High Quality Inclusion: Practices that Promote Access, Participation, and Supports

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November 19, 2011
DEC 27th Annual International Conference on Young Children with Special Needs and Their Families
Where do you go for good information?
What do we mean by evidence-based practices?
identifying specific research-based practices that have been validated through a rigorous review process

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005
A decision-making process that integrates the best available research evidence with family & professional wisdom & values

Buysse & Wesley, 2006; Buysse, Wesley, Snyder, & Winton, 2006
Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities¹ and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 5 with disabilities and their families have come to be known as early childhood inclusion.²

The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered.³ However, because inclusion takes many different forms and implementation is influenced by a wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high-quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high-quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.
Definition

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.
Defining Features

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

**Participation** – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.
Defining Features

**Supports** – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.
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

http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion
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<th>What do you see?</th>
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<th>Participation</th>
<th>Supports</th>
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Delaware MAPS
Meaningful Access Participation & Supports
A Guide to High Quality Inclusion of Children with Disabilities for Families and their Communities

Delaware MAPS (Meaningful Access Participation & Supports) is a component of Delaware’s Early Childhood Inclusion Toolkit and is a project of the State of Delaware Expanding Inclusive Early Intervention Opportunities (EIEIO) Workgroup, intended for families of children with disabilities and those essential to making high quality inclusion happen. (Other essential stakeholders are early childhood practitioners, related service personnel, community programs and families without children with disabilities.)

12/31/2010
A new resource

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

**Access**—removing physical barriers, providing a wide range of activities and environments, and making necessary adaptations to create optimal development and learning for individual children;

**Participation**—using a range of Instructional and Intervention approaches to promote engagement in play and learning activities, and a sense of belonging for every child; and

**Supports**—creating an infrastructure of systems-level supports for implementing high-quality inclusion.

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

Practices that Support Access

Universal Design (UD)/Universal Design for Learning (UDL)
UD and UDL support access to early care and education environments through the removal of physical and structural barriers (UD) and the provision of multiple and varied formats for instruction and learning (UDL).^2


Assistive Technology (AT)

AT interventions involve a range of strategies to promote a child’s access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment. Combining AT with effective teaching promotes the child’s participation in learning and relating to others.^3


Practices that Support Participation

Embedded Instruction and Other Naturalistic Interventions

Embedded instruction and intervention strategies address specific developmental or learning goals within the context of everyday activities, routines, and transitions at home, at school, or in the community.^4


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^2 No research syntheses or published peer reviewed studies are available for appraising the evidence related to universal design or universal design for learning prior to kindergarten. The citation included is a school-aged example.


Practices That Support ACCESS

Universal Design/Universal Design for Learning
Practices That Support ACCESS

Assistive Technology
Video 5.12: Eating at Boston Market

http://community.fpg.unc.edu/connect-modules/resources/videos/video-5-12
CONNECT
The Center to Mobilize Early Childhood Knowledge

http://community.fpg.unc.edu/connect-modules/index.htm
Now Available

- Module 1: Embedded Interventions (English & Spanish)
- Module 2: Transition (English & Spanish)
- Module 3: Communication for Collaboration (English & Spanish)
- Module 4: Family-Professional Partnerships (English & Spanish)
- Module 5: Assistive Technology Interventions
- Module 6: Dialogic Reading Practices

COMING SOON

- Tiered Approaches
  - Social emotional
  - Academic practices
- Spanish translation of Modules 5-8
Practices That Support PARTICIPATION: Embedded Instruction and Other Naturalistic Interventions

- **Embedded Learning Opportunities videos**
- **Embedded Learning Opportunities resources** (PowerPoints, presenter notes, handouts)
Practices That Support PARTICIPATION: Scaffolding Strategies
**ADAPTATION NOTES**

- What is currently happening?
- What would you like to see happen?
- How can we change the environment?
- How can we change the activity?
- How can we change the materials?
- How can we provide assistance?
- After you have made the changes, what is currently happening?

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**CARAs Kit®** Creating Adaptations for Routines and Activities
Song of our Children
Practices That Support PARTICIPATION: Tiered Models of Instruction/Intervention

Resources on Response to Intervention

Center for Response to Intervention in Early Childhood
Practices Relating to Systems-Level SUPPORTS

Professional Development
Models of Collaboration
Family-Professional Collaboration
So what do you think?

Suggestions? Resources?

Are these resources you could use in your work?

What do you think about the next steps?