

BARRIERS AND SUPPORTS TO EARLY CHILDHOOD INCLUSION

Pat Wesley & Virginia Buysse
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Early childhood inclusion refers to the practice of serving young children with special needs and typically developing children in the same child care or preschool classroom. Listed below are some barriers and supports to early childhood inclusion reported by professionals and parents of young children with and without special needs. Circle the number that indicates the degree to which YOU feel each item represents a barrier or support to early childhood inclusion BASED ON YOUR OWN EXPERIENCES AND/OR BELIEFS. If you are unsure or have never experienced some of these barriers or supports, indicate this by circling "not sure".

Today's Date (mm/dd/yy): ____/____/____

Circle the number that indicates the extent to which YOU feel each item represents a barrier to early childhood inclusion BASED ON YOUR OWN EXPERIENCES AND/OR BELIEFS.

Barriers to Early Childhood Inclusion	Definitely Not a Barrier	Probably Not a Barrier	Not Sure	Probably a Barrier	Definitely a Barrier
1. Fear that children with special needs will be harmed in some way	1	2	3	4	5
2. Fear that typically developing children will be harmed in some way	1	2	3	4	5
3. Lack of transportation	1	2	3	4	5
4. Not enough full-day child care options	1	2	3	4	5
5. Not enough high-quality child care programs	1	2	3	4	5
6. Low state standards for regular child care and preschool programs	1	2	3	4	5
7. Not enough training to prepare regular teachers and providers for inclusion	1	2	3	4	5
8. Not enough training to prepare specialists for inclusion	1	2	3	4	5
9. Too many children in each class	1	2	3	4	5
10. Not enough teachers in each class	1	2	3	4	5
11. Too many children with special needs in each class	1	2	3	4	5
12. Not enough children with special needs in each class	1	2	3	4	5
13. Resistance among families of typically developing children	1	2	3	4	5
14. Resistance among families of children with special needs	1	2	3	4	5
15. Not enough special therapies and services for children who need them in regular child care and preschool programs	1	2	3	4	5

	Definitely Not a Barrier	Probably Not a Barrier	Not Sure	Probably a Barrier	Definitely a Barrier
16. State standards in regular child care and preschool programs do not address the needs of children with disabilities	1	2	3	4	5
17. State standards for regular child care and preschool programs are applied differently by different agencies or staff	1	2	3	4	5
18. Resistance among therapists	1	2	3	4	5
19. Regular child care and preschool classrooms are not designed for children with special needs (for example, rooms are too small for wheelchairs)	1	2	3	4	5
20. Differences between regular teachers/ providers and specialists in their views and teaching practices	1	2	3	4	5
21. Conflicts between regular teachers/ providers and specialists over salaries and roles	1	2	3	4	5
22. Funding guidelines are not flexible	1	2	3	4	5
23. Special therapies and services are planned without involving families and other caregivers	1	2	3	4	5
24. Lack of time to communicate with families of children with special needs	1	2	3	4	5
25. Concern that inclusion is not cost effective	1	2	3	4	5
26. Lack of supervision and support for staff providing services in regular child care and preschool programs	1	2	3	4	5
27. Resistance among program administrators	1	2	3	4	5
28. Not enough materials, supplies, toys, equipment, or assistive technology in regular child care and preschool programs	1	2	3	4	5
29. Problems in developing contracts or agreements among agencies	1	2	3	4	5
30. Concern about liability in regular child care and preschool programs	1	2	3	4	5
31. Not enough opportunities for children with and without special needs to be together in future placements	1	2	3	4	5
32. Resistance among early childhood special educators	1	2	3	4	5
33. Lack of time for planning and coordinating services for children with special needs in regular child care and preschool programs	1	2	3	4	5
34. Resistance among regular child care providers or teachers	1	2	3	4	5

35. Of the barriers listed above in items 1-34, which three are the greatest obstacles to inclusion that you have experienced? Write the item numbers.

36. Please describe any barriers that you may have experienced that are not listed above.

Circle the number that indicates the degree to which YOU feel each item represents a support for early childhood inclusion BASED ON YOUR OWN EXPERIENCES AND/OR BELIEFS.

Supports of Early Childhood Inclusion	Definitely Not a Support	Probably Not a Support	Not Sure	Probably a Support	Definitely a Support
1. Positive working relationship among people from different agencies, programs, and professions	1	2	3	4	5
2. Special services and therapies are planned together with the family and other caregivers	1	2	3	4	5
3. Clearly defined roles of adults involved in providing special therapies and services	1	2	3	4	5
4. Flexible hours for staff that make it possible to meet with families at their convenience	1	2	3	4	5
5. Full-day child care options available and accessible	1	2	3	4	5
6. High quality child care programs are available	1	2	3	4	5
7. Programs have clear mission statements that support serving children with and without disabilities together	1	2	3	4	5
8. There are appropriate standards for hiring staff for regular child care and preschool programs	1	2	3	4	5
9. Training provided to prepare regular child care providers and teachers for inclusion	1	2	3	4	5
10. Training provided to prepare specialists for inclusion	1	2	3	4	5
11. Administrators who are willing to take risks and act creatively to overcome barriers	1	2	3	4	5
12. Community activities that raise awareness about inclusion	1	2	3	4	5
13. At least one inclusive program is highly visible in the community	1	2	3	4	5
14. Resources such as consultants, books, or videos are available to support inclusion in regular child care and preschool programs	1	2	3	4	5
15. Staff show through their actions and practices that all children are valued regardless of differences	1	2	3	4	5

	Definitely Not a Support	Probably Not a Support	Not Sure	Probably a Support	Definitely a Support
16. State standards in regular child care and preschool programs address the needs of children with disabilities	1	2	3	4	5
17. Flexible funding guidelines exist	1	2	3	4	5
18. Agencies work together to develop contracts and agreements	1	2	3	4	5
19. Therapists and special educators provide necessary services in regular child care and preschool programs	1	2	3	4	5
20. Families of typically developing children are advocates for inclusion	1	2	3	4	5
21. Families of children with special needs are advocates for inclusion	1	2	3	4	5
22. Opportunities for children with and without disabilities to be together are available in future placements	1	2	3	4	5
23. Effective supervision and support for staff providing services is given in regular child care and preschool programs	1	2	3	4	5
24. Enough time is available for planning and coordinating services for children in regular child care and preschool programs	1	2	3	4	5
25. Transportation is available for children with special needs enrolled in regular child care and preschool programs	1	2	3	4	5
26. Staff in regular child care and preschool programs have had positive experiences in working with children with special needs	1	2	3	4	5

27. Of the supports listed above in items 1-26, which three are the greatest supports for inclusion that you have experienced? Write the item numbers.

28. Please describe any supports that you have experienced that are not listed above.

NOTE: Survey items were developed based on the authors' experience in the field and a review of the literature on early childhood inclusion. The following sources were consulted: Peck, Hayden, Wandschneider, Peterson & Richarz (1989); Rose & Smith (1992); Smith & Rose (1991); Smith & Rose (1994).