**From All to Each and Every:**

**Resources to Bring an Emphasis on Inclusion to ANY Conversation[[1]](#footnote-2)**

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**National Trends and Transitions**

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

*The Institute of Medicine’s seminal report supports building a workforce unified by the science of child develop-ment and early learning and the shared knowledge and competencies needed to provide consistent, high-quality support for the development and early learning of children from birth through age 8.*

Source:[**http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx**](http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx)

Power to the Profession

*Power to the Profession is a national collaboration to define the early childhood profession by establishing a unify-ing framework for career pathways, knowledge, and competencies, qualifications, standards, and compensation.*

Sources: [**https://www.naeyc.org/our-work/initiatives/profession**](https://www.naeyc.org/our-work/initiatives/profession)

[**https://www.naeyc.org/our-work/initiatives/profession/decision-cycles/power-profession-decision-cycles-3456**](https://www.naeyc.org/our-work/initiatives/profession/decision-cycles/power-profession-decision-cycles-3456)

Draft Professional Standards and Competencies for Early Childhood Educators

*This site has an archive with the first of draft of revised standards/competencies that are currently being developed in response to Power to the Profession. The document includes examples for each standard of what might be expected for a student at CDA, associate, and bachelors-degree levels. The 2nd draft is available for public comment through June 14.*

Source: [**https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies**](https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies)

NAEYC Position Statement: Advancing Equity in Early Childhood Education

*Although equity and diversity are referenced in our NAEYS’S core values and beliefs, they have never had a separate position statement focused solely on these issues. The first draft of this new resource was out for national comment until April 5.* Source: [**https://www.naeyc.org/resources/position-statements/equity-draft**](https://www.naeyc.org/resources/position-statements/equity-draft)

**New Resources for Your Inclusion Toolbox**

**Advocate’s Guide to Transforming Special Education**

[**https://reports.innovateschools.org/wp-content/uploads/2018/05/An-Advocates-Guide-to-Transforming-Special-Education.pdf**](https://reports.innovateschools.org/wp-content/uploads/2018/05/An-Advocates-Guide-to-Transforming-Special-Education.pdf)

**Resources to Support Inclusive Practices1**

EVIDENCE

Fact Sheet of Research on Preschool Inclusion

[**http://ectacenter.org/~pdfs/topics/inclusion/research/Research\_Supporting\_Preschool\_Inclusion\_R.pdf**](http://ectacenter.org/~pdfs/topics/inclusion/research/Research_Supporting_Preschool_Inclusion_R.pdf)

*This 6-page handout presents 11 evidence-based facts that support inclusive practices in the preschool.*

Research Synthesis Points on Practices That Support Inclusion

[**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf)

*This document provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. These practices are organized into three major sections corresponding to the defining features of high- quality early childhood inclusion as described in the joint position statement.*PRINT

Classroom Routine Support Guides

*These guides were developed to assist teachers and caregivers in problem-solving a plan to support young children who are having challenging behavior. Organized around the routines/activities that would typically occur in an early childhood setting, the guide is designed to help early childhood professionals understand the purpose or meaning of the behavior, and to support them to select strategies to make the behavior irrelevant, inefficient, and ineffective. They can do this by selecting prevention strategies, teaching new skills, and changing responses to eliminate or minimize the challenging behavior, examples for which are provided in the guides.*

* **Routine-Based Support Guide (2-5)** [**http://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC\_RoutineBasedSupportGuide.pdf**](http://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_RoutineBasedSupportGuide.pdf)
* **Early Elementary K-2nd Grade (5-8)** [**http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide\_class\_early\_elementary.pdf**](http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_class_early_elementary.pdf)

How Inclusion is Benefitting One Child Without Disabilities: Dillon’s Story [**http://ici.umn.edu/products/impact/221/9.html**](http://ici.umn.edu/products/impact/221/9.html)

*This one-page article shares the perspectives of the family of a young child who is typically developing regarding the benefits they see accruing from their son’s participation in inclusive early childhood programs.*

AUDIOVISUAL

Everyone’s Welcome[**https://www.youtube.com/watch?v=1MJrRvpjB1I**](https://www.youtube.com/watch?v=1MJrRvpjB1I)

*Watch this delightful video and use it to discuss how to make everyone welcome in your work with children and families.*

Results Matter Video Library[**https://www.cde.state.co.us/resultsmatter/rmvideoseries**](https://www.cde.state.co.us/resultsmatter/rmvideoseries)

*The Library contains video clips about early intervention, the use of observation, documentation, and assessment to inform practice, effective applications of technology and more. This catalog provides an overview of each of the hundreds of free, downloadable clips in the library, including the duration of each clip.*

ONLINE

Early Childhood Recommended Practice Modules[**https://rpm.fpg.unc.edu/**](https://rpm.fpg.unc.edu/)

*These modules were developed for early care and education, early intervention, and early childhood special education* ***faculty and professional development providers*** *to use within their coursework and trainings. These modules are designed to support the implementation of the* ***Division of Early Childhood Recommended Practices****.  Audio clips, video clips, hand-outs, activities, and supports for instructors are all available online.*

**Inclusion: Finding a Common Understanding**

[**http://www.communityplaythings.com/resources/articles/2015/what-is-inclusion**](http://www.communityplaythings.com/resources/articles/2015/what-is-inclusion)

*This article highlights, from the perspective of a classroom teacher, how access and full participation are different from physical integration.*

**Building Family Engagement through Communication Strategies**

[**https://challengingbehavior.cbcs.usf.edu/docs/Communicating-with-Families.pdf?utm\_content=&utm\_medium=email&utm\_name=&utm\_source=govdelivery&utm\_term**](https://challengingbehavior.cbcs.usf.edu/docs/Communicating-with-Families.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)**=**

*The* [***National Center for Pyramid Model Innovations***](https://lnks.gd/l/eyJhbGciOiJIUzI1NiJ9.eyJlbWFpbCI6ImNhbWlsbGUuY2F0bGV0dEB1bmMuZWR1IiwiYnVsbGV0aW5fbGlua19pZCI6IjEyNSIsInN1YnNjcmliZXJfaWQiOiIyMDI4OTI2ODIiLCJsaW5rX2lkIjoiNTY0Mzc5MDM3IiwidXJpIjoiYnAyOmRpZ2VzdCIsInVybCI6Imh0dHBzOi8vY2hhbGxlbmdpbmdiZWhhdmlvci5jYmNzLnVzZi5lZHU_dXRtX2NvbnRlbnQ9JnV0bV9tZWRpdW09ZW1haWwmdXRtX25hbWU9JnV0bV9zb3VyY2U9Z292ZGVsaXZlcnkmdXRtX3Rlcm09IiwiYnVsbGV0aW5faWQiOiIyMDE5MDQyOS41MjY4NzcxIn0.agh1PyrRSX8X6EU2KezUugaF7JlVDC15L_8fxpp0Rf0) *recently developed an infographic on* [***Communicating with Families: Helpful Suggestions***](https://lnks.gd/l/eyJhbGciOiJIUzI1NiJ9.eyJlbWFpbCI6ImNhbWlsbGUuY2F0bGV0dEB1bmMuZWR1IiwiYnVsbGV0aW5fbGlua19pZCI6IjEyNyIsInN1YnNjcmliZXJfaWQiOiIyMDI4OTI2ODIiLCJsaW5rX2lkIjoiNTY0Mzc5MDA5IiwidXJpIjoiYnAyOmRpZ2VzdCIsInVybCI6Imh0dHBzOi8vY2hhbGxlbmdpbmdiZWhhdmlvci5jYmNzLnVzZi5lZHUvZG9jcy9Db21tdW5pY2F0aW5nLXdpdGgtRmFtaWxpZXMucGRmP3V0bV9jb250ZW50PSZ1dG1fbWVkaXVtPWVtYWlsJnV0bV9uYW1lPSZ1dG1fc291cmNlPWdvdmRlbGl2ZXJ5JnV0bV90ZXJtPSIsImJ1bGxldGluX2lkIjoiMjAxOTA0MjkuNTI2ODc3MSJ9.43aIsNVwkIRXFjS2bcymyVXW8Okj_kU4-LDHTxpstGU)*. It highlights communication strategies that early childhood programs can use to engage with families and invite families to share information about their child, themselves, and what they see as important.*

**EarlyEdU Multimedia Resources**

* Join EarlyEdU Alliance as an individual to access
* Enter name and email at [**https://www.earlyedualliance.org/membership-registration/**](https://www.earlyedualliance.org/membership-registration/)
* Go to Multimedia Resources

**Paul Brookes Inclusion Lab** [**https://blog.brookespublishing.com/**](https://blog.brookespublishing.com/)

**Kindergarten Greeting Routine** [**https://www.youtube.com/watch?v=fZZ8zpQPPnY**](https://www.youtube.com/watch?v=fZZ8zpQPPnY)

**Incorporating an Emphasis on Individualizing in Any Conversation**

**Vermont Family Stories1**

**Listening to Family Stories****1**

**Vermont Guiding Principles1**

**Using personas1**

**Coming Attractions**

**CONNECT Modules updated and migrating to the DEC website**

**Revisions to Developmentally Appropriate Practice (DAP)**

|  |  |
| --- | --- |
| **Topics** | **Evidence-Based Practices on This Topic** |
| Supporting young children who are dual language learners (DLLs) | Resources to Support the Full Participation of Young Children who are Dual Language Learners and their Families[**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections) |
| Building resilience: Sup-porting young children who have experienced trauma or maltreatment | Building Resilience: Resources for Supporting Young Children Who Have Experienced Trauma and Maltreatment and Their Families [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections) |
| Culture, diversity and equity | Culture, Diversity, and Equity Resources[**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections) |
| Family engagement | Family Engagement Resources[**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections) |

Catlett, C., & Soukakou, E.P. (2019, July). Assessing opportunities to support each child: 12 practices for quality inclusion. *Young Children*.

## Logo: STEM Innovation for Inclusion in Early Education (STEMIE) Center Introducing STEMIE!  The STEM Innovation for Inclusion in Early Education Center

[**https://stemie.fpg.unc.edu/**](https://stemie.fpg.unc.edu/)

**Neighbors Learn Sign** [**https://cbsn.ws/2Ihp9pd**](https://cbsn.ws/2Ihp9pd)

1. Materials from this session and the 2018 session are posted at **https://fpg.unc.edu/presentations/all-each-and-every-2** [↑](#footnote-ref-2)