide



There are several resources that facilitate membership in the classroom offered by the Head Start Center for Inclusion, including strategies to help children interact, tips for teachers, and the *Member of the Class: Teachers' Guide* which is presented in a checklist format. Teachers may use the checklist to guide classroom inclusion practices. The indicators will help a person think about and plan for ways to promote membership in the classroom. Questions are answered from the perspective of a child with special needs.

Question	Circle Below	If no, what is the plan?
Do I have a cubby or place to put my coat and backpack just like my classmates?	Yes No	
Do I have a seat at circle that includes all the items my classmates have like a carpet square and name tag?	Yes No	
Do I have a classroom job just as my classmates?	Yes No	
Do I get to take a turn during group activities?	Yes No	
Do I have the opportunity to participate in "messy" activities when available, even though I may be a little messier than others?	Yes No	
During regular activities am I in a similar position to my classmates (i.e. my classmates are standing-I am standing, etc.)?	Yes No	
Can I physically get to all the activities in the classroom (reach into the sensory table, get toys from shelves)?	Yes No	
Is there something I know how to use and can use independently in each learning center?	Yes No	
Do I have the opportunity to sometimes be in the front and middle of the line during transitions?	Yes No	
Am I usually participating in the same or similar activities as my classmates (though they might be adapted)?	Yes No	
Do I have the chance to be the "helper" on occasion?	Yes No	
Am I an active participant in classroom activities (not just an observer)?	Yes No	
Do my teachers and classmates talk to me, ask me questions, play with me?	Yes No	
Do I have friends in my class?	Yes No	

Source:

- Head Start Center for Inclusion Funded by the Office of Head Start Department of Health and Human Services: <http://depts.washington.edu/hscnrcenter/sites/default/files/teachers%20guide-MOC.pdf>

Including Children with Special Needs

Are You and Your Early Childhood Program Ready?

Amy Watson and Rebecca McCathren

Increasing numbers of young children with special needs are being cared for in early childhood settings in their community. Although early childhood professionals approach inclusion with open minds and hearts, many may still be anxious about their ability to respond fully to the needs of children with disabilities.

You may wonder how well your preschool or kindergarten is prepared to include a child with special needs. Welcoming a young child with special needs into your classroom can raise many concerns or relatively few, depending on the child's abilities. Individualized accommodations might be necessary as you consider the supports each child needs for learning and how to respond to a family's wishes and concerns. Some basic principles exist and can help you think about your program's overall inclusion readiness.

Community and commitment

Coming together as a community to create a truly inclusive system of early childhood care and education requires commitment and a willingness to strive to be ready to teach and support every child in the community.

Inclusive environments are designed to provide an educational setting in which all children can be as involved and independent as possible (Winter 1999). Many times there are unidentified or unknown barriers to full participation that cause children with special needs to become isolated, frustrated, and less independent than their peers. This article provides information preschool and kindergarten educators can use to identify possible barriers and overcome them so all children can participate and learn.

Confidence and a checklist

To help administrators and teachers build confidence in their abilities to be inclusive and increase their awareness of the needs of children with disabilities, we developed a

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Rebecca McCathren, PhD, is an associate professor in special education at the University of Missouri in Columbia. A practitioner in early childhood and early childhood special education for 20 years before earning her doctorate, she has extensive experience working with young children with disabilities in integrated settings.

This article is available online in *Beyond the Journal*, March 2009, at www.journal.naeyc.org/btj/200903.

naeyc 2, 3, 9

Preschool and Kindergarten Inclusion Readiness Checklist

For All Children

Home-school communication

Does the program have a system for frequent, ongoing, two-way communications with families (weekly, preferably daily)?

Yes Not yet

Teachers and parents use a communication tool like daily written notes that can be saved and referred to or shared with other family members or a professional. A teacher-family journal that can be passed back and forth is a helpful tool for ongoing two-way communications.

Are parent/teacher conferences held several times each year?

Use conferences to exchange information about the child's experiences and progress and to invite parents to share their concerns and suggestions.

Can the program be flexible in responding to parent preferences in feeding, scheduling, and other care routines?

Ask for feedback from families on how teachers can be more responsive to parent preferences. You might try an anonymous survey to get initial information about the group's preferences. Reach out to particular families when teachers have a specific concern or need more information.

Supporting positive behavior

Do teachers explain to children and reinforce behavioral expectations?

Do teachers model appropriate behavior?

Do teachers, with support from supervisors, create environments and develop plans to prevent problem behaviors? (Observations by supervisors and specialists are a helpful way to prevent and address behaviors that challenge children and adults.

Do teachers remind children what to do before transitions or at times of the day that typically can be chaotic?

Do teachers notice and comment on positive behavior?

Do teachers look for the reasons for a child's behavior and teach the child appropriate ways to express their needs and feelings?

For example, if Nora, a nonverbal child, hits Omar to get his attention, the teacher shows Nora how to touch gently to let Omar know that she wants to play with him.

Assessment and curriculum

Do teachers use developmental observations to collect information, and do they use the information to plan the curriculum?

Consider using a curriculum that links child assessment to classroom planning.

Do classroom materials (books, posters, dolls/figures) show positive and diverse images of children and adults with disabilities engaged in typical life situations and community roles?

Do classrooms have an up-to-date computer station with appropriate programs?

Many children with special needs benefit from the use of computerized learning technology. Seek expert advice when choosing hardware and software that support children with specific learning challenges.

Preschool and Kindergarten Inclusion Readiness Checklist

For Children with Hearing and/or Vision Impairments

Is lighting evenly distributed throughout the classrooms?

If the lighting casts bright or harsh glares or leaves some areas too dim, use mirrors to redistribute the light. Add lamps that provide softer light or window shades. Reposition furniture and shiny surfaces to eliminate the glare.

Yes Not yet

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Does the room ever seem too noisy or is it difficult to hear what children and adults are saying, even when sitting side by side?

If the noise levels in the room are too loud, install sound-absorbing tiles or panels or cover more surfaces with draperies and carpets. Use room dividers to separate quiet areas from noisier areas of the classroom.

<input type="checkbox"/>	<input type="checkbox"/>
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Can adults with and without corrected vision read labels from across the room?

Make labels using large block letters and consistent forms of print, with dark letters on light backgrounds (preferably black on white).

<input type="checkbox"/>	<input type="checkbox"/>
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Are classroom areas clutter free, with clear pathways between them, even when children are playing with materials on the floor?

When toys and materials are clearly organized, all children can learn where they are displayed and stored and reach them on their own. Children can learn to keep items in bins and off the floor and return chairs to their original places at cleanup time.

<input type="checkbox"/>	<input type="checkbox"/>
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Does the learning environment address all sensory modalities—visual, auditory, kinesthetic?

Provide interesting tactile, music, and movement toys and activities in the daily curriculum.

<input type="checkbox"/>	<input type="checkbox"/>
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For Children with Communication and Language Disorders

Is information presented in multiple formats?

Use pictures, picture schedules, symbols, and words to communicate with children.

<input type="checkbox"/>	<input type="checkbox"/>
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Do teachers supplement spoken words with eye contact and gestures?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Do teachers modify their language to reflect the developmental levels of the children they are speaking to?

For example, use shorter sentences when talking with 3-year-olds and longer ones when conversing with 5-year-olds.

<input type="checkbox"/>	<input type="checkbox"/>
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Do teachers frequently check to make sure children understand what was said?

Look for signs such as eye contact, gestures, and behaviors that indicate understanding. Ask children to repeat back and explain what was said to them.

<input type="checkbox"/>	<input type="checkbox"/>
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Do teachers encourage children to "use their words," then model appropriate language?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Does the classroom library include a variety and range of books suitable for different ages and developmental levels?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Do teachers read books with children one-on-one in addition to reading aloud to a group?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Do teachers encourage children to use language to ask for materials and join in activities?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Do adults have frequent conversations with children on topics of interest to the children?

<input type="checkbox"/>	<input type="checkbox"/>
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Preschool and Kindergarten Inclusion Readiness Checklist

Special Considerations for Outdoor Spaces

Often, programs serving children with disabilities find it particularly challenging to provide accessible outdoor equipment to meet the unique needs of different children. Such equipment can be quite costly. Outdoor play offers children unique opportunities to develop language, play, and motor skills (Flynn & Kieff 2002). Review the following basic features that allow all children to interact with each other and enjoy the same areas.

Can children playing in different areas of the play area maintain eye contact and interact with each other?
 To increase communication between children in different areas, add intermediary, raised playing areas accessible to all children or mirrors, speaking funnels, pulleys, and other interactive features.

Does the program provide a variety of outdoor play activities (for example, painting, planting a garden, playing with puppets)?
 Outdoor play should provide multisensory learning activities for all children, but these opportunities are especially critical for children with special needs (Flynn & Kieff 2002). Additionally, planning a classroom activity to take outside each day can increase outdoor options. Almost any activity that children can do indoors can also take place outdoors.

Are all areas of outdoor play accessible to all children?
 Children using mobility equipment should be able to play and learn in all areas of the playground. If there are barriers, such as large steps or landscaping borders, that prohibit access, remove them if possible or create alternate paths. Ultimately, the goal for children is to interact with the environment with as much independence as possible.

Are outdoor surfaces even enough so all children can move safely?
 If not, raise mulch and grassy areas to the same heights as the paved areas. Additionally, steps should be level and in good repair.

Do wheeled toys allow for a variety of motor skill development?
 Offer wagons, trikes (including trikes with backseats for riders) and riding toys with and without pedals.

Online Links to Recommended Resource Web Sites

Assistive technology

Able Net: www.ablenetinc.com
 The Adaptive Child: www.adaptivechild.com
 DragonFly: www.dragonflytoys.com

Child care and the ADA (Americans with Disabilities Act)

www.ada.gov/chidldqa.htm
www.acgov.org/chidicare/documents/topquestions.pdf

Disability-related information

National Dissemination Center for Children with Disabilities: www.nichcy.org/Pages/Home.aspx (NECTAC); www.nectac.org/default.asp
 National Early Childhood Technical Assistance Center (NECTAC): www.nectac.org/default.asp

Inclusion and teaching strategies

Center on the Social Emotional Foundations for Early Learning: www.vanderbilt.edu/cesel/wb.html
 Circle of Inclusion: www.circleofinclusion.org (Also available: Preschool Inclusion Manual, PDF at www.circleofinclusion.org/english/pim/manual.pdf)
 Council for Exceptional Children, Division for Early Childhood: www.dec-sped.org
 Frank Porter Graham Child Development Institute, University of North Carolina: www.fpg.unc.edu
 (Also available: An Administrator's Guide to Preschool Inclusion at www.fpg.unc.edu/edu/-publications/office/pdfs/AdmGuide.pdf)
 New Horizons for Learning: www.newhorizons.org

Play resources

AblePlay: www.ableplay.org
 Guide to Toys for Children with Special Needs 2008: www.afb.org/Section.asp?SectionID=82
 Toys for Kids with Disabilities: www.disabilityresources.org/TOYS.html
 Toys and Playtime Time Tips for Children with Special Needs: www.fisher-price.com/us/special_needs

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 Flynn, L.L., & J. Kieff. 2002. Including everyone in outdoor play. *Young Children* 57 (3): 30-26.
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Preschool Assessment of Classroom Environment Scale

Melinda Raab & Carl Dunst, 1997

Raab & Dunst (1997) proposed a *Preschool Assessment of Classroom Environment Scale-Revised* in *An Administrator's Guide to Preschool Inclusion* (see page 44, Table 2). The following checklist is adapted and provides a measure of quality for inclusive preschool classrooms and programs.

Program Foundation and Philosophy – High quality programs:

- Are guided by a clearly described philosophy
- Have written goals and objectives
- Promote partnerships with parents

Management and Training – In high quality programs, the director:

- Communicates expectations to staff
- Regularly visits classrooms and monitors staff performance
- Provides ongoing support and feedback
- Arranges for on-the-job-training

Environmental Organization – High quality programs:

- Have open classrooms clearly divided into learning areas
- Have appropriate, child-sized equipment and furniture
- Material selection is adequate, accessible, and developmentally appropriate

Staffing Patterns – In high quality programs:

- Staff schedules and responsibilities are defined and followed
- Staff prepare activities in advance
- Staff has time to plan and exchange information

Instructional Content – In high quality programs:

- Functional skills are targeted for instruction
- Instruction takes place during naturally occurring classroom routines
- Learning activities are developmentally appropriate
- Multiple activity options are scheduled and available to children throughout the day
- Children do not wait for activities to begin or end

Instructional Techniques – In high quality programs:

- Staff responds to child-initiated behaviors
- Staff uses appropriate strategies to facilitate practice and learning
- Staff provides individualized attention during activities
- Behavior management procedures are planned and used consistently

Program Evaluation – In high quality programs:

- The program has a written plan to monitor goals and objectives
- Evaluation is conducted regularly
- Data are used to make decisions toward improvement

Source:

- http://www.fpg.unc.edu/products/product_detail.cfm?apubsID=198
- Please note: The PDF document may be downloaded free-of-charge; however, the printed version of this publication is no longer available.

Quality Inclusive Early Childhood Programs: 10 Things to Look For

Donna Nylander, 2009

Designed as a guide for parents as they seek quality inclusive early childhood programs for their children and for educators responsible for providing quality inclusive programs, *Quality Inclusive Early Childhood Programs: 10 Things to Look For* poses ten questions to ask about a program and provides a list of corresponding characteristics of a quality inclusive program. Consult the article for the full description of each category.

1. Does your program have a philosophy/mission for inclusive practices?
 - The atmosphere is welcoming, respectful, and accepting of children with special needs and their families.
 - A mission statement is visible and reflects the value of all children and the involvement of families.
 - The program provides a natural environment with typical peers in which both groups are learning together.
2. Do administrators and staff have an inclusive attitude and spirit?
 - People-first language is used, emphasizing the person, not the label, and what the child *has*, not what the child *is* (example: "Grant has Autism" not "Grant's Autistic"; "Tia receives special education services" not "She is special ed").
 - Teachers include children in conversations, answer questions as they come up, and give simple and direct responses.
 - Staff and administrators advocate for inclusion by educating parents of typical children that all children benefit from inclusion and all will learn the value of accepting differences as well as their own uniqueness.
3. Do you have a consistent and ongoing system for family involvement?
 - Parent participation is encouraged.
 - Teachers communicate with families daily/weekly through notebooks, e-mail or phone. They comment on strengths as well as expectations.
 - Parent/teacher conferences are scheduled at least once a year and are also available upon request.
 - The program has an open door policy: Parents are able to visit the school and classroom at any time.
4. Is team planning incorporated into the research-based curriculum?
 - Curriculum follows the same criteria found in quality programs for children with typical development. Classroom teams plan together on how to adapt the curriculum to meet the needs of the child being included.
 - Daily schedule has a balance of structured activities, hands-on learning, and daily outdoor time. Classroom staff are trained on how to follow-up with therapists' recommendations throughout the daily routine.
 - Schedules are posted, and there are opportunities for large group, small group, and individual time. Individual children may need a choice board or several repetitions of a skill to be successful. The team is responsible for posting a picture schedule for easy transitions between activities.
 - Team planning/problem-solving meetings are ongoing.
5. Do you collaborate and communicate with agencies and other community partners?
 - Communication, both formal and informal, is consistently maintained between the district and community agencies and programs.
 - The program collaborates with community services and organizations for additional adult support, such as park districts for assistance with summer recreation programs.
 - The program provides field trips/experiences in the community, which are important for learning about the world and providing families with ideas of where to take their child.

6. Does the Individualized Education Program (IEP) drive instruction?
- IEP goals and objective updates are shared with parents and everyone who works with the child at least three times a year.
 - Functional goals are written and are age-appropriate.
 - Lack of toilet training does not keep a child from being accepted into a program. Toilet training is provided if it is part of a child's IEP.
 - Activities should be child-centered and teacher-directed. The child's goals should be embedded into activities that he or she enjoys. The teacher may need to direct or set-up a situation for intentional teaching of the skill, but it is done in the context of an engaging activity for the child, as well as including typical peers in the activity for maximum enjoyment and learning.
7. Are you integrating service delivery into the daily schedule?
- Services are integrated into the classroom. Therapists embed the goals into the daily schedule and incorporate typical peers in the activities.
 - Classroom teams follow up with the goals designed by the therapists.
 - There are enough materials for a variety of planned activities.
8. Is there a consistent and ongoing system for staff development?
- Scheduled planning time for staff to specifically plan for individualized instruction. When staff are offered training for a complete year on the same topic it provides the trainer numerous opportunities to teach the concepts in a variety of ways such as with the entire staff, in small focused groups, individual training opportunities, and onsite consultation. This year-long approach benefits all staff learning styles. It gives staff the time to reflect on their practices as well as having the assurance that the consultant will be returning to assist in the learning process.
 - Training provided to all staff, as well as follow-up consultation with classroom teams and individual teachers.
9. Do the teachers have tools and strategies for addressing issues of disability and inclusion?
- Teachers introduce disability awareness using children's books, puppets, dolls, and pictures before a child with special needs starts in the program.
 - Teachers let all children explore equipment used by children with special needs.
 - Children are paired as "buddies," giving them an organized way to get to know each other. The child with special needs should have a chance to be a helper in the buddy relationship, not only a recipient of assistance.
10. Is there a comprehensive system for evaluating the effectiveness of the program?
- Evaluations by parents and staff should be analyzed yearly.
 - Training for staff and parents should come from their choices.
 - Evaluation of community perceptions of inclusion should be conducted and used as a basis for awareness-raising and education.
 - Evaluation of the communication approach with the school district should be conducted and a collaborative relationship encouraged for the district to assist with resources and supports while the child is in the typical environment with peers.
- Source:
- Retrieved from the website of the Institute on Community Integration, University of Minnesota <http://www.icl.umn.edu/products/impact/2215.html>

SPECIALINK CHILD CARE INCLUSION PRACTICES PROFILE AND PRINCIPLES SCALE



(Final Workshop Version, May 2005)

Sharon Hope Irwin
Director, Specialink
The National Centre for Child Care Inclusion

Revised 05/06/05

Practice 2: Equipment and Materials.

		Score: 1 2 3 4 5 6 7						
Inadequate 1	Minimal 3	Good 5						Excellent 7
<p>1.1 <input type="checkbox"/>Y <input type="checkbox"/>N No adaptations or special equipment for children with special needs.</p> <p>1.2 <input type="checkbox"/>Y <input type="checkbox"/>N No adapted gross motor equipment available for children with mobility, coordination and sensory issues.</p>	<p>3.1 <input type="checkbox"/>Y <input type="checkbox"/>N Some* adapted typical toys & specialized equipment for children with special needs.</p> <p>3.2 <input type="checkbox"/>Y <input type="checkbox"/>N Some gross motor equipment adapted for children with limited mobility, coordination, and sensory issues.</p> <p>3.3 <input type="checkbox"/>Y <input type="checkbox"/>N At least 1 example of assistive technology is evident.**</p> <p>3.4 <input type="checkbox"/>Y <input type="checkbox"/>N Adapted and assistive equipment occasionally*** used in regular routines and activities.</p>	<p>5.1 <input type="checkbox"/>Y <input type="checkbox"/>N Many* adapted typical toys and specialized equipment for children with special needs.</p> <p>5.2 <input type="checkbox"/>Y <input type="checkbox"/>N Many items of gross motor equipment adapted for children with mobility, coordination and sensory issues.</p> <p>5.3 <input type="checkbox"/>Y <input type="checkbox"/>N At least 3 examples of assistive technology are evident.</p> <p>5.4 <input type="checkbox"/>Y <input type="checkbox"/>N Adapted, specialized and assistive equipment frequently*** used during regular activities.</p>						<p>7.1 <input type="checkbox"/>Y <input type="checkbox"/>N Equipment and materials are individualized to meet unique needs. Universal design principles are evident throughout.</p> <p>7.2 <input type="checkbox"/>Y <input type="checkbox"/>N Substantial gross motor equipment adapted for children with mobility, coordination and sensory issues.</p> <p>7.3 <input type="checkbox"/>Y <input type="checkbox"/>N At least 5 examples of assistive technology are evident.</p> <p>7.4 <input type="checkbox"/>Y <input type="checkbox"/>N Adapted, specialized and assistive equipment integrated into all regular activities.</p>

As universal design principles are applied to equipment and materials, items such as door handles, kitchen utensils (such as "Good Grips"), pens and pencils, forks and spoons, and hair brushes are designed so people with motoric problems can use everyday items. In a child care centre you would look for specialized equipment, adapted equipment and well-designed regular equipment that allow children with motoric issue and other issues to participate fully in routines and activities. Look for visual cue systems (such as PECS), knobbed puzzles, crayons with good grips, two-person scissors, sensory materials for children with high needs, touch screens and head switches for computers, and touch switches for mechanical toys. Note whether height and design of tables, housekeeping area, and easels allow access by children who use walkers, standing braces or wheelchairs, is respectful of children and convenient for staff.

* "Some" means 3 or 4; "Many" means 5 or more.

** "Assistive technology" refers to equipment such as specialized computer software, input devices (such as head switches, touch screens, voice recognition software), output devices (such as speech simulation software), cause-effect switches, and FM switches;

*** "Occasionally" means 25% of the time; "Frequently" means over 50 % of the time—as appropriate.

Comments: _____

Practice 6: Therapies: Physiotherapy (PT); Occupational Therapy (OT); Speech & Language (S&L); Behavioural Consultation.

Score: 1 2 3 4 5 6 7

<p>Inadequate 1</p>	<p>Minimal 3</p>	<p>Good 5</p>	<p>Excellent 7</p>
<p>1.1 <input type="checkbox"/> Y <input type="checkbox"/> N Director has little or no knowledge of therapeutic interventions and goals for children with special needs.</p> <p>1.2 <input type="checkbox"/> Y <input type="checkbox"/> N Staff has little or no knowledge of therapeutic interventions and goals for children with special needs.</p>	<p>3.1 <input type="checkbox"/> Y <input type="checkbox"/> N Director has information about therapeutic interventions and goals for some of the children with special needs.</p> <p>3.2 <input type="checkbox"/> Y <input type="checkbox"/> N Staff has information about therapeutic interventions and goals for some of the children with special needs.</p> <p>3.3 <input type="checkbox"/> Y <input type="checkbox"/> N Therapies may be provided at clinics, or at the centre.</p> <p>3.4 <input type="checkbox"/> Y <input type="checkbox"/> N Staff sometimes carry out follow-up activities suggested by therapists.</p> <p>3.5 <input type="checkbox"/> Y <input type="checkbox"/> N Follow-up activities may be carried out outside of classroom or within activities and routines.</p>	<p>5.1 <input type="checkbox"/> Y <input type="checkbox"/> N Director is knowledgeable about children's therapies and encourages liaison between therapists and staff.</p> <p>5.2 <input type="checkbox"/> Y <input type="checkbox"/> N Staff is knowledgeable about children's therapies and meet occasionally with therapists for most of the children.</p> <p>5.3 <input type="checkbox"/> Y <input type="checkbox"/> N Some therapies are provided at centre, in group settings; when therapies are provided at clinics, staff periodically attend therapy sessions.</p> <p>5.4 <input type="checkbox"/> Y <input type="checkbox"/> N Staff are consistent in carrying out follow-up activities.</p> <p>5.5 <input type="checkbox"/> Y <input type="checkbox"/> N Follow-up activities are often carried out within group activities.</p>	<p>7.1 <input type="checkbox"/> Y <input type="checkbox"/> N Director successfully promotes collaborative goal setting among therapists, parents and staff.</p> <p>7.2 <input type="checkbox"/> Y <input type="checkbox"/> N Staff is knowledgeable about children's therapies and participate collaboratively with therapists and parents in developing and assessing therapeutic interventions for all of the children.</p> <p>7.3 <input type="checkbox"/> Y <input type="checkbox"/> N Most therapies are provided in group settings.</p> <p>7.4 <input type="checkbox"/> Y <input type="checkbox"/> N Staff are creative, as well as consistent, in implementing follow-up activities.</p> <p>7.5 <input type="checkbox"/> Y <input type="checkbox"/> N Goals are embedded into regular routines and activities.</p>

* Since the availability of therapeutic interventions, their adequacy, frequency and duration are issues beyond the control of child care centres, we do not address this issue in #6. Obliquely, however, we do address the issue under "advocacy" in the *SpecialLink Child Care Inclusion Principles Scale*.

Comments: _____

Practice 10: Board of Directors and Other Similar Units.

In privately owned centres, inquire about parent committees.
 Replace the word "board" with "committee."

		Score: 1 2 3 4 5 6 7						
Inadequate 1	Minimal 3	Good 5						Excellent 7
<p>1.1 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) has not addressed the issue of inclusion.</p> <p>1.2 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) includes no parents of children with special needs.</p> <p>1.3 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) given no orientation/information about inclusion of children with special needs.</p>	<p>3.1 <input type="checkbox"/> Y <input type="checkbox"/> N Director occasionally provides information about inclusion issues to Board of Directors (or Parent Committee).</p> <p>3.2 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) occasionally* includes a parent of a child with special needs.</p> <p>3.3 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) given orientation/information about inclusion of children with special needs.</p>	<p>5.1 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) has adopted a written policy on inclusion.</p> <p>5.2 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) always includes at least 1 parent of a child with special needs.</p> <p>5.3 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) receives regular report about inclusion/special needs.</p>						<p>7.1 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) actively promotes inclusion in the community.</p> <p>7.2 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) actively recruits parents of children with special needs for board positions.</p> <p>7.3 <input type="checkbox"/> Y <input type="checkbox"/> N Board of Directors (or Parent Committee) continuously updated about inclusion issues at meetings, written information, speakers.</p>

* "Occasionally" means 25% of the time.

Comments: _____

Principle 2: Natural Proportions.

In fully inclusive child care centres (those with a "7" rating), the proportion of children with disabilities is roughly that of their natural proportion in the general population (10-15%). Many child care centres that are referred to as "inclusive" enroll only one or two children with special needs at any one time. Other child care centres that are referred to as "inclusive" are actually programs with a very high proportion of children with special needs. Sometimes called reverse mainstreaming, these programs typically enroll a few typically developing children as role models, or include 50% typically developing children and 50% children with disabilities. (Read this statement to Director as you begin to discuss Principle #2 in a non-judgmental tone. Then use probe questions, as necessary, and record comments.)

Probe questions: (1) What percent of children with disabilities do you think you could enroll (or, do you enroll) in your centre? If they answer with a number, convert this to a percentage by using the licensed capacity figure.) (2) Do you think that there is a percentage that would be too high? What is it? (3) If she says, "It depends on the child/ren," ask what she means. Record as "comment."

		Score:						
		1	2	3	4	5	6	7
Inadequate 1	Minimal 3	Good 5			Excellent 7			
<p>1.1 <input type="checkbox"/> Y <input type="checkbox"/> N Centre never enrolls a child/ren with disabilities.</p> <p>1.2 <input type="checkbox"/> Y <input type="checkbox"/> N Centre mainly enrolls children with disabilities, with a few typically developing children as role models.</p> <p>1.3 <input type="checkbox"/> Y <input type="checkbox"/> N Centre enrolls 50% children with disabilities and 50% typical children.</p> <p>1.4 <input type="checkbox"/> Y <input type="checkbox"/> N Lead ECE is not aware of number of children with disabilities currently in her classroom.</p> <p>1.5 <input type="checkbox"/> Y <input type="checkbox"/> N Centre has no written or verbal policy on inclusion.</p>	<p>3.1 <input type="checkbox"/> Y <input type="checkbox"/> N Centre occasionally* enrolls at least a few (less than natural proportions which is roughly 10-15%) children with disabilities.</p> <p>3.2 <input type="checkbox"/> Y <input type="checkbox"/> N Lead ECE is aware of the number of children with disabilities currently in her classroom because she is involved in arranging and/or carrying out accommodations and adaptations to support these children.</p> <p>3.3 <input type="checkbox"/> Y <input type="checkbox"/> N The centre has an informal policy on inclusion (evidenced by Director's comments and supported by such evidence as accessible materials on diversity including pictures, books, dolls with disabilities, or by the presence of information and training opportunities on inclusion being available to staff).</p>	<p>5.1 <input type="checkbox"/> Y <input type="checkbox"/> N Centre usually* enrolls nearly a natural proportion of children with disabilities (roughly 10-15%).</p> <p>5.2 <input type="checkbox"/> Y <input type="checkbox"/> N Lead ECE is aware of the number of children with disabilities currently in the centre because she is involved in developing and carrying out IPP goals and because inclusion strategies are discussed at staff meetings.</p> <p>5.3 <input type="checkbox"/> Y <input type="checkbox"/> N The centre has a written policy statement supporting inclusion.</p>			<p>7.1 <input type="checkbox"/> Y <input type="checkbox"/> N Director actively follows "natural proportions" as a working principle in the centre, enrolling a natural proportion of children with disabilities nearly all of the time*.</p> <p>7.2 <input type="checkbox"/> Y <input type="checkbox"/> N Lead ECE, another ECE, a support staff (such as secretary or cook) and a parent articulate the principle of natural proportions as their own and as the centre's.</p> <p>7.3 <input type="checkbox"/> Y <input type="checkbox"/> N The centre has a written inclusion policy affirming the principle of natural proportions.</p> <p>7.4 <input type="checkbox"/> Y <input type="checkbox"/> N The centre's policy statement is visible to visitors and available to staff, parents, community.</p>			

**"Occasionally" means at least 25% of the time; "Usually" means at least 75% of the time; "Nearly all of the time" means around 90% of the time.

Comments: _____

Principle 6: Leadership, Pro-active Strategies and Advocacy for High Quality, *Inclusive* Child Care.

Even when the regular child care program is available and adequate, many families of children with special needs are excluded by reasons such as staff training, support staffing, transportation, funding and therapeutic support. In **fully inclusive child care centres**, these limitations are not passively accepted by the director, board, parents or staff. Advocacy activities on behalf of high quality inclusive child care include appeals to civic organizations, work with government officials to change rules that limit the inclusion of children with special needs, and presentations on inclusion to staff, associations and community—these types of actions exemplify fully inclusive child care centres. (Read this **statement** to Director as you begin to discuss Principle #6 in a non-judgmental tone. Then use probe questions, as necessary and record comments.)

Probe questions: (1) Does your centre try to change policies and funding arrangements that impede full inclusion? (2) If "yes," What sorts of actions have you taken? (3) If "yes," who is involved (such as the director, staff, board, and/or parents)?
Record as "comment."

		Score: 1 2 3 4 5 6 7						
Inadequate 1	Minimal 3	Good 5						Excellent 7
<p>1.1 <input type="checkbox"/>Y <input type="checkbox"/>N Neither director, board, staff nor parents participate in advocacy activities or in providing workshops on inclusion.</p> <p>1.2 <input type="checkbox"/>Y <input type="checkbox"/>N Centre passively uses funded supports, and doesn't seek additional supports such as summer grants, service clubs, or volunteers.</p> <p>1.3 <input type="checkbox"/>Y <input type="checkbox"/>N Centre does not have a verbal or written policy on inclusion.</p>	<p>3.1 <input type="checkbox"/>Y <input type="checkbox"/>N Director participates in advocacy activities <i>or</i> in providing training for inclusion.</p> <p>3.2 <input type="checkbox"/>Y <input type="checkbox"/>N Centre uses funded supports, and once in a while* seeks additional supports, such as summer grants, service clubs and volunteers.**</p> <p>3.3 <input type="checkbox"/>Y <input type="checkbox"/>N The centre has an informal policy on inclusion (evidenced by Director's comments and supported by such evidence as accessible materials on diversity including pictures, books, dolls with disabilities, or by the presence of information and training opportunities on inclusion being available to staff).</p>	<p>5.1 <input type="checkbox"/>Y <input type="checkbox"/>N Director and lead ECE staff participate in advocacy activities <i>or</i> in providing training for inclusion. (Either/or for each person.)</p> <p>5.2 <input type="checkbox"/>Y <input type="checkbox"/>N Centre uses funded supports and often* seeks additional supports such as summer grants, service clubs, volunteers, students, in-kind donations, fund-raising, other government programs.**</p> <p>5.3 <input type="checkbox"/>Y <input type="checkbox"/>N Centre has written policy supporting inclusive child care.</p>						<p>7.1 <input type="checkbox"/>Y <input type="checkbox"/>N Director takes a leadership role in <i>both</i> advocacy <i>and</i> in providing training for inclusion.</p> <p>7.2 <input type="checkbox"/>Y <input type="checkbox"/>N Lead ECE staff, and board or some parents participate in advocacy activities and in providing training for inclusion. (staff-both; others-1)</p> <p>7.3 <input type="checkbox"/>Y <input type="checkbox"/>N Centre uses funded supports; constantly seeks additional supports; and is creative in obtaining additional resources—both human and financial.**</p> <p>7.4 <input type="checkbox"/>Y <input type="checkbox"/>N Centre has written inclusion policy that affirms leadership/advocacy principle.</p>

* "Once in a while" means less than yearly; "Often" means at least yearly; "Constantly" means as integral part of administration, at least several times a year.

** For "Additional Supports" (such as summer grants, service clubs, volunteers, students, in-kind donations, fund-raising, other government programs), the centre must score at least 2 for "3"; 5 for "5"; and 7 for "7".

*** In 5.1, 2 out of 3 must participate for a "yes" answer.

Comments: _____



Choosing Quality Childcare for a Child with Special Needs

Child Care Aware of NACCRRA, 2009

Child Care Aware, of the National Association of Child Care Resource and Referral Agencies (NACCRRA), posed essential questions, available in brochure format (also available in Spanish), which provide guidance for families to consider in selecting child care for children with special needs. Also included is a *Look, Listen and Act* “tear off” take-along sheet for parents to identify quality child care settings. Quality child care is important for all children, and this brochure provides steps and suggestions for observing programs in five key areas:

- **Positive and happy learning environments**
 - Are the children engaged?
 - Are staff involved with children at eye level?
 - Are the rooms bright and cheerful without being overwhelming with too many sights and sounds?
 - Do the adults speak positively about all children?
- **The right number of and mix of children and adults**
 - Are all children receiving individual attention?
 - Do adults call children by name?
 - Are children comforted, when needed, by staff or other children?
 - Are there sufficient personnel to respond in the event of emergencies?
 - Is the “time out” tactic overused by staff?
- **Trained and supported personnel**
 - Are caregivers trained in early childhood and special needs?
 - Are teaching staff available to attend school district educational meetings with you?
 - Do those who work with children themselves receive positive support?
- **Developmental focus on the child**
 - Do you see and hear a variety of developmental activities taking place?
 - Do the children have opportunities to control objects or events in their environment?
 - Are activities based upon a child’s level of functioning?
 - Are learning materials accessible to children with special needs?
- **Parents treated as partners**
 - Will child care personnel help you develop goals for your child and plans to achieve them?
 - Do personnel provide parents with regular schedules of activities and events?
 - Do teachers and caregivers describe their communication practices as “open”?
 - Do parents actively participate with their child or children?

Source:

- Child Care Aware, of the National Association of Child Care Resource and Referral Agencies (NACCRRA): <http://www.childcareaware.org/docs/pubs/102e.pdf>

Playmates & Friends Questionnaire for Teachers

Barbara Davis Goldman & Virginia Buisse, © 2005

The *Playmates & Friends Questionnaire for Teachers (Revised)* was designed to document the number and nature of children's relationships with peers in early childhood settings. The questionnaire is divided into three sections: playmates, special friends, and strategies to facilitate friendship formation. The questionnaire can be completed by a classroom teacher for an individual child to assist in monitoring the child's progress or to develop specialized interventions. The questionnaire is being used as part of the Cost, Quality, and Outcomes of Preschool Inclusion Project funded by the U.S. Department of Education.

Use a separate questionnaire for each selected child. You may want to select friendships that are established as well as those that are just beginning.

Teacher Friendship Strategies

Select a friend: _____

Check how often you use each strategy below with respect to this friendship.

Strategy	Never	Rarely	Occasionally	Frequently	Comments
I provide enough free time choice for these friends to play together					
I let these two friends form their own friendship					
I provide suggestions to solve problems or resolve conflict between these two friends					
I encourage play between these two friends by commenting on their activities in an encouraging way					
I invite these two friends to play together					
I share information with parents so they can arrange play dates outside of school for these two friends					
I allow these friends to play off on their own					
I make special materials or activities available during free choice time that encourage these friends to play together					
I arrange for a child to be close to the friend					
I speak for a child or interpret a child's behavior so the friend can understand					
Other strategies I use					

Source:

- *Playmates & Friends Questionnaire for Teachers, Revised* (3rd edition), by B.D. Goldman and V. Buisse (FPG Child Development Institute, 2005) is available at: http://www.fpg.unc.edu/products/product_detail.cfm?apubslID=463

What to Look For In a Quality Inclusive Prekindergarten (Pre-K) Classroom

Technical Assistance and Training System (TATS), 2008-2009

The Florida Technical Assistance and Training System (TATS) *eUpdates* publications name the most important areas of a quality classroom: physical environment, curriculum, and teaching. This series of articles describes what one would expect to see in a quality inclusion preschool classroom.

ENVIRONMENT – Part 1 of 3

Here are ten elements that comprise a quality inclusive classroom environment for prekindergarten (Pre-K) children with disabilities:

1. Furniture arrangement allows for staff supervision – *What does it look like?*
 - Toys and materials are displayed on low shelves and arrangement of furniture does not block adult view of children.
2. Furnishings are appropriate for young children – *What does it look like?*
 - All furniture is in good condition.
 - Most furniture is child-sized and there are an adequate number of chairs/tables to allow all children to participate.
 - Adaptive furnishings allow children with disabilities to fully participate in the program's activities (e.g., adapted standers/seating).
3. Health and safety procedures are implemented throughout the classroom – *What does it look like?*
 - Child-sized sinks (or stepstools) and washing material are available and hand washing promoted before meals and snacks and after toileting. A designated changing area with changing procedures is posted.
 - Medications and cleaning supplies are out of reach of children. Emergency contact information, emergency care plans, and allergy information is readily available and easily accessible.
 - A daily classroom attendance list is available to account for all children in case of emergency evacuation.
 - Staff frequently scans room and moves around during children's free play, providing ongoing supervision.
 - Health and safety rules are communicated to children.
 - Electrical cords are not accessible to children and outlets are covered.
 - Heavy objects or furniture cannot be pulled down by children.
4. Classroom displays examples of children's work – *What does it look like?*
 - Children's work is displayed at their eye level throughout the room with their names clearly displayed.
5. The room is free of unnecessary clutter and extraneous stimulation – *What does it look like?*
 - Books, blocks, toys, and supplies are neatly stored and displayed, and there is adequate storage for all materials.
 - Work areas cleaned after each use.
 - An adequate, but not overwhelming, number of toys are available to children, and toys are rotated on a regular basis to maintain interest.

6. The classroom spaces are well organized, and learning materials are accessible to all children – *What does it look like?*
- There is ample space to allow children and adults to move freely and sufficient space for equipment.
 - Materials and equipment are available in sufficient quantity to occupy every child involved in activities (duplicate materials are available as needed).
 - Materials are labeled and on open shelves within children's reach to encourage them to select and use materials independently.
 - Quiet centers and active centers do not interfere with one another.
 - Technology is used to extend learning and enrich the curriculum (e.g., computers, tape recorders, microscopes).
 - There are clearly defined interest areas. These may include: art, block, book/listening, dramatic play/housekeeping, fine motor, nature and science, math areas, sand/water table.
7. Language and literacy experiences are prominent throughout the classroom – *What does it look like?*
- A rich assortment of age appropriate children's books and other meaningful print materials are available.
 - There is a listening area that children can access on their own that includes books and audiotapes.
 - Teachers take dictations from children and post them in visible locations.
 - Children use books independently or teaching staff read to children in small groups in addition to group story time.
 - Children are encouraged to experiment with printing their name.
 - All centers are equipped with various writing materials in order to encourage children to create print during play (e.g., shopping lists, tickets, envelopes, etc.).
 - Visual supports are available throughout all areas to support communication. These may include communication boards, a picture exchange system, and picture schedules to learn sequence of the day.
 - Materials that encourage children to communicate are evident throughout the class (puppets and flannel board pieces in book area, toys for dramatic play).
8. Staff interactions with children are positive and promote the development of critical thinking skills – *What does it look like?*
- Teaching staff shows affection by smiling, touching, holding, and speaking to children at their eye level at many times throughout the day. Staff uses visual supports to assist in communicating with less verbal children.
 - Teaching staff promotes reasoning skills, language, and literacy through reading, interactive discussion, questioning, using open-ended questions, art, and other activities.
 - Teaching staff responds to child-initiated questions, observations, and suggestions that occur during activities and uses them to extend learning.
 - Teaching staff interacts and guides children to help them develop physical and social skills during outdoor time.
 - Teaching staff is available to participate in activities; read books; encourage exploration, experimentation and discovery; and to intervene as appropriate to encourage or redirect children's behaviors.
9. Diversity is reflected through the classroom environment and materials – *What does it look like?*
- Displays and books reflect people of different professions, cultures, ages, genders, and abilities.
 - Books are available in languages spoken at home by children; depicting both men and women engaging in gender-neutral work activities (e.g., female firefighter, male sewing).

- Music, decorations, and activities in the classroom reflect the variety of languages and cultures of the families in the program. Pictures, puzzles, and props (such as dress-up clothing) reflect people of different races, cultures, and ethnicities.

10. Outdoor space is safe, accessible for all children, and includes equipment and materials for a variety of activities – *What does it look like?*

Safety

- Outdoor space is protected by fences or natural barriers, and walkways or stairs are free of obstruction and in good condition.
- Size and level of play equipment are appropriate for ages of children. Equipment is well maintained and anchored and does not pose danger of entrapment or injury from pinch points or projections. There is sufficient cushioning under climbing equipment and other fall zones.

Space/Materials/Accessibility

- Outdoor play area is designed to accommodate a variety of motor experiences, such as running, climbing, balancing, jumping, and swinging.
- There is enough gross motor equipment so that children have access without a long wait.
- Assistive technology to increase participation of children with disabilities is available outdoors, if needed, and may include: adaptive positioning equipment; switches and switch toys; toys adapted with hand splints/straps for grasping; adapted swing/tricycle.

CURRICULUM— Part 2 of 3

Here are five elements that comprise a quality inclusive curriculum for prekindergarten (Pre-K) children with disabilities:

1. The level of sound in the room is elevated, indicating that children and teaching staff are involved in communication and learning activities – *What does it look like?*

- Children are actively engaged with materials, objects, and activities with peers and adults.
- The sounds from the room reflect conversations, singing, music, and other activities.

2. There is visible evidence of a developmentally appropriate planned curriculum, lessons plans, a posted schedule, and curriculum guidebook linked to state standards – *What does it look like?*

- The lesson plans are open, current, and reflect activities consistent with the curriculum guidebook, if one is used.
- Children are provided with well planned, meaningful, and fun experiences to develop basic concepts in math, nature/science, art, music, technology, understanding self/community/world, and physical education.
- Children are provided early language and literacy experiences (including “read aloud” and phonological and alphabet awareness activities) in a meaningful, fun, and natural part of their day.
- There is evidence of intentional teaching of social skills built into the daily plan with an attempt to individualize to children’s needs.

3. Throughout the day there are opportunities for various activity groups and learning opportunities from individual to small or larger groups – *What does it look like?*

- A picture schedule is posted at the child's eye level to reflect various activities and play groupings, including playing individually and in small or larger groups. The schedule reflects a variety of activities within recurrent routines that provide structure for the children's day.
- There are daily opportunities for children to freely choose activities indoors and outdoors. This self-directed play period allows time for planning, engaging in activity and/or materials, and cleaning up, thereby practicing various social skills.
- During child-initiated activity periods, teaching staff provides help and encouragement to children when needed, guiding children when necessary toward an activity or actively participating to help them gain additional learning.
- Teaching staff is aware of the daily schedule and follows it, but does not allow the schedule to limit spontaneous learning opportunities that arise with individual children, or within small or larger group activities.

4. There is evidence that accommodations are being made for diverse learners – *What does it look like?*

- Literacy and writing materials are apparent at a variety of learning levels.
- Toys and learning games are provided to children to promote learning at varying learning abilities and levels.
- Materials can be adjusted for children's different ways of learning and may include accommodations to assist children in seeing, handling, or understanding the materials or activities.
- Assistive technology (AT) is evident throughout the entire classroom to increase the level of participation of children with disabilities in all activities. Assistive technology is any tool or device that a student with a disability uses to do a task more easily, faster, or in a better way, such as:
 - AT for Communication– single or multi-message voice output device (a piece of equipment with a programmed message), communication (picture) boards
 - AT for Art– adaptive tool grip, stabilizing materials with clamps/tape, alternative tools for painting (paint rollers/dot markers), adapted scissors; computer software
 - AT for Books and Literacy– stabilizing books with Velcro, bookstand, adapted page turners (hot glue dots, page fluffers, tactile books)
 - AT for Play and Participation– adaptive positioning equipment, switches and switch toys, toys adapted with hand splints/straps for grasping, computer with software for play/games with switch or adapted keyboard.

5. Children are actively engaged in activities – *What does it look like?*

- There are opportunities for children to work together.
- Teaching staff provides supervision to facilitate children's activities and play, making sure all are involved.
- Free play or free choice occurs regularly throughout the day and is reflected in the daily schedule.

TEACHING – Part 3 of 3

Here are four elements that comprise quality inclusive teaching practices to serve prekindergarten (Pre-K) children with disabilities.

1. The adults in the classroom work collaboratively as a team (including teacher, paraprofessionals, therapists, and family) modeling cooperation and problem solving – *What does it look like?*

- Teaching staff uses problem-solving in their interactions with children and one another and models the problem-solving process in naturally occurring situations.

- Teachers provide direction or instruction to other team members about how to work within the classroom.
 - Teaching staff speaks positively to and about other team members.
 - A schedule of staff responsibilities is posted.
- 2. Teaching staff uses positive classroom management strategies and discipline procedures – *What does it look like?***
- The teaching staff establishes, posts, and teaches rules and routines.
 - The teaching staff organizes the environment to avoid behavior problems.
 - Teaching staff is aware of what is happening at all times, monitoring classroom activities and the use of materials, intervening when necessary.
 - Teaching staff plans transitions between activities and keeps those times as minimal as possible. Transitions and routines (including toileting and hand washing) are well planned, efficient, and limit the amount of time children spend waiting.
 - Visual cues, including gestures, written labels, pictures, or objects, are used to assist children to understand routines and manage time as needed.
 - Teaching staff encourages and assists children in identifying problems and developing solutions, using incidental or spontaneous situations as teaching opportunities.
- 3. Teaching staff facilitates the development of social-emotional skills and encourages interactions among all children – *What does it look like?***
- The environment is designed to promote social interactions (i.e., opportunities to play in small groups, opportunities for cooperative activities; dramatic play materials and toys are available, and children with disabilities are grouped with typically developing peers).
 - The curriculum includes the teaching of specific skills, such as labeling and using feeling words, recognizing peers' emotions, friendship skills, turn taking, problem solving, and conflict resolution skills.
 - Teaching staff models, demonstrates, teaches, and gives direct feedback to children throughout the day regarding social-emotional skills.
- 4. There is evidence that family involvement is encouraged in the classroom and at home – *What does it look like?***
- Teaching staff explains activities and classroom rules to family members and guides them in participating in the classroom, outdoors, and in other class activities and events, according to school rules.
 - There is evidence that teaching staff encourages family members to share cultural heritage and practices, stories, activities, and languages.
 - Teaching staff shares positive behavior strategies for consistency in addressing challenging behaviors with families, both at home and at school.

Sources:

- Retrieved from the website of the Florida Technical Assistance and Training System (TATS) *eUpdates*; <http://www.tats.ucf.edu>
 - Part 1 – Environment: <http://www.tats.ucf.edu/docs/eUpdates/ProgramEffectiveness-4.pdf>
 - Part 2 – Curriculum: <http://www.tats.ucf.edu/docs/eUpdates/ProgramEffectiveness-5.pdf>
 - Part 3 – Teaching: <http://www.tats.ucf.edu/docs/eUpdates/ProgramEffectiveness-6.pdf>



Choosing Quality Childcare for a Child with Special Needs

Child Care Aware of NACCRRA, 2009

Child Care Aware, of the National Association of Child Care Resource and Referral Agencies (NACCRRA), posed essential questions, available in brochure format (also available in Spanish), which provide guidance for families to consider in selecting child care for children with special needs. Also included is a *Look, Listen and Act* “tear off” take-along sheet for parents to identify quality child care settings. Quality child care is important for all children, and this brochure provides steps and suggestions for observing programs in five key areas:

- **Positive and happy learning environments**
 - Are the children engaged?
 - Are staff involved with children at eye level?
 - Are the rooms bright and cheerful without being overwhelming with too many sights and sounds?
 - Do the adults speak positively about all children?
- **The right number of and mix of children and adults**
 - Are all children receiving individual attention?
 - Do adults call children by name?
 - Are children comforted, when needed, by staff or other children?
 - Are there sufficient personnel to respond in the event of emergencies?
 - Is the “time out” tactic overused by staff?
- **Trained and supported personnel**
 - Are caregivers trained in early childhood and special needs?
 - Are teaching staff available to attend school district educational meetings with you?
 - Do those who work with children themselves receive positive support?
- **Developmental focus on the child**
 - Do you see and hear a variety of developmental activities taking place?
 - Do the children have opportunities to control objects or events in their environment?
 - Are activities based upon a child’s level of functioning?
 - Are learning materials accessible to children with special needs?
- **Parents treated as partners**
 - Will child care personnel help you develop goals for your child and plans to achieve them?
 - Do personnel provide parents with regular schedules of activities and events?
 - Do teachers and caregivers describe their communication practices as “open”?
 - Do parents actively participate with their child or children?

Source:

- Child Care Aware, of the National Association of Child Care Resource and Referral Agencies (NACCRRA): <http://www.childcareaware.org/docs/pubs/102e.pdf>

Early Childhood Resources

- Council for Exceptional Children
 - <http://www.cec.sped.org//AM/Template.cfm?Section=Home>
- Division for Early Childhood(DEC) of the CEC
 - <http://www.dec-sped.org/>
- DEC/NAEYC Position Statement on Inclusion
 - [http://www.dec-sped.org/About DEC/Position Statements and Concept Papers/Inclusion](http://www.dec-sped.org/About_DEC/Position_Statements_and_Concept_Papers/Inclusion)
- Various DEC Position Statements
 - [http://www.dec-sped.org/About DEC/Position Statements and Concept Papers](http://www.dec-sped.org/About_DEC/Position_Statements_and_Concept_Papers)

Early Childhood Resources

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- The National Professional Development Center on Inclusion
 - <http://community.fpg.unc.edu/npdci>
- Zero to Three
 - <http://www.zerotothree.org/>
- The Early Head Start National Resource Center
 - <http://www.ehsnrc.org/>
- National Head Start Resource Center
 - <http://www.headstartresourcecenter.org/index.cfm>

Early Childhood Resources

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- National Association for the Education of Young Children (NAEYC)
 - <http://www.naeyc.org/>
- DEC/NAEYC Position Statement on Inclusion: Full Version
 - http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updated_KS.pdf
- DEC/NAEYC Position Statement on Inclusion: Summary
 - http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_Summary_A.pdf
- Variety of NAEYC Position Statements
 - <http://www.naeyc.org/positionstatements>

Planning and Follow-Up Formats

Action Plan

Use this form to record individual or group action planning.

1. Identify one thing that you want to do as a result of this training. Write an objective or "I will" statement that summarizes the action you will take.
2. Identify the individual steps you will need to take to achieve this objective, as well as any obstacles you may face and resources you might need.

Individual steps	Potential obstacles & ways to overcome	Needed resources & assistance

3. People who might be affected by my action, and therefore I need to get their support, include:

I am committed to achieving my objective by _____
(Date)

Signature: _____ Current Date: _____