**The Right Stuff: Resources to Support the Full Participation of Each Young Child**

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**Inclusion Resources**

Supporting Inclusive Practices for Young Children with Diverse Abilities **<http://fpg.unc.edu/presentations/right-stuffpowerful-perspectives>**

* Research/evidence sources
* Print sources
* Audiovisual sources
* Internet sources

**Research/Evidence Sources**

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.*

Preschool Inclusion: Key Findings from Research and Implications for Policy[**http://www.nccp.org/publications/pub\_1154.html**](http://www.nccp.org/publications/pub_1154.html)

*This April 2016 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*.

Research Synthesis Points on Early Childhood Inclusion

[**http://npdci.fpg.unc.edu/sites/npdci.­fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009\_0.pdf**](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

[**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 Sources**

Culturally Responsive Strategies to Support Young Children With Challenging Behavior

[**http://www.naeyc.org/yc/culturally-responsive-strategies-support-challenging-behavior**](http://www.naeyc.org/yc/culturally-responsive-strategies-support-challenging-behavior)

*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.*

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.* Routine-Based Support Guide[**http://challengingbehavior.fmhi.usf.edu/do/resources/teaching\_tools/toc/folder1/1e\_routine\_based.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/toc/folder1/1e_routine_based.pdf)

* Early Elementary K-2nd Grade[**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_class\_routine\_guide\_early\_ele.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_class_routine_guide_early_ele.pdf)

Family Routine-Based Support Guides

*This guide was developed to assist family members and caregivers in developing plans to support and build relationships with 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. The examples are clear and relevant to the routines that are part of family life.*

* Family Routine-Based Support Guide: Building Relationships with Infants

[**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_fam\_routine\_guide\_infants.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_infants.pdf)

* [Family Routine Based Support Guide](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_infants.pdf): Early Elementary [**http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool\_fam\_routine\_guide\_early\_ele.pdf**](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/tool_fam_routine_guide_early_ele.pdf)

**Audiovisual Sources**

Argentine Early Childhood Teacher [**https://www.youtube.com/watch?v=T6BxeAEFkXg**](https://www.youtube.com/watch?v=T6BxeAEFkXg)

Deaf Children Talk About Inclusion [**https://www.youtube.com/watch?v=8ZpgAx8nrgk**](https://www.youtube.com/watch?v=8ZpgAx8nrgk)

Dear Teacher [**https://www.youtube.com/watch?v=kYS3TzhSm4Y**](https://www.youtube.com/watch?v=kYS3TzhSm4Y)

Goodbye and Hello: Inclusion in Kindergarten [**https://vimeo.com/98050303**](https://vimeo.com/98050303)

When the Best of Us Stands Up [**https://www.youtube.com/watch?v=pFuwUiHo-WI**](https://www.youtube.com/watch?v=pFuwUiHo-WI)

**Electronic Resources**

Resources Within Reason

*Every other month this one-way listserv provides a page of free resources on a topic related to supporting young children with or at risk for disabilities and their typically developing peers*

View past issues or sign up at [**http://www.dec-sped.org/resources-within-reason**](http://www.dec-sped.org/resources-within-reason)

Head Start Disability Services Newsletter

*This monthly electronic newsletter provides good, free resources for supporting young children with disabilities and their families. Each month is organized around a different topic (e.g., April 2017 was Environment Modifications to Support Learning). Past issues are archived for easy access at* [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Support%20and%20Supervision%20for%20Staff%20Serving%20Children%20with%20Disabilities/HeadStartDisabi.htm**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Support%20and%20Supervision%20for%20Staff%20Serving%20Children%20with%20Disabilities/HeadStartDisabi.htm) *Content has applicability well beyond Head Start settings. Sign up at* [**https://eclkc.ohs.acf.hhs.gov/eclkc/customerservice/cmalerts**](http://hsicc.cmail19.com/t/j-l-uiqsl-hdekiidu-a/)

**Activity**

A friend of yours with a four-year-old child has come to you with a dilemma. She is going back to work and is looking for a high-quality program for her child. The program she likes the best is a program in which children of diverse abilities are included full-time in each classroom. Your friend has concerns and questions about placing her child in this program – will her child receive as much attention as the children with disabilities? Will her child pick up negative habits and behaviors from the children with disabilities?

**What would you say to her? What resources would you draw on to support your response?**

**Inclusion vs. Full Participation**

**Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8** [**https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf**](https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf)

**What is known about child development and learning**—referring to knowledge of age-related characteristics that permits general predictions about what experiences are likely to best promote children’s learning and development

**What is known about the social and cultural contexts in which children live**— referring to the values, expectations, and behavioral and linguistic conventions that shape children’s lives at home and in their communities that practitioners must strive to understand in order to ensure that learning experiences in the program or school are meaningful, relevant, and respectful for each child and family

**What is known about each child as an individual**—referring to what practitioners learn about each child that has implications for how best to adapt and be responsive to that individual variation



DEC’s Resources within Reason: Designing for Each Child [**https://divisionearlychildhood.egnyte.com/dl/1N3OfzzKye**](https://divisionearlychildhood.egnyte.com/dl/1N3OfzzKye)

Small Changes, Big Differences: Modifying & Adapting Materials & Activities

[**http://fpg.unc.edu/presentations/right-stuffpowerful-perspectives**](http://fpg.unc.edu/presentations/right-stuffpowerful-perspectives)

Grandma Signing with Baby [**https://www.youtube.com/watch?v=E7IlnTG7wzk**](https://www.youtube.com/watch?v=E7IlnTG7wzk)

Multiplication via UDL[**https://www.youtube.com/watch?v=CWB0CNl8RK4**](https://www.youtube.com/watch?v=CWB0CNl8RK4)