

SUPPORTING INCLUSIVE PRACTICES FOR YOUNG CHILDREN WITH DIVERSE ABILITIES

EVIDENCE RESOURCES

AAP Diversity and Inclusion Statement (0-9)

<http://pediatrics.aappublications.org/content/pediatrics/141/4/e20180193.full.pdf>

In March 2018, the American Academy of Pediatrics (AAP) released its position statement on diversity and inclusion to communicate its commitment to "promoting nurturing, inclusive environments" and to "actively opposing intolerance, bigotry, bias, and discrimination." The AAP plans to continue using policy, advocacy, and education that supports inclusivity and cultural effectiveness for all children and families, as well as, foster a health care system and communities that honor diversity.

Children with Disabilities: State-Level Data from the American Community Survey (0-9)

<http://www.childtrends.org/wp-content/uploads/2013/06/2012-29ChildDisabilities.pdf>

This 2012 research brief from Child Trends provides data on the number and percentage of children identified as having a disability in the U.S., and for each of the states. It also presents information on the percentage of children with a disability living in poverty and data on health insurance status.

Commonly Asked Questions About Child Care Centers and the Americans with Disabilities Act (0-5)

<http://www.ada.gov/childqanda.htm>

The Department of Justice developed these questions and answers on serving children with disabilities in child care programs.

Considerations for Developing State Policy and Guidance on Inclusion of Children with Disabilities in Early Childhood Programs (0-5)

<http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/considerations-state-policies.pdf>

This resource is intended as a tool for states to develop policy/guidance to implement high-quality inclusive practices across early care and education programs. States should carefully examine current practices to determine what policy/guidance needs to be in place to improve the opportunities for high-quality inclusion across early care and education programs. States may choose to use all the areas to guide policy/guidance development, or select one or more specific areas to address.

Dear Colleague Letter and Resource Guide on Students with ADHD (3-21)

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf>

The U.S. Department of Education's Office for Civil Rights (OCR) recently issued guidance clarifying the obligation of schools to provide students with attention-deficit/hyperactivity disorder (ADHD) with equal educational opportunity under Section 504 of the Rehabilitation Act of 1973. The new guidance provides a broad overview of Section 504 and school districts' obligations to provide educational services to students with disabilities, including students with ADHD. Additional resources are also provided.

Dear Colleague Letter - Preschool Least Restrictive Environments (LRE) (3-5)

<https://www2.ed.gov/policy/speced/guid/idea/memosdcrltrs/preschool-lre-dcl-1-10-17.pdf>

The Office of Special Education Programs (OSEP) released this letter in January 2017 to provide updated guidance and clarification on: Key Statutory and Regulatory Requirements, Preschool Placement Options, Reporting Educational Environments Data for Preschool Children with Disabilities, and Use of IDEA Part B Funds for Preschool Children with Disabilities. It reaffirms OSEP's position that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations.

DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014 (0-8)

<http://ectacenter.org/decrp/decrp.asp>

The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through 5, who have or are at-risk for developmental delays or disabilities. The purpose of this document is to help bridge the gap between research and practice by highlighting practices that result in better outcomes for young children with disabilities.

Early Childhood Inclusion: A Joint Position Statement DEC and NAEYC (0-8)

http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

The position statement contains a definition of early childhood inclusion and provides recommendations for families and professionals for improving early childhood services and policies with regards to inclusion.

This collection was compiled and annotated by [Camille Catlett](#) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of March 2020. **Highlighted resources are available in English and Spanish.** This resource is posted at <http://fpg.unc.edu/presentations/vermont-resource-collections>

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Early Childhood Inclusion: Challenges and Strategies from the 2014 Preschool Inclusion Survey (3-5)

https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Early%20Childhood%20Inclusion_Challenges%20and%20Strategies.pdf

The 2014 Preschool Inclusion Survey, results of which are summarized in this document, affirmed that: 1) children with disabilities can be effectively educated in inclusive programs that use specialized instruction; 2) inclusion benefits all children, both with and without disabilities; 3) families of all children generally have positive views of inclusion; 4) inclusion is not more expensive than separate instruction; and 5) children with disabilities do not need to be “ready” for enrollment in inclusive programs.

Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder ()

<http://autismpdc.fpg.unc.edu/evidence-based-practices>

While many interventions exist for autism spectrum disorder, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). This website is a source for information about evidence-based practices, including an overview and general description, instructions for implementation, an implementation checklist, and, often, a video example.

Fact Sheet of Research on Preschool Inclusion (3-5)

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.

Including Children with Disabilities in State Pre-K Programs (3-5)

http://www.edlawcenter.org/assets/files/pdfs/publications/PreKPolicyBrief_InclusionChildrenWithDisabilities.pdf

This policy brief provides an overview of the law and sets forth a list of policy recommendations that can help ensure that children with disabilities receive an appropriate public education in the least restrictive environment.

Inclusion for Preschool Children with Disabilities: What We Know and Should Be Doing (3-5)

http://www.eclre.org/media/88372/strain_what_we_know_.pdf

This brief summarizes what we know and what we should be doing to support high quality inclusion.

Local District Preschool Inclusion Self-Assessment (3-5)

<http://ectacenter.org/~pdfs/topics/inclusion/local-inclusion-self-assessment.pdf>

This self-assessment tool provides a framework for discussion to promote partnerships among schools, early care and education professionals, and families to promote the inclusion of young children with disabilities in early childhood programs. Results can be used to identify and prioritize changes that will support greater quality.

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs (0-5)

<https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>

This September 2015 policy statement was developed to set a vision and provide recommendations to States, local educational agencies, schools, and public and private early childhood programs, from the U.S. Departments of Education and Health and Human Services, for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs. The document provides a concise summary of the status of, challenges to, and opportunities for inclusion.

Preschool Inclusion: Key Findings from Research and Implications for Policy (3-5)

http://www.nccp.org/publications/pub_1154.html

This report highlights research on preschool inclusion in three areas: effects of inclusive preschool on children's early learning and development, the quality of inclusive preschool programs, and how to improve the quality of inclusive preschool. The report also presents recommendations for policies that are supported by research including policies related to the funding of early care and education programs, states' professional development systems, and investments in gathering critical information about inclusive preschool programs for ongoing monitoring and quality improvement.

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation (0-8) <https://tinyurl.com/yb4cd7gw>

This 2007 position statement from the Division for Early Childhood (DEC) was created to serve as a companion document to a 2003 joint position statement, Early Childhood Curriculum, Assessment, and Program Evaluation—Building an Effective, Accountable System in Programs for Children Birth Through Age 8, created by the NAEYC and NAECS/SDE.

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Research Synthesis Points on Early Childhood Inclusion (0-5)

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009_0.pdf

This document highlights nine key conclusions, based on a review of the literature on early childhood inclusion. A list of references accompanies each key conclusion and some definitions are provided at the end of the document.

Research Synthesis Points on Practices That Support Inclusion (0-5)

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 SOURCES

An Administrator's Guide to Preschool Inclusion (3-5)

http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/ECRII_Administrators_Guide_2000.pdf

The purpose of this guide is to address issues administrators deal with in creating and supporting inclusive preschool programs. It discusses barriers and roadblocks that may be encountered and practical strategies for addressing them.

Classroom Routine Support Guides (2-8)

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

- **Early Elementary K-2nd Grade (5-8)**

http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_class_early_elementary.pdf

Collaborative Steps: Paving the Way to Kindergarten for Young Children with Disabilities (3-6)

<http://www.readingrockets.org/article/paving-way-kindergarten-young-children-disabilities>

Presented through the voice of a parent whose child is entering kindergarten, this article provides useful information and helpful points about collaboration with the family in the transition process.

Continuity and Change From Full-Inclusion Early Childhood Programs Through the Early Elementary Period (3-8)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2947029/>

Children with mild developmental delays who were initially enrolled in full-inclusion preschool or kindergarten programs were followed for 3 years. Changes in the type of inclusive placements as children transitioned to first and second grades were monitored, and associations between placement type and child and family characteristics were examined. Results revealed a high level of continuity in that most children remained in partial or full inclusion settings over time. However, a substantial reduction in full-inclusion placements occurred between the 2nd and 3rd year when children were completing the transition to first and second grades. Placements in less inclusive settings were associated with children's levels of cognitive and language development. The authors posit that placement in full-inclusion programs in the early childhood years creates a momentum to continue maximum participation in inclusive settings over time.

Culturally Responsive Strategies to Support Young Children With Challenging Behavior (3-9)

<https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies>

This article describes five culturally responsive core strategies to promote positive teacher relationships with young children in preschool and minimize challenging behavior: learn about children and families, develop and teach expectations, take the child's perspective, teach and model empathy, and use group times to discuss conflict. As African American boys experience a much higher rate of suspensions and expulsions from preschool settings than do other children (Gilliam 2005), these relationship-building techniques are particularly relevant for teachers as they reflect on their own practices and biases—especially toward African American boys—in early childhood classrooms.

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Facilitating the Meaningful Participation of Culturally and Linguistically Diverse Families in the IFSP and IEP Process (0-5)

<http://bottemabeutel.com/wp-content/uploads/2014/01/Zhang-Bennett-IEP-CLD-families.pdf>

This article briefly reviews literature regarding the involvement and participation of culturally and linguistically diverse (CLD) families in the special education process. Barriers to family participation and strategies for facilitating family participation are summarized, and important issues for supporting successful collaboration are highlighted.

Family Routine-Based Support Guides

These guide was developed to assist family members and caregivers in developing plans to support and build relationships with young children who are using challenging behavior. It uses daily routines to promote understanding of what children may be communicating through the challenging behavior, provide strategies that can help a child participate in a routine without having challenging behavior, and offer ideas on how to respond in ways to keep the behavior from happening.

- Building Relationships with Infants (0-3)
http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_family_relationships-infants.pdf
- Early Elementary (4-8)
http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_family_early-elementary.pdf

How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story (3-5)

<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.

Implementing the Project Approach in an Inclusive Classroom: A Teacher's First Attempt With Project-Based Learning (3-5)

<http://www.naeyc.org/publications/vop/implementing-inclusive-classroom>

In this article, the author explores how a teacher can implement the project approach in an inclusive classroom in a preschool that has a history of structured, teacher-driven curriculum.

The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families (0-3)

<http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>

Prepared by the Early Childhood Technical Assistance Center, this document provides a brief explanation for the importance of early intervention in young children with disabilities and their families.

Including Children with Special Needs: Are You and Your Program Ready? (3-6)

<http://cisparkers.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf>

This article provides some basic principles of inclusion, a list of recommended resources, and a Preschool and Kindergarten Inclusion Readiness Checklist that includes a section for all children and other sections on specific disability types.

Integrating Principles of Universal Design into the Early Childhood Curriculum (3-8)

https://pdfs.semanticscholar.org/e99b/d01432da51ad0ffc7733edd96f7f39fc3d9a.pdf?_ga=2.268219214.1376640910.1583787967-1663157684.1577929277

The authors offer examples and recommendations for how teachers of young children can support each young learner in diverse early learning settings by using Universal Design for Learning.

Integrating Therapy into the Classroom (3-5)

<https://www.uvm.edu/~cdci/iteam/documents/IntegratingTherapyIntoClassrooms1.pdf>

This short publication packs in a great deal of relevant information: evidence for the benefits of integrated therapy plus discipline-specific insights from an occupational therapist, speech language-pathologist, physical therapist, and special educator. Suggestions for how to talk with family members about integrated therapy are also provided.

Making the Most of Creativity in Activities for Young Children with Disabilities (3-5)

https://cpin.us/sites/default/files/CC/VPA/docs/intro/Creativity_Disabilities_Young_children.pdf

Using the MOST (Materials + Objectives + Space + Time) approach, this article offers practical suggestions and planning tips for including children with disabilities in classroom activities. Examples of how the MOST approach can be used for children with visual impairments, hearing impairments, autism, or physical disabilities are presented in a chart.

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Moving Bodies, Building Minds: Foster Preschoolers' Critical Thinking and Problem Solving Through Movement (3-5)

http://www.mubarakelt.com/uploads/3/4/2/4/34242129/moving_bodies_russo_marigliano_online_0911.pdf

This article explains how critical thinking and problem-solving skills can be developed in preschoolers through movement. It offers strategies for using movement activities, considerations for children with disabilities, and family connections.

Opportunities for Improving Programs and Services for Children with Disabilities

<https://www.nap.edu/catalog/25028/opportunities-for-improving-programs-and-services-for-children-with-disabilities>

This May 2018 report conceptualizes the meaning of childhood disability and what successful health and functioning outcomes look like in the lifespan of a child with disabilities. Case studies and references are also included.

Partnering with Families of Children with Special Needs (0-5)

https://www.mbaea.org/media/documents/Young_Children__Sept_2009_Partnerin_D7536CF6133CB.pdf

Intended for educators, this article provides readers with an understanding of the experience and processes that families go through upon learning their child has a disability, as well basic information about IFSP and IEP services. It also explains several strategies for working with families with children with disabilities.

Strategies for Success: Creating Inclusive Classrooms that Work (5-9)

https://pealcenter.org/wp-content/uploads/2017/05/Strategies-for-Success-Creating-Inclusive-Classrooms-that-Work_-_PEAL-Center-1.pdf

While the age range of this booklet is from Kindergarten through high school, it offers excellent ideas for supporting inclusion in early childhood classrooms. It describes the characteristics of inclusive settings, offers strategies for achieving inclusion, and promotes the use of strategies that will benefit both children with disabilities and their peers.

What is the Difference Between an IFSP and an IEP? <http://www.pacer.org/parent/php/PHP-c59.pdf> (0-5)

This short document summarizes the differences between an IFSP and an IEP. A chart is provided on the second page.

AUDIOVISUAL SOURCES

0 to 5 in 30 Minutes! Sensory Processing Disorders (0-5)

https://www.youtube.com/watch?v=_SSzkA6uTFs&list=PLDA998AC929A52481&index=11

This video provides an overview of the characteristics of children who may be experiencing difficulty with sensory process and offers ideas for how to support them.

Adapting Literacy Learning Practices for Young Children with Disabilities (0-5)

http://www.earlyliteracylearning.org/ppts/OSEP_National_EC_Conf_Dec_08.pps

This presentation provides suggestions for literacy activities for young children with disabilities that anyone can use.

Amazing Things Happen (all)

<https://www.youtube.com/watch?v=Ezv85LMFx2E>

This introduction to autism raises awareness among young non-autistic audiences and stimulates understanding and acceptance. It is intended to be viewed by anyone but especially teachers and parents.

Brandon's Story: A Mother's Voice <https://www.youtube.com/watch?v=zIzBK1JgGgM&feature=youtu.be> (all)

This video highlights one family's journey from the earliest days of receiving a diagnosis, through early intervention, and into productive young adult life.

Bri, Her Family, and Early Intervention http://www.youtube.com/view_play_list?p=9DC2069DAD870262 (0-3)

Produced by the Illinois EI Training Program, this series of video clips show the process of a family going through the development of the Individualized Family Service Plan (IFSP).

Bringing the Early Signs of Autism Spectrum Disorders Into Focus (0-1)

<http://www.youtube.com/watch?v=YtvP5A5OHpU&feature=youtu.be>

To improve recognition of the early signs of autism spectrum disorder (ASD), Dr. Rebecca Landa developed this 9-minute video tutorial on ASD behavioral signs in one-year-olds. The tutorial consists of six video clips comparing toddlers who show no signs of ASD to toddlers who show early signs of ASD. Each video is presented with voice-over explaining how the specific behaviors exhibited by the child, are either indicative of ASD or typical child development

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AUDIOVISUAL SOURCES

Bumblebees <https://www.youtube.com/watch?v=C8c5N6BmCLO> (all)

This award-winning film chronicles an episode in the life of a young man on the autism spectrum and reminds us that early intervention is a long-term investment.

Bus Stop Tours of Inclusive Classrooms http://www2.edc.org/NCIP/tour/Bus_stops.html (3-7)

This website presents a 'guided tour' of improving practice in special education beginning with a global view of the key elements of effective practice, followed by visits to an integrated classroom and a self-contained classroom. The tour ends at the Visitor's Center where additional resources are provided.

Child Outcomes Step by Step <http://ectacenter.org/eco/pages/videos.asp> (0-5)

This video describes and illustrates the three child outcomes adopted by the Office of Special Education Programs (OSEP) and reported on by all state early intervention (Part C) and preschool special education (Part B/619) programs.

CONNECT Modules <https://www.connectmodules.dec-sped.org/> (0-5)

Each CONNECT module features video clips that illustrate the components of inclusion, from embedded instruction to transitions within and across settings. The module topics are embedded interventions, transition, communication for collaboration, family-professional partnerships, assistive technology, dialogic reading practices, and tiered instruction.

Dear Teacher https://www.youtube.com/watch?v=ITMLzXzgB_s (all)

This film poignantly highlights what children would like teachers to know about how to support them as unique learners.

Early Childhood Intervention: The Power of Family <https://www.youtube.com/watch?v=3GAHmi1K64> (0-5)

This video from the United Nations Children's Fund (UNICEF) shows the effect that early intervention can have on children around the world. The video illustrates how a child's family support is critical to his or her success later in life.

Embedded Learning Opportunity Videos <http://depts.washington.edu/hscenter/elo#elo> (3-5)

Each of these videos shows the use of evidence-based practices for embedding goals for a specific child within the general curriculum. Additional resources (e.g., handouts, checklists) related to the practices are also included at the site.

Everyone's Welcome (all) <https://www.youtube.com/watch?v=1MJrVvpjB1I>

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

Friendship, Inclusion and Learning (3-5)

<https://www.cde.state.co.us/sites/default/files/video/resultsmatter/FriendshipInclusionAndLearning.mp4>

This story is about a beautiful friendship that blossomed between two young girls in a preschool classroom. The children's parents and teacher describe how the friendship helped both girls in learning important social and academic skills.

Getty's Window to Inclusion: The Chance To Be Just Like Any Other Kid <https://vimeo.com/128526973>

In this 15-minute video, Kate Mathany describes how her daughter Getty virtually attends a typical preschool classroom every day using a device called a VGo. With Getty's preschool teacher, she illustrates how Getty's school day works from both home and classroom perspectives. They discuss preschool inclusion, parent leadership, the use of adaptations, collaboration, teamwork, and the benefits of inclusion for all children, families, and teachers.

Goodbye and Hello: Inclusion in Kindergarten (3-6) <https://vimeo.com/98050303>

This brief video shares a family viewpoint on the importance inclusion made to their rising Kindergartener.

Henry Gets Around <https://www.cde.state.co.us/resultsmatter/henrygetsaround> (3-5)

This clip shows how a child with physical disabilities is able to participate fully in all the activities inside and outside the classroom. He walks, runs, climbs, jumps and sometimes gets around by using a wheelchair.

Hey! <https://www.youtube.com/watch?v=8ZpgAx8nrgk> (all)

Ten young children who are deaf share the power of inclusion in sign in this brief video.

I'm Tyler <http://imtyler.org/> (all)

*This inspiring video, made by a young man with multiple disabilities, highlights his accomplishments, each of which was made possible by others who were willing to see his **abilities** instead of his disabilities, which he calls "ability awareness."*

Inclusion Basics: Membership (3-5) <http://depts.washington.edu/hscenter/?q=node/12>

This video and presentation highlight effective approaches to supporting membership in an early childhood setting for children with and without disabilities.

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AUDIOVISUAL SOURCES

Inclusion Means Everyone (0-5) <https://www.youtube.com/watch?v=rEr-0vuC1gM>

Here's a brief video that shows what quality inclusion looks like for each child in home, school, and community settings.

Individualizing Videos (3-5) <http://depts.washington.edu/hscenter/individualizing/videos>

This set of short videos demonstrates the process that two teachers went through when planning for specific children who need more individualized instruction on some of their learning objectives. These vignettes will show clips of their planning meeting as well as what it looks like in the classroom when these plans are implemented.

Liam's Story: A Mother's Voice (0-3) <http://www.youtube.com/watch?v=sTcchBg8-Nk&feature=youtu.be>

In this short clip, Jamie describes the experiences of her son, Liam, who has muscular dystrophy, from receiving diagnosis to undergoing therapy with a supportive team, and using assistive technology to communicate with his world.

My Name is Jude (0-3) <http://www.youtube.com/watch?v=99JKYiMbLcQ&feature=youtu.be>

This is a video a family created about their son, Jude and some of his experiences - both good and bad - over the last couple of years, including how several inclusive community programs, played an important role.

A Parent's Perspective on Inclusion in Early Childhood (0-5) <https://vimeo.com/126299752>

This is a follow up to the video "Team Lydia Rose" which is described below. Janelle Rethwisch talks about her perspective on inclusion for her daughter Lydia, in early childhood and beyond. This video can serve as a good introduction for families who are new to the concept of inclusion or who are deciding on service options.

Person First Language (all) https://www.youtube.com/watch?v=stT_y77EWGw

Here's a video to pair with handouts on person/people first language. The way the slides are organized, instructors could turn the top half of each slide (how NOT to say something) into a handout on which students would a person first alternative. Then when the video was played, students could self-check their answers.

Results Matter Video Library (0-8) <https://www.cde.state.co.us/resultsmatter/rmvideoserries>

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.

Routine in a Program: Reading at Circle Time (3-5)

<https://www.connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-16/>

This downloadable clip from CONNECT Module 1 provides a great illustration of how one child's articulation goals can be effectively embedded in a small group storybook activity, with great results for all the children.

Ryan's Story (3-5) <https://www.draccess.org/videolibrary/RyansStory>

In this video, an early childhood special educator describes and shows how an inclusive classroom and the use of embedded instruction contributed to positive outcomes for Ryan.

Shelley Moore: Transforming Inclusive Education (0-9)

<https://www.youtube.com/watch?v=RYtUIU8MjIY&feature=youtu.be>

What does bowling have to do with quality inclusion? Watch this three minute video to find out and gain a new way of thinking about how to support each and every young child.

So Many Ways to Learn (0-5) <http://www.draccess.org/videolibrary/SoManyWaysToLearn>

Set to music, this video illustrates the many ways that young children learn. It's good for highlighting the effectiveness of Universal Design for Learning.

ONLINE

Brookes Inclusion Lab (2-9) <http://blog.brookespublishing.com/>

Brookes Publishing sponsors weekly blog posts that include practical tips, round-ups, and downloads to support work in inclusive settings. Sometimes the posts are on supporting children with specific needs (e.g., cerebral palsy, autism) and sometimes they're on specific approaches (e.g., Universal Design for Learning). All posts are archived here and available to read or download.

Center for Early Literacy Learning (CELL) (0-5) <http://www.earlyliteracylearning.org/>

The website has downloadable practice manuals (including on with adaptations for children of diverse abilities), video clips, family resources, and other materials.

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ONLINE SOURCES

Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package (0-5)

<http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp>

This training package provides information and resources on developing IFSP outcomes and IEP goals. Included are the Power Point presentation, the trainer script, handouts, activities, and supplemental resources. A recording of the presentation of the package is also available.

Division for Early Childhood (DEC) Recommended Practices (0-5) <http://ectacenter.org/decrp/>

This website features free checklists, practice guides, family practices guides and more free resources related to planning and implementing services that align with and reflect the DEC Recommended Practices.

Early Childhood Recommended Practice Modules (0-5) <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.

Early Childhood Technical Assistance Center (0-5) <http://ectacenter.org>

A collaborative effort of various organizations, the ECTA Center provides technical assistance to improve service systems and assist states in scaling up efforts and sustaining effective, research-based services and interventions that improve outcomes for families and children with disabilities. The website contains updates information and updates on related policies and topics. Links to research and resources for families are also available.

Early Intervention Services in Natural Environments (0-3)

<http://ectacenter.org/topics/eiservices/eiservices.asp>

This page contains links to documents outlining key principles and practices when providing high quality EI services in natural environments. Other resources include approaches for service delivery, position statements, a list of state resources, laws on natural environment, and APR regarding services in natural environments.

Head Start Center for Inclusion (3-5) <http://depts.washington.edu/hscenter/>

The Head Start Center for Inclusion seeks to support efforts at inclusion for children with disabilities. Materials and resources include useful classroom visuals and supports, videos and modules.

IEP Training Module (3-5) <http://depts.washington.edu/hscenter/iep-training-modules>

Prepared by Head Start, this training module on IEPs includes the presentation, presenter's notes, handouts, and videos. A Spanish translation is also available.

IFSP Process: Planning and Implementing Family-Centered Services in Natural Environments (0-3)

<http://ectacenter.org/topics/ifsp/ifspprocess.asp>

This site gives an overview of the IFSP process and contains links to various resources about developing quality IFSPs.

Inclusion in Least Restrictive Environments (0-5) <http://www.ectacenter.org/topics/inclusion/default.asp>

This is a collection of resources on inclusion, ranging from laws and policies to evidence-based practices.

The Individuals with Disabilities Education Act (IDEA) <http://ectacenter.org/idea/idea.asp> (0-21)

This webpage by the Early Childhood Technical Assistance (ECTA) Center contains links to information and resources about the IDEA. These include links to information about federal statutes and regulations as well as summaries of the IDEA 2004.

Maryland Coalition for Inclusive Education <http://www.mcie.org/> (4-9)

Go to the section called Making Inclusion Work at this multi-faceted website to learn more about evidence-based practices that make inclusion work (e.g., peer supports).

National Catholic Board on Full Inclusion (4-9) <http://fullinclusionforcatholicschools.org/>

This website features research on the benefits of inclusion for all students and particularly students with intellectual disabilities. Each of the over 40 studies listed includes a description of the original source and more.

SUPPORTING INCLUSIVE PRACTICES FOR YOUNG CHILDREN WITH DIVERSE ABILITIES

ONLINE SOURCES

National Early Childhood Inclusion Indicators Initiative

<https://ectacenter.org/topics/inclusion/indicators.asp>

A national initiative with partners across early care and education is working to develop indicators that address inclusive policies and practices at the state, local program leadership and early care and education environments level. The indicators will support state and local program leaders to examine and implement strategies that strengthen their capacity to provide high quality inclusive options in their communities. The goal of the initiative is to improve and increase inclusive opportunities for young children with disabilities and their families, through system and practice refinements. Draft indicators are available at state, community, local program, and early care and education environment levels.

Person First Language (all) <http://www.pacer.org/parent/php/PHP-c31.pdf>

This brief information sheet provides a guide to the proper way to speak to or about a person with a disability.

Preschool Inclusion Finance Toolkit (3-5)

<https://ectacenter.org/topics/inclusion/funding/funding.asp#preschoolinclusionfinancetoolkit>

The Toolkit is intended to help better understand the financial requirements and responsibilities necessary to create inclusive placement options as part of the continuum of service options available for consideration by the IEP teams gathered for each preschool aged child with a disability. Strategies and guidance on collaborative funding mechanisms, including braided funding, are addressed. The use of federal funds is outlined specific to supporting young children with disabilities in regular early childhood programs with their peers. This toolkit may be used at the state, regional and/or local levels to support administrators in making finance decisions to promote preschool inclusion, to provide technical assistance and to guide community collaboration.

Quality Inclusive Practices Checklist (0-5)

<http://www.heartland.edu/documents/heip/faculty/QualityInclusivePracticesChecklistVersion4.pdf>

While lengthy, this downloadable tool can be used in sections or entirety to examine program practices and target opportunities to enhance access, participation, and [systemic] supports.

Quality Indicators of Inclusive Early Childhood Programs/Practices: A Compilation of Selected Resource (0-5) <http://www.nectac.org/~pdfs/pubs/qualityindicatorsinclusion.pdf>

This September 2010 compilation features resources in five categories: 1) quality inclusion practice considerations - general strategies to enhance the quality of inclusion experiences for children and families; 2) classroom observation rating tools to assess and rate quality practices within settings; 3) individual child-focused considerations - an inventory of quality indicators that are child-focused or intended to be used with individual children; 4) collaborative inclusion practices - examples of self-assessment tools for the appraisal of collaboration within a community; and Quality Rating and Improvement Systems (QRIS) - information on systems that are designed to rate the quality of child care settings and includes standards related to the inclusion of children with special needs.