

Best Practices and Resources to Support You and Your Family

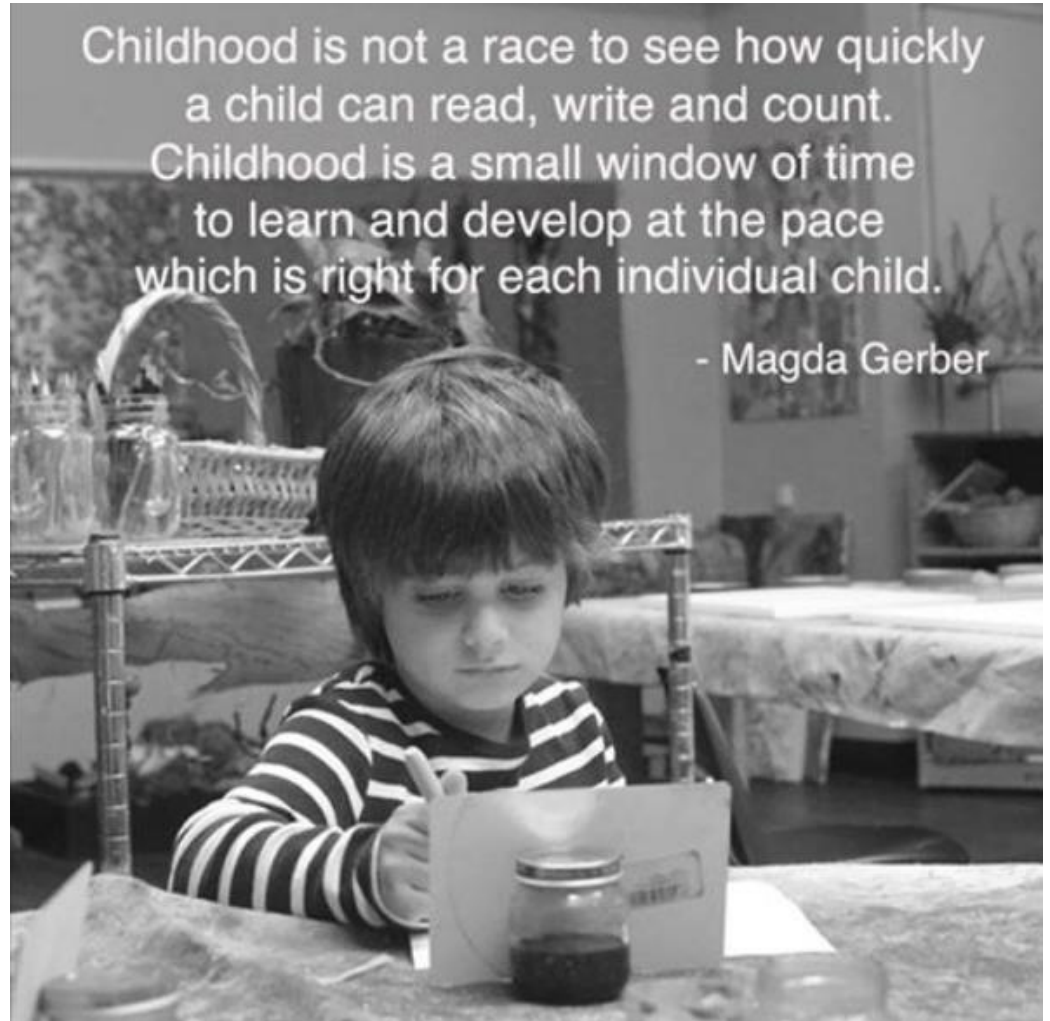
Camille Catlett

Frank Porter Graham Child
Development Institute

October 2019

Childhood is not a race to see how quickly
a child can read, write and count.
Childhood is a small window of time
to learn and develop at the pace
which is right for each individual child.

- Magda Gerber



My goal



This



Not this



Your website =

<https://fpg.unc.edu/presentations/c2p2-2019>





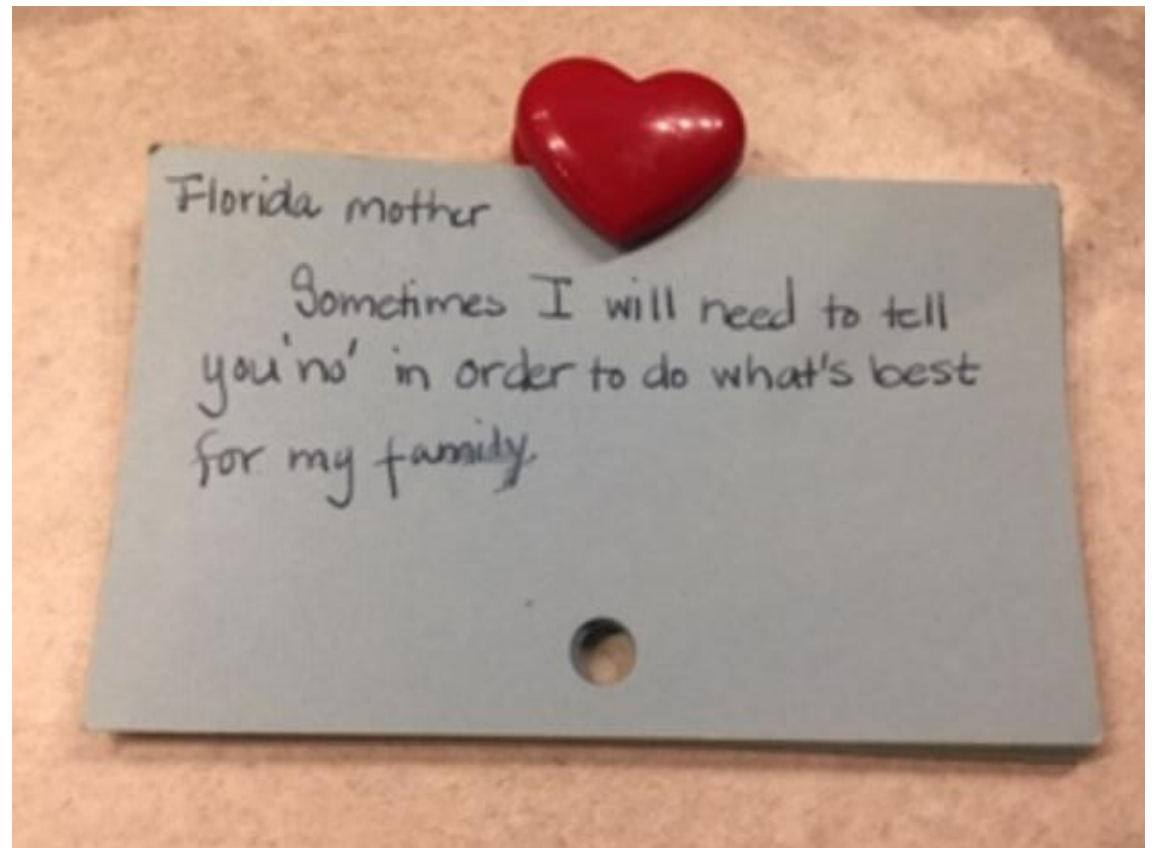
BONELESS
CHICKEN
35¢

Topics for Today

- **Family Engagement**
- **Quality**
- **Inclusion**
- **Resources**

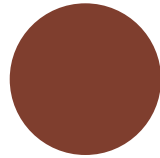
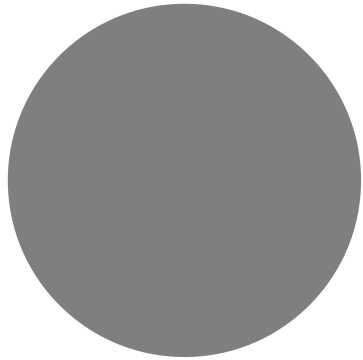


What I'VE
learned
from
families





Is this what effective family-professional collaboration should look like?



Is this what effective
family-professional
collaboration look like?



[http://www.cde.state.co.us/sites/default/files/video/resultsmatter/
NolansStory.mp4](http://www.cde.state.co.us/sites/default/files/video/resultsmatter/NolansStory.mp4)



Family Engagement Helps Children to Succeed

- **Higher preschool performance and promotion to next grade**
- **More positive engagement with peers, adults, and learning**
- **Buffers negative impact of poverty on academic and behavioral outcomes**

It's a federal priority



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

**POLICY STATEMENT ON FAMILY ENGAGEMENT
*FROM THE EARLY YEARS TO THE EARLY GRADES***

May 5, 2016



What does the DHHS-DOE policy say about family engagement?

Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.



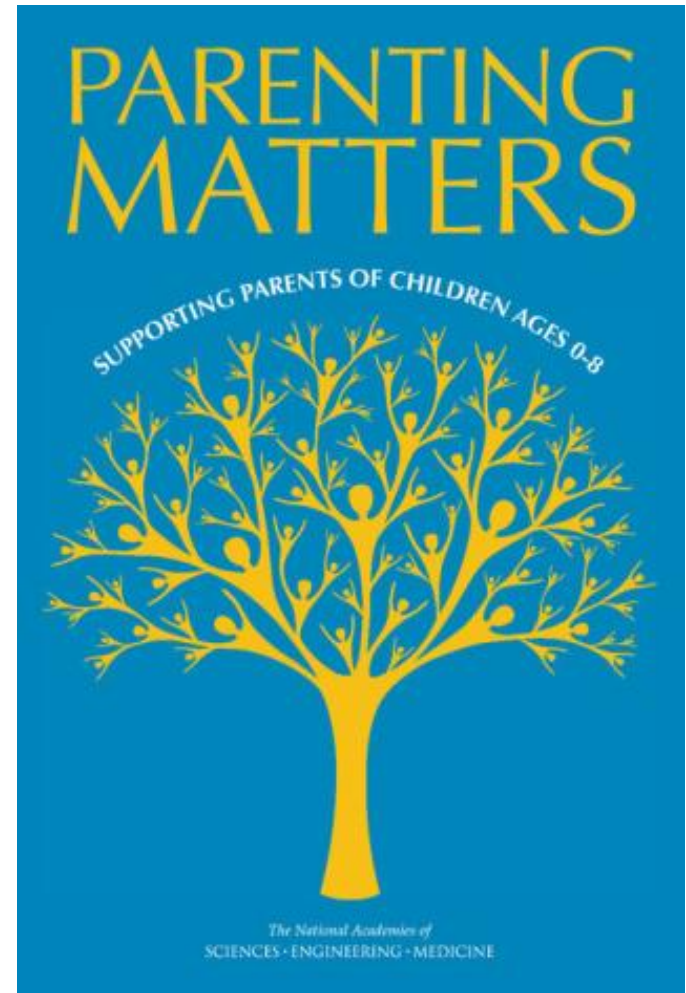


**How does the policy
statement
define family?**

The term “family” as used in this statement is inclusive of all adults who interact with early childhood systems in support of their child, to include biological, adoptive, and foster parents; grandparents; legal and informal guardians; and adult siblings.

It's a national priority

What practices work to support family participation and retention?



Which “interventions” work to support family participation and retention?

- Viewing family members as equal partners
- Creating opportunities for families to receive support from peers to increase engagement, reduce stigma, and increase the sense of connection to other parents
- Making programs culturally relevant
- Enhancing efforts to involve fathers
- Addressing trauma, which can interfere with parenting and healthy child development



**What do millennial and
Gen X families think,
know and need?**



ZERO to THREE
Early connections last a lifetime



Almost all parents feel judged almost all the time

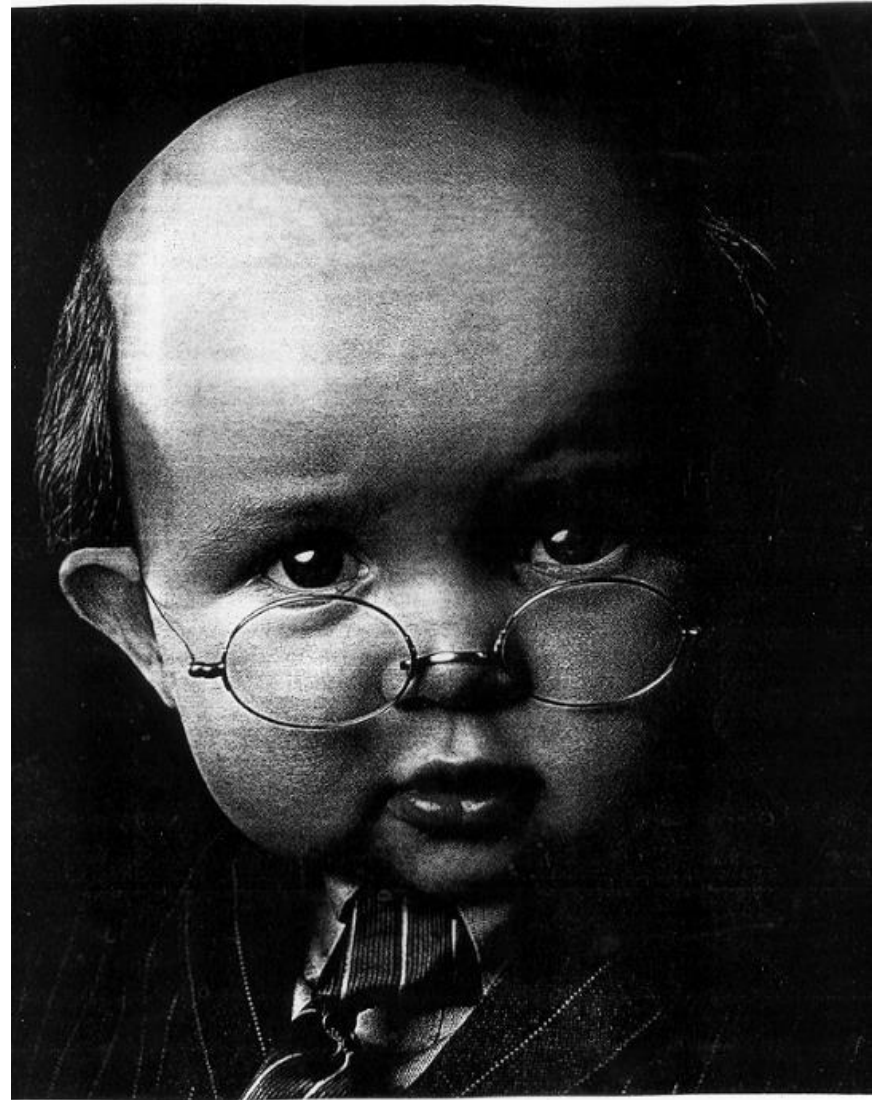
- 90% of moms and 85% of dads feel judged
- 46% of moms and 45% of dads say they feel judged all the time or nearly all the time



There is a missing first year

Nearly half of parents think that reading to children starts to benefit long-term language development about a year and a half later than it actually does: 45% say the benefits start at 2 years or older. In reality, benefits begin at about 6 months.

34% of parents believe that talking to children starts to benefit their language skills at a year old or later, when in fact it begins at birth. 63% of parents say the benefits of talking begin at 3 months or older.



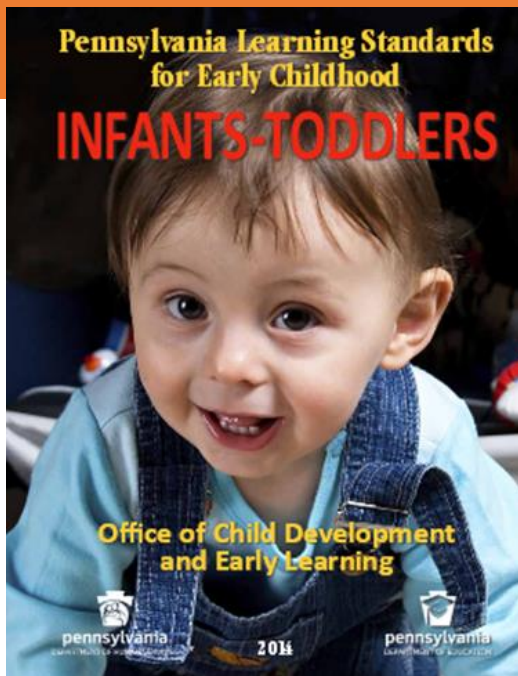
There is an expectation gap

Nearly 43% of parents think children can share and take turns with other children before age 2, and 71% believe children have this ability before age 3. In fact, this skill develops between 3 to 4 years.

36% of parents surveyed said that children under age 2 have enough impulse control to resist the desire to do something forbidden, and 56% said this happens before age 3. In fact, most children are not able to master this until between 3.5 to 4 years of age.



It's a state priority



KEY LEARNING AREA: Partnerships for Learning – Families, Early Care and Education Programs, and Communities

Standard PL.1:	Families are supported in times of need.	129
Standard PL.2:	Families experience relationships with early care and education programs that are affirming, reciprocal, and build upon their strengths.....	131
Standard PL.3:	Families have the support and information they need to encourage their children's learning and development.	133
Standard PL.4:	Family members have support from other families.....	135
Standard PL.5:	Families have goals of their own and benefit from having supportive partners to help reach their goals.	135
Standard PL.6:	Families grow in their leadership and use these skills in many different ways. . .	136
Standard PL.7:	Families are supported in times of transition.	137

Standards PL.1: Families are supported in times of need



Standards PL.1: Families are supported in times of need

Families Will Experience

- Families receive information about community supports and resources from trusted individuals.
- Families receive referrals and information from those whom they have established relationships. In turn, families begin to build relationships with new agencies made through these connections.
- When families make the decision to access additional resources, they have the information and support needed to make their next step.
- Families reach out to trusted individuals to request information and support.



Standards PL.5: Families have goals of their own and benefit from having supportive partners to help reach their goals

Supportive Practices of Programs/Professionals

- Understand that the overall health and well-being of the family affects the child.
- Support and encourage families in nonjudgmental ways to make short- and long-term goals.
- Connect families with other community resources and other families who have relevant experiences and interests to support them in reaching goals.
- Recognize and accept that families are in different stages related to planning for the future. (e.g., Some families may be more comfortable seeking outside support for planning than others.)
- Recognize that age, economics, and lifestyle impact family goal setting.

Standards PL.6: Families grow in their leadership and use these skills in many different ways

Competence and Confidence Partners in Policymaking (C2P2)

About C2P2



Modeled after Minnesota's Partners in Policymaking, Competence and Confidence: Partners in Policymaking (C2P2) is a leadership development training program designed for individuals with disabilities, parents of young children with disabilities and university graduate students. C2P2 provides up-to-date information, leadership training and skill building. National and local experts teach participants about the local, state and national issues that affect individuals with disabilities.

C2P2 participants make a commitment to attend multiple two-day training sessions during the course of a year. The program selects highly motivated people who represent different ethnic backgrounds and, who for the most part are not already involved in advocacy organizations.

A photograph of a baby in a sailor-style outfit being fed by an adult's hands outdoors. Two dogs are visible in the background. The text 'Keys to Family-Professional Collaboration' is overlaid in yellow.

Keys to Family-Professional Collaboration

- A shared vocabulary
- Effective communication
- Cultural responsiveness
- A shared commitment to enhancing collaborative capability



Lesson 88

"I'm afraid you misunderstood . . .
I said I'd like a mango."



The program director listened as the occupational therapist explained to the parent that her child needed R-O-M for his R-U-E. After a long explanation, the parent asked what an R-U-E was. When the therapist answered, “right upper extremity,” the mother replied that in her family it was called an “A-R-M.”

Feinberg, 1994

The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪
visual arts ▪ drama ▪ crafts
dance ▪ literature ▪ language
celebrations ▪ games



Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

Unconscious Rules

Completely below sea level

Emotional load: intense

courtesy ▪ contextual conversational patterns ▪ concept of time
personal space ▪ rules of conduct ▪ facial expressions
nonverbal communication ▪ body language ▪ touching ▪ eye contact
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty
courtship practices ▪ relationships to animals ▪ notions of leadership
tempo of work ▪ concepts of food ▪ ideals of childrearing
theory of disease ▪ social interaction rate ▪ nature of friendships
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness
notions of adolescence ▪ patterns of group decision-making
definition of insanity ▪ preference for competition or cooperation
tolerance of physical pain ▪ concept of “self” ▪ concept of past and future
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth



Listening to Family Stories

RESPECTING DIVERSITY

What does our program/school need to do to support your family's priorities, values, and culture?

How can we learn more about your family story, including customs, values, and priorities, so we build connections and cohesion between your home and our program/school?



What questions or concerns do you have about the way in which our program supports children and families with differences in race, class, gender, family structure, ability, life circumstances, and needs?

How can our program/school do a better job of building equitable access to opportunities, supports, and services for each child and family?

As a program/school, we prioritize policies, procedures, programs, and practices that honor and are supportive of each family's culture, strengths, structure, expertise, and preferences. Do you have any suggestions for how we could do that more effectively?

Use family and professional expertise to enhance what can be accomplished



Checklist of Effective Partnerships with Families

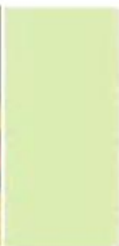
Enhanced communication

High expectations

Respect

Commitment

Handout 2.2 Checklist of Effective Partnerships with Families		
What Should You See?	Did You See It?	
	YES	NO
Enhanced Communication <ul style="list-style-type: none">• Asking families open-ended questions about the people, places, and activities that are important to them• Listening to families' perspectives without sharing your own opinions first• Learning about how families prefer to communicate (e.g., phone, email, in person)• Using an interpreter to support interactions with family members who speak another language• Learning and using key words and phrases in the languages of the children• Seeking families' input on topics when there are differences that need to be openly addressed• Being persistent about communicating with each family, even when they have not been responsive thus far• Demonstrating how disagreements or differences of opinion do not interfere with your commitment to the family and child		
High Expectations <ul style="list-style-type: none">• Asking families what they see as their child's strengths• Focusing on the child's strengths and not just the child's needs• Asking families about goals for their child• Involving families in all decisions about their child• Celebrating with families as children meet new milestones		
Respect <ul style="list-style-type: none">• Asking families what is important to know about their culture, language(s), celebrations, and customs and showing genuine interest• Listening to families with particular attention to insights and information about cultural and linguistic preferences and priorities• Asking how you should address members of the family• Asking families how they have been involved in their child's program in the past and how they would like to be involved in the future• Reflecting the cultures and languages of families in each classroom or program		
Commitment <ul style="list-style-type: none">• Holding meetings at times and places suited to the families' needs and availability whenever possible• Reflecting the cultures, language(s), celebrations, customs and values of the families in environments, interactions, and curriculum• Discussing ways to find options that are responsive to families' cultural values• Developing and using a process for regularly soliciting and implementing input from families to inform program decisions		



CONNECT Modules

The Center to Mobilize Early Childhood Knowledge



Teacher's viewpoint (China)

CONNECT Module 4: Family Professional Partnerships



Family's viewpoint (Aaron)

Module 4: Family-Professional Partnerships

Learning Objectives

- Describe effective practices for developing trusting family-professional partnerships in early care and education programs.
- Use a decision-making process to select partnership-oriented practices linked to (a) developing an initial friendly relationship, (b) making shared decisions, and (c) developing a trusting partnership with families to address challenging issues.

Begin Module

Module Dashboard



Select a step from the [5-Step Learning Cycle](#) to view the description.

Introduction

Step 1: Dilemma

Step 2: Question

Step 3: Evidence

Step 4: Decision

Step 5: Evaluation

Summary and Wrap Up

References and Credits

Supplemental Materials

OSEP Indicators and Outcomes

Personnel Preparation Standards

Module 4 Hints for Activities

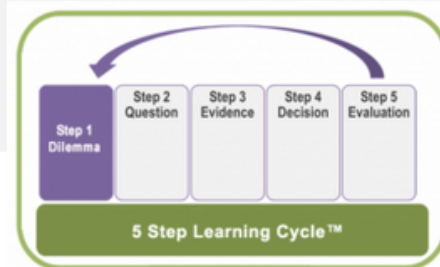
Dilemma

Question

Evidence

Decision

Evaluation



In Step 1 you will hear and read about two perspectives on a practice dilemma. The dilemma is about a teacher sharing a concern with a father of a preschool age child.

Activities

Step 1: Dilemma

Step 2: Question

Step 3: Evidence

DEC Recommended Practices

F	FAMILY
A	ASSESSMENT
C	COLLABORATION
I	INSTRUCTION
L	LEADERSHIP
I	INTERACTION
T	TEAMING
A	AND
T	TRANSITION
E	ENVIRONMENT



website: www.dec-sped.org
email: dec@dec-sped.org
address: 3415 S. Sepulveda Blvd. #1100
Los Angeles, CA 90034
telephone: 310-420-7209
fax: 855-678-1989

DEC Recommended Practices in Early Intervention/Early Childhood Special Education

The Division for Early Childhood of the Council for Exceptional Children

www.dec-sped.org

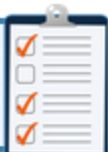
April 14, 2014

INTRODUCTION

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 five years of age, 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 those practices that have been shown result in better outcomes for young children with disabilities, their families, and the personnel who serve them. The DEC Recommended Practices support children's access and participation in inclusive settings and natural environments and address cultural, linguistic, and ability diversity. They also identify key leadership responsibilities associated with the implementation of these practices.

The DEC Recommended Practices are based on the best-available empirical evidence as well as the wisdom and experience of the field. The practices are organized into eight topic areas, but they should be viewed holistically across the topic areas. Family Practices, for example, are grouped in one topic area but are fundamental to all of the topic areas. We believe that when practitioners and families have the knowledge, skills, and dispositions to implement these practices as intended, children who have or are at risk for developmental delays/disabilities and their families are more likely to achieve positive outcomes, and families and practitioners are more likely to help children achieve their highest potential.

While developmentally appropriate practices are the foundation of quality programs for all young children and families (Copple & Bredekamp, 2009), we believe that children young children who have or are at risk for developmental delays/disabilities often need more specialized practices that allow them to participate and engage meaningfully in their daily living routines and learning activities. While we acknowledge the important role of developmentally appropriate practices in the education and care of all children, we do not include those foundational practices in this document. The purpose of the DEC Recommended Practices is to



Performance Checklists

for promoting the use of the RPs and for practitioner self-evaluation



Illustrations

links to video vignettes from our collection and others'



Practice Guides for Practitioners

in print and mobile formats



Practice Guides for Families

in print and mobile formats

RP Products by Type: Illustrations



These **Illustrations** provide links to vignettes from our collection and others. They are meant for practitioners and leaders to increase their understanding and use of the DEC Recommended Practices.

The illustrations are listed below by the DEC Recommended Practices topics:

[Leadership](#)

[Assessment](#)

[Environment](#)

[Family](#)

[Instruction](#)

[Interaction](#)

[Teaming and Collaboration](#)

[Transition](#)

Interaction Checklists

 [Adult-Child Interaction Checklist](#)

 [Child Social-Communication Interaction Checklist](#)

 [Child Social-Emotional Competence Checklist](#)

 [Child-Child Interaction Checklist](#)



Adult-Child Interaction Checklist

This checklist includes the kinds of adult (parent or practitioner) behavior that can be used to engage a child in adult-child interactive episodes to promote and support child competence.

The main focus of the practice is responding contingently to a child's behavior to elicit or maintain child interactions with an adult during everyday activities and play. Adult contingent responsiveness is characterized by sensitive, prompt, and

appropriate amount of adult behavior to maintain and not interrupt child interactions.

The checklist can be used by a practitioner to develop a plan to use the practice with a child or to promote a parent's use of the practice. It also can be used to do a self-evaluation to determine whether the different practice characteristics were part of using the practice with a child or promoting a parent's use of the practice.

Practitioner: _____ Child: _____ Date: _____

Please indicate which of the practice characteristics you were able to use as part of interactions with a child:

Seldom or Never
(0-25%)

Some of the Time
(25-50%)

As Often As I Can
(50-75%)

Most of the Time
(75-100%)

Notes

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Observe the child's participation in everyday activities and social play | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Identify the focus of the child's attention or engagement (e.g., child interests) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Follow the child's lead and his or her interests or preferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Interpret the child's behavior and responses as an intent to interact or communicate with you | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Respond contingently to the child's behavior (i.e., respond in a way that maintains a child's interactions) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Enter into the child's play or interactions to encourage your turn-my turn play | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Encourage the child to try new things (behavior elaborations) through modeling, expansions, or other types of guided support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |


[Home](#)
[Modules](#)
[Resources](#)
[Instructor Area](#)
[About the Modules](#)

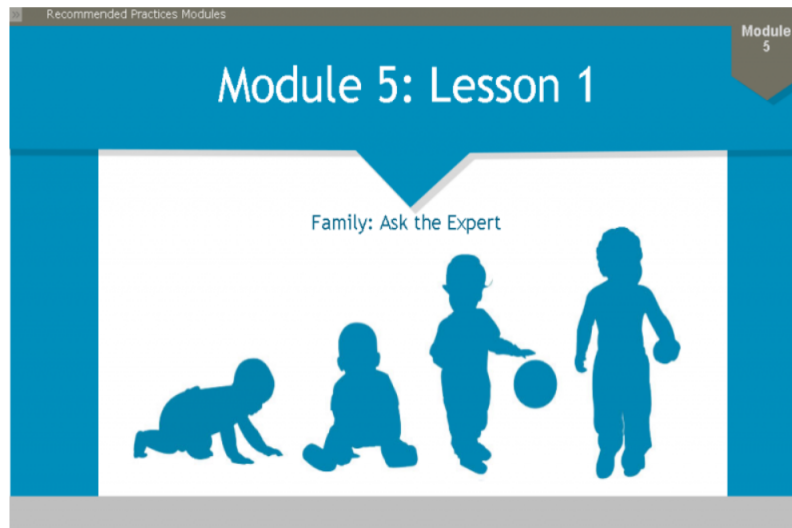
Module 5: Family

[Learning and Improvement Framework](#)
[Plan](#)
[Lesson 1: Ask the Expert](#)
[Lesson 2: Gathering the Information](#)
[Lesson 3: Take Action](#)
[Voices from the Field](#)
[Do](#)
[Study](#)
[Act](#)
[References](#)
[Acknowledgements](#)

[Home](#) » [Module 5: Family](#) » [Plan](#) » Lesson 1: Ask the Expert



Module 5 Lesson 1 Learning Pack


[View Desktop/Laptop Version >>](#)
[View Mobile Version >>](#)

The lesson will open in a new window.
When you are finished, close the window to
return to this Module.

*Please note that full functionality is provided in
the Desktop/Laptop version of the module.*

Handouts, References, and Resources

- [Check Your Knowledge Handout](#)
- [Presentation Handout](#) (note: Check Your Knowledge slides are not included. They are available in a separate handout.)
- Lesson Handouts
 - [Handout 5.1 Family - Ask The Expert](#)
 - [Handout 5.2 Family - DEC Recommended Practices](#)

Resources



Evidence Sources

Family Engagement Resources

Family Connections to Peers and Community (0-5)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rtp-family-connections.pdf>

This resource presents a selected summary of research, promising practices, proven interventions, and program strategies intended to be useful for the Head Start, Early Head Start, and other settings serving young children and families.

Family Engagement: From the Early Years to the Early Grades (0-9)

<http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf>

This 2016 joint policy statement from the US Departments of Education and Health and Human Services reflects the shared position that strong family engagement is central to promoting children's healthy development, school readiness, and academic achievement in elementary school and beyond. The policy statement reviews the research base, legal requirements, and best practices that support effective family engagement in children's learning, development, and wellness. It also identifies effective family engagement practices and provides recommendations to states, state educational agencies, lead agencies for early intervention services and child care, local educational agencies, schools, and community-based early childhood systems and programs to implement effective family engagement; and highlights resources. An Executive Summary is available at <http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement-executive-summary.pdf>

Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature <http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf> (0-9)

This 2009 product provides a thoughtful review of the literature on family engagement that pertains to all young children across ethnic backgrounds and early childhood education programs.

Fostering Parent and Professional Collaboration: Research Brief (0-9)

<https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf>

This document summarizes historical trends in parent-professional collaboration, with emphasis on families in which there is a child with a disability. It explains the research behind such collaboration, describes potential barriers to effective partnerships, and provides strategies for successful collaborations.

A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement (3-9) <http://www.sedl.org/connections/resources/evidence.pdf>

A seminal meta-analysis of the research on the impact of family and community engagement on student achievement with strategies and recommendations for putting the findings into action.

Reframing Family Involvement in Education: Supporting Families to Support Educational Equity (3-9) <http://www.hfrp.org/publications-resources/browse-our-publications/reframing-family-involvement-in-education-supporting-families-to-support-educational-equity>

This review summarizes research on family engagement as a powerful tool to support children's learning and development and presents a research-based, comprehensive, continuous and equitable approach to family involvement in education.

Responsiveness to Family Cultures, Values, and Languages (0-9)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/disabilities/inclusion/position-statement.pdf>

This position statement from the Division for Early Childhood underscores the commitments that are necessary for personnel to provide culturally and linguistically responsive practices that support each family.

The School-Family Connection: Looking at the Larger Picture - A Review of Current Literature (3-9) <http://www.sedl.org/connections/resources/sfclitrev.pdf>

This document presents a review of current literature on family involvement, particularly in terms of partnerships among families, schools and communities. Summary briefs of the selected studies are provided at the end of the documents.

State Approaches to Family Engagement in PreK Programs (3-5) http://ceelo.org/wp-content/uploads/2016/03/ceelo_policy_brief_family_engagement_2016_03_final_web.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term

This document shares the approaches taken by two states as they worked to develop guidance on family engagement. It addresses three aspects of this work: 1) why family engagement is important; 2) approaches to developing guidance for programs on family engagement; and 3) strategies to support effective implementation.



Quality



Educational Services, Inc. (2000). *A creative adventure: Supporting development and learning through art, music, movement and dialogue: A guide for parents and professionals*. Alexandria, VA: Head Start Information & Publication Center.

<https://eclkc.ohs.acf.hhs.gov/video/creative-adventure> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/una-aventura-creativa> (Spanish)



CONNECT Module 1 Video 1.12: Routine in a program – rolling with friends <https://www.connectmodules.decsd.org/connect-modules/resources/videos/video-1-12/>

DRAFT Professional Standards and Competencies for Early Childhood Educators



- Focus on the individual early childhood educator rather than on preparation programs
- Address potential missing elements identified in the *Transforming the Workforce* report, including teaching subject matter specific content, addressing stress and adversity, fostering socioemotional development, working with dual language learners and integrating technology in curricula
- Consider competencies from sister organizations (e.g., Council for Exceptional Children, DEC Recommended Practices, Council for Professional Recognition -Child Development Associate (CDA) Competency Standards)
- Elevate inclusion, diversity and equity beyond the currently integrated approach to fully capture the depth and breadth of these issues

4b: Understanding that the science of learning and child development indicates the need for distinct teaching skills and strategies appropriate to early childhood along with differentiated instruction to support children's individual needs, including bilingual children and children with developmental delays or disabilities



Advancing Equity: Position



[Home](#) / [Resources](#) / [Position Statements](#) / [Advancing Equity in Early Childhood Education Position Statement](#) / [Advancing Equity: Position](#)

All children have the right to **equitable learning opportunities** that enable them to achieve their full potential as engaged learners and valued members of society.

Advancing the right to equitable learning opportunities requires recognizing and dismantling the systems of bias that accord privilege to some and are unjust to others. Advancing the full inclusion of all individuals across all social identities will take sustained efforts far beyond those of early childhood educators alone. Early childhood educators, however, have a unique opportunity and obligation to advance equity. With the support of the early education system as a whole, they can create early learning environments that equitably distribute learning opportunities by helping all children experience responsive interactions that nurture their full range of social, emotional, cognitive, physical, and linguistic abilities; that reflect and model fundamental principles of fairness and justice; and that help them accomplish the goals of anti-bias education. Each child will

- demonstrate self-awareness, confidence, family pride, and positive social identities;
- express comfort and joy with human diversity, use accurate language for human differences, and form deep, caring human connections across diverse backgrounds;
- increasingly recognize and have language to describe unfairness (injustice) and understand that unfairness hurts;
- have the will and the skills to act, with others or alone, against prejudice and/or discriminatory actions.¹

ADVANCING EQUITY IN EARLY CHILDHOOD EDUCATION POSITION STATEMENT

[Purpose](#)

[Position](#)

[Recommendations for Everyone](#)

[Recommendations for Early Childhood Educators](#)

[Recommendations for Administrators](#)

[Recommendations for Educator Preparation and PD](#)

[Recommendations for Public Policymakers](#)

[Evidence for the Statement](#)

[Conclusion and Acknowledgements](#)

[Definitions of Key Terms](#)

[Endnotes](#)

[Endorsing Organizations](#)

[Equity Resources: Living the Statement](#)

Advancing Equity: Position



When early childhood educators use inclusive teaching approaches, they demonstrate that they respect diversity and value all children's strengths. Early childhood educators can model humility and a willingness to learn by being accountable for any negative impacts of their own biases on their interactions with children and their families. They can work to ensure that all children have equitable access to the learning environment, the materials, and the adult-child and child-child interactions that help children thrive. Early childhood educators can recognize and support each child's unique strengths, seeking through personal and collective reflection to avoid biases—explicit or implicit—that may affect their decision making related to children.



Inclusion



Universal access to
quality inclusion is far
from a reality.



**Inclusion
can benefit
children
with AND
without
disabilities**



A variety of factors
influence the
acceptance and
implementation of
inclusion

Specialized
instruction is an
important
component and a
factor affecting
child outcomes





Collaboration is a
cornerstone of high
quality inclusion

Families of children with disabilities generally view inclusion favorably, but some express concerns





Early
childhood
professionals
may not be
adequately
prepared to
serve young
children with
disabilities

There IS a national definition of inclusion!



April 2009

Early Childhood Inclusion

A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (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 disabilities 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 8 with disabilities and their families have come to be known as early childhood inclusion.¹ 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.² 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.



Division for Early Childhood of the
Council for Exceptional Children
27 Fort Missoula Road | Missoula, MT 59804
Phone 406.543.0872 | Fax 406.543.0867
Email dec@dec-sped.org | Web www.dec-sped.org

naeyc

National Association for the Education of Young Children
1313 L Street NW, Suite 500 | Washington, DC 20005-4101
Phone 202.232.6177 | Toll-Free 800.424.2460 | Fax 202.328.1946
Email naeyc@naeyc.org | Web www.naeyc.org



Definition of inclusion



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.**

Core values of quality inclusion

- Occurs in a variety of locations
- Builds on everyday routines and activities
- Incorporates
 - Access to learning
 - Full participation
 - Collaboration
 - Systemic supports



It's a federal policy



**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION**

**POLICY STATEMENT ON
INCLUSION OF CHILDREN WITH DISABILITIES IN
EARLY CHILDHOOD PROGRAMS**

September 14, 2015



Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.



Research

- Research supports the benefits of inclusion for young children with and without disabilities
- Children with disabilities, including those with the most significant disabilities and the highest needs, can make significant developmental and learning progress in inclusive settings



Inclusion has documented benefits

Brief Summary: Fact Sheet of Research on Preschool Inclusion

Erin E. Barton & Barbara J. Smith

June, 2014

1

In 27 years, the practice of providing special education and related services in regular early childhood settings to preschoolers with disabilities has increased only 5.7% and many young children with disabilities continue to be educated in separate settings.^{1,2}

2

Inclusion benefits children with and without disabilities.^{3, 4, 5, 6, 7}

3

The quality of preschool programs including at least one student with a disability were as good as or better than preschool programs without children with disabilities. However, traditional measures of early childhood program quality might not be sufficient for assessing quality of programs that include children with disabilities.^{8,9}

4

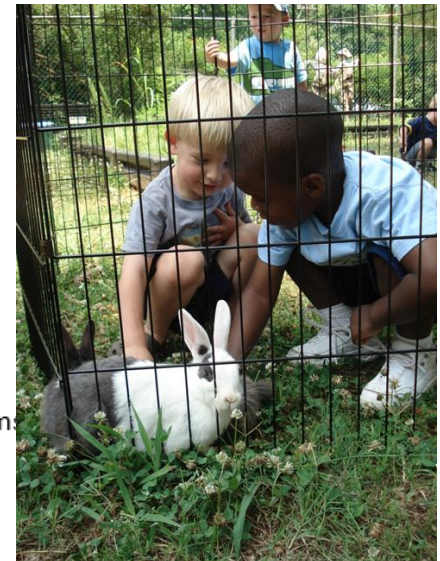
Children with disabilities can be effectively educated in inclusive programs using specialized instruction.^{10, 11, 12, 13}

5

Parents and teachers influence children's values regarding disabilities.^{14, 15, 16}

6

Individualized embedded instruction can be used to teach a variety of skills, including those related to early learning standards, and promote participation in inclusive preschool programs for children with and without disabilities.^{17, 18, 19, 20, 21}

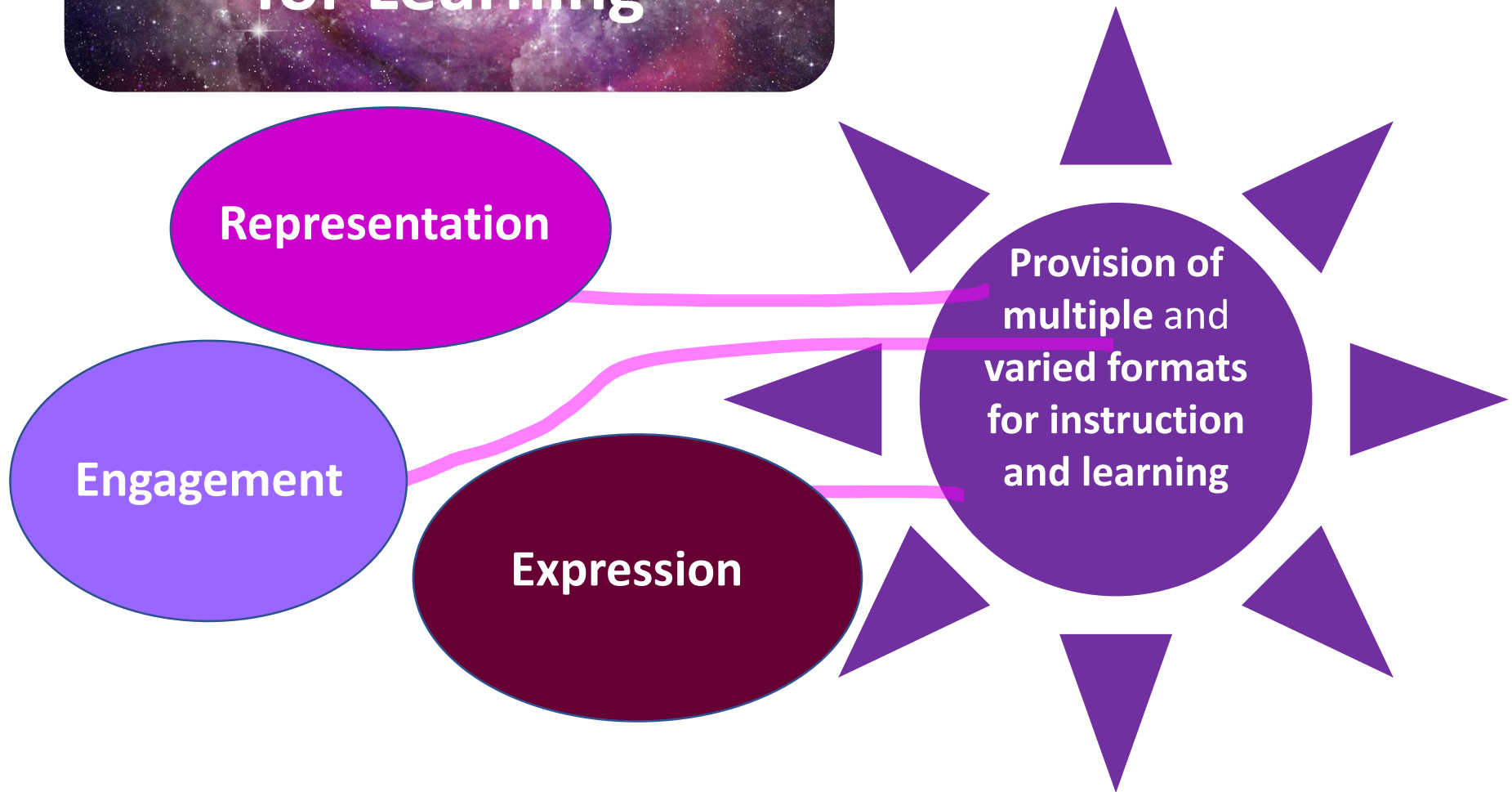




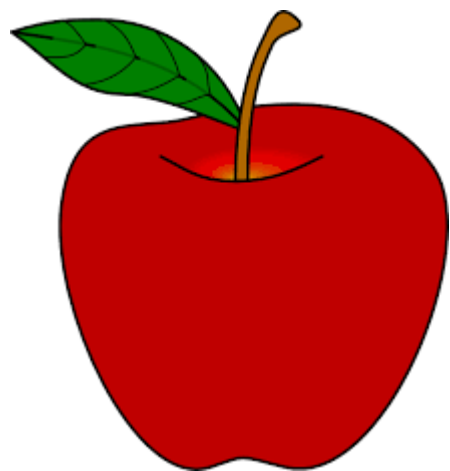
Research Synthesis Points on Early Childhood Inclusion

This document is a summary of key conclusions or “synthesis points” drawn from a review of the literature or research syntheses on early childhood inclusion. We encourage you to reproduce it for distribution and use it in a variety of contexts including professional development, policy development, planning, advocacy, and grant writing.

Universal Design for Learning



Multiple Means of Representation



apple

- **Touch**
- **Taste**
- **Smell**
- **Vision**
- **Hearing**

Multiple Means of Engagement

MOTIVATION

curiosity

interests



Preferences

ATTENTION

What can it look like?

- Balance of adult-initiated and child-initiated activities
- Children get to make choices based on their interests and curiosity
- Children get to choose how and where they want to engage with materials
- Choices reflect the interests of the children





Using Choice and Preference to Promote Improved Behavior

- Assess your environment
- Assess the children's skill level
- Make simple, effective changes
- Enjoy the results



Multiple Means of Expression

speaking

SIGNING

gestures

POINTING

drawing

assistive technology

SINGING

Typing/texting

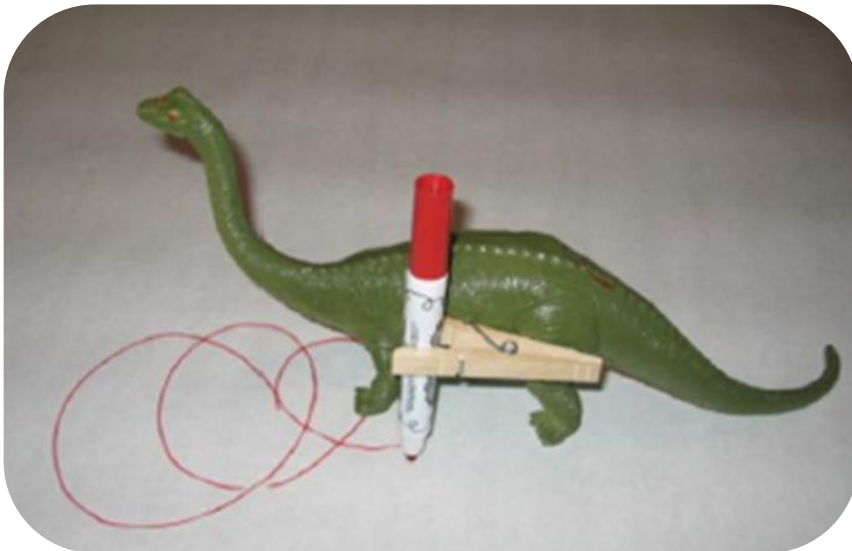




<https://www.youtube.com/watch?v=E7lInTG7wzk>

Assistive Technology (AT) involves 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

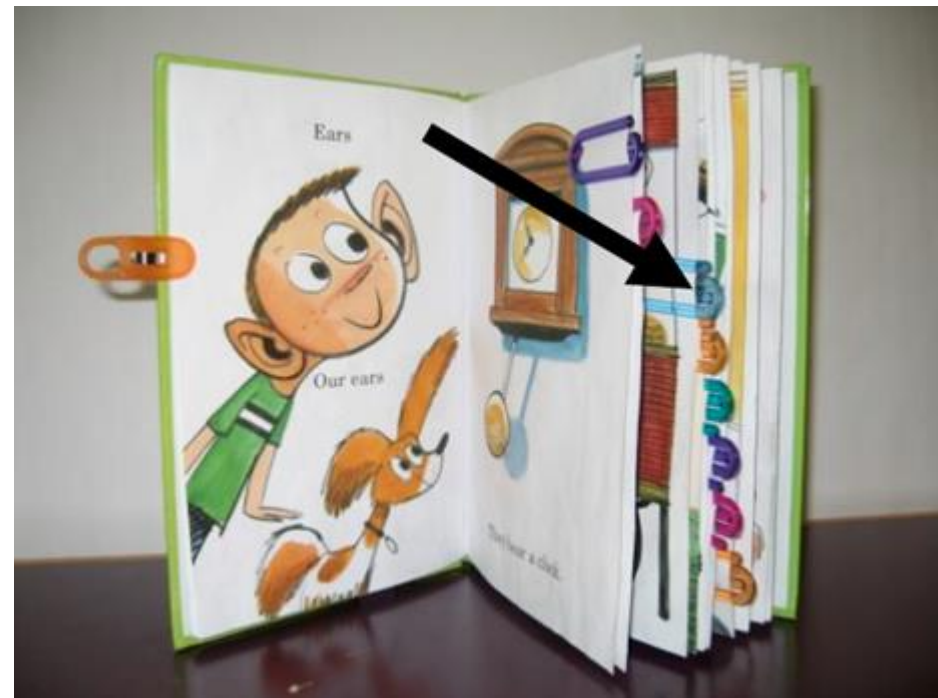
Source: CONNECT Module 5: Assistive Technology



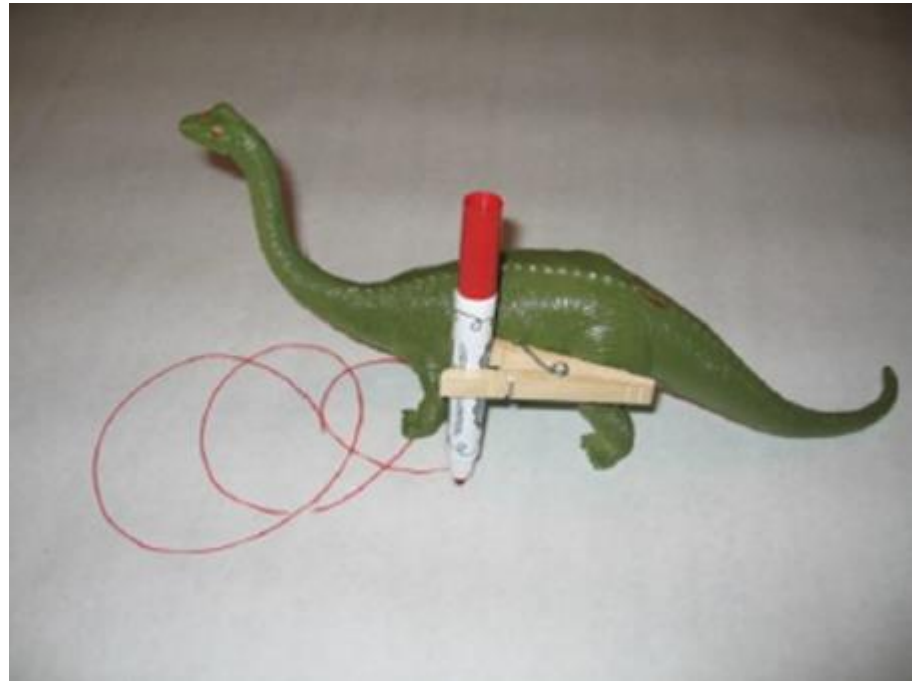


<https://www.youtube.com/watch?v=OULuqNgEWmU>

AT to Support Access to Literacy



AT to Support Access to Writing



Adapt and accomodate



Accessibility in your environment is as fundamental as fresh air and a welcoming smile at the door.

Here's how to do everything – from creating comfortable spaces, to simple modifications you can make to everyday toys. Sometimes, it's the smallest things that make the biggest difference.

Embedded Learning or Instruction or Intervention

The use of intentional teaching strategies to address a specific learning goal within the context of everyday activities, routines, and transitions at home, at school, or in the community

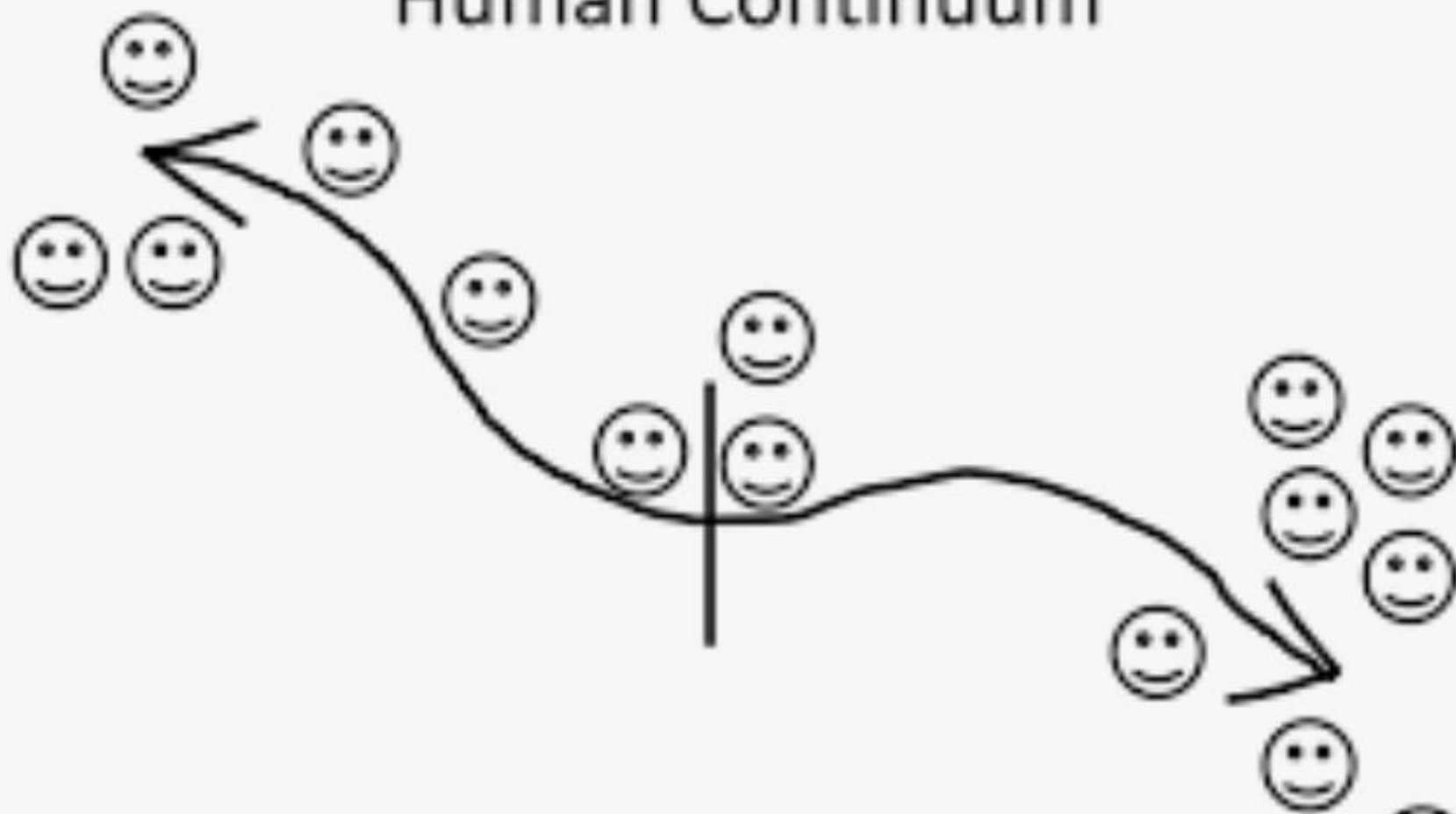




Video 1.16: Routine in a program – reading at circle time

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

Human Continuum



More information on how to support quality inclusion?



10-17-2005

AN ADVOCATE'S GUIDE TO TRANSFORMING SPECIAL EDUCATION

CREATING SCHOOLS WHERE ALL STUDENTS CAN THRIVE





THE SOLUTION: THE MOST EFFECTIVE SCHOOL PRACTICE IS "INCLUSION"

In 2004, a study conducted by the University of Massachusetts Donahue Institute looked at school districts that have achieved better-than-expected results for students with disabilities. They found one thing these schools had in common: they all practiced inclusion.³³

"Inclusion" means that students with disabilities spend as much of the school day as possible in general education, learning the same content and skills as other students. This allows these students to have equal access to grade-level curriculum, general education teachers, and meaningful learning experiences. By not segregating these students in separate classrooms, it can also help these students feel less stigmatized.

Inclusion is also an attitude. "[Our philosophy] is making sure that you are always thinking that the child is a general education student first," said a teacher from Oxford Preparatory Academy, a school that practices full inclusion, in a 2016 report by the California Charter Schools Association. "Here's your general education student who has some special needs; not here is a special education student."³⁴

[Our philosophy] is making sure that you are always thinking that the child is a general education student first...Here's your general education student who has some special needs; not here is a special education student." Teacher, Oxford Preparatory Academy 2016 report by the California Charter Schools Association

In order for me to thrive, my school must...



Believe in me



Include me



Find me



Catch me when
(or before) I fall



Meet me where I am
and challenge me



Know me



Involve me and
my family



Stick with me

7 WAYS TEACHERS CAN CHANGE THEIR EXPECTATIONS FOR ALL STUDENTS - INCLUDING STUDENTS WITH SPECIAL NEEDS

- 1 - Watch how each student interacts:** How do they prefer to engage? What do they seem to like to do? Observe so you can understand all their capabilities.
- 2 - Listen:** Try to understand what motivates them, what their goals are, how they view you and their classmates, and the activities you assign them.
- 3 - Engage:** Talk with students about their individual interests. Don't offer advice or opinions – just listen.
- 4 - Experiment:** Change how you react to challenging behaviors. Rather than responding quickly in the moment, take a breath. Realize that their behavior might just be a way of reaching out to you.
- 5 - Meet:** Each week, spend time with students outside of your role as "teacher." Let the students choose a game or other non-academic activity they'd like to do with you. Your job is NOT to teach but watch, listen and narrate what you see, focusing on students' interests and what they do well. This type of activity is really important for students with whom you often feel in conflict or whom you avoid.
- 6 - Reach out:** Know what your students like to do outside of school. Make it a project for them to tell you about it using some medium in which they feel comfortable: music, video, writing, etc. Find both individual and group time for them to share this with you. Watch and listen to how skilled, motivated and interested they can be. Now think about school through their eyes.
- 7 - Reflect:** Think back on your own best and worst teachers, bosses or supervisors. List five words for each that describe how you felt in your interactions with them. How did the best and the worst make you feel? What specifically did they do or say that made you feel that way? Now think about how your students would describe you. Jot down how they might describe you and why. How do your expectations or beliefs shape how they look at you? Are there parallels in your beliefs and their responses to you?

Robert Pianta, Dean of the Curry School of Education at the University of Virginia

Excerpted from NPR Morning Edition on
"Teachers' Expectations Can Influence How Students Perform"
by Alix Spiegel, September 2012

What can advocates
do together to
support systemic
change?

We know we've
succeeded when . . .



Routine Based Support Guide

Rochelle Lentini

Bobbie Vaughn

Lise Fox

Kwang-Sun Blair

Circle Time

Child has difficulty with waiting, listening, taking turns (can't tolerate length or level of circle)	<ul style="list-style-type: none"> Use a visual schedule that shows the order of circle activities and allows the child to turn the pictures over or remove the pictures upon completion of each activity Simplify the activities within circle; for instance, have a weekly calendar (see Sample Visuals) rather than a monthly or use more hands-on activities Have 2 circle times, one for the children who can "hang in" and one for the developmentally younger children Place the activities that are difficult for the child towards the end of circle time and allow the child to leave circle early for an alternate activity Use a "my turn" visual cue card (see Visual Samples) to indicate whose turn it is Embed the child's preference into circle (use a favorite character, theme, or activity) (e.g., Barney, Itsy Bitsy Spider song, Thomas the Train) Allow the child to hold a "manipulative" or some piece of an upcoming circle activity 	<ul style="list-style-type: none"> Prompt to say/gesture "my turn" Prompt to say/gesture "all done", and then allow to go to alternate activity Refer to visual schedule and cue of remaining activities Pull out a highly preferred item or activity Ignore inappropriate behavior, and praise those participating 	<ul style="list-style-type: none"> Teach the child to ask/gesture "my turn" Teach the child to say/gesture "all done" Teach child to follow circle picture schedule
---	---	---	---



Family Routine Guide

By Rochelle Lentini and Lise Fox



Positive Solutions for Families



*The Center on the Social and Emotional
Foundations for Early Learning*

FAMILY PLANNING SHEET

What _____ does during _____:
(child's name) (routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

GETTING DRESSED/UNDRESSED

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p>Your child does not want to stop the "activity" that he/she is doing to get dressed/undressed.</p>	<ul style="list-style-type: none"> Signal your child ahead of time -- Use a "warning" to let your child know that it will soon be time to "stop" and to get dressed/undressed. Depending on your child's ability, you can use a timer or a verbal signal by saying "in five more minutes" and then coming back to let your child know when it's "one more minute". Help him/her understand you know how he/she feels -- Validate your child's feelings and then point out what fun thing is coming up after getting dressed/undressed. Give clear expectations -- Use a "first-then" statement (e.g., "First get dressed, then play.") to help your child clearly understand expectations and help your child through the routines and remember to encourage through praise. Get a book about dressing -- Go to your local library or book store, get a book about dressing, read it with your child, and then suggest to your child that he/she can make his/her own "getting dressed/undressed book" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and by writing the steps of dressing. Read your homemade book on a regular basis, and allow him/her to read it to you. (Suggested story books: <u>Dress Maisy</u> by Lucy Cousins; <u>Ready, Set, Go! Practice Getting Dressed</u> by Quinlan B. Lee; <u>I Can Get Dressed! (Blue's Clues Series)</u> by Lauryn Silverhardt; <u>All By Myself</u> by Mercer Mayer; <u>Froggy Gets Dressed</u> by Jonathan London.) Encourage success -- Praise your child and let him/her know that stopping is difficult and you will make sure that the activity can be done at a later time/date (follow through on your promise). Reduce distractions -- If your child wants to watch TV or his sister(s)/brother(s) play while dressing/undressing, turn off the TV or shut the door until the routine is completed. 	<ul style="list-style-type: none"> Ignore inappropriate behavior, and point to the timer or clock and say, "All done _____. Now we need to get dressed/undressed to (next activity)." Follow through by helping your child get dressed/undressed. Don't scold or talk to your child when helping him/her. Just be matter-of-fact and say, "I will help you do it." Validate feelings and say, "I know it's hard to stop ____; you can do ____ again later. First get dressed/undressed, then (fun activity)." Praise any and all small attempts to stop activity and get dressed. 	<ul style="list-style-type: none"> Teach your child how to follow your warning. Teach your child how to follow first-then statement: first get dressed/undressed, then (fun activity). Teach your child when he/she can have the "favorite activity" again.

How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story

by Jennifer Sedlack

In 2006, my husband and I enrolled our son Dillon in Coralwood, an early childhood public school that provides an inclusive education setting for children aged three to six. Dillon is a typically-developing child, and his exposure to children with special needs has had a significant impact on our family. In addition to benefiting from a quality education, Dillon's behavior has shown marked improvement. He is kinder, more compassionate, and does not limit his friendships to children with abilities similar to his.

As a former director of a non-profit serving people with disabilities, I was aware that my life experience was void of interaction with the client base I served. I wanted my son to have experiences that would enable him to understand and accept the differences, as well as the similarities of people with special



working with Michael on various skills.

classroom reading programs, and gener-

SUPPORTING INCLUSIVE PRACTICES FOR YOUNG CHILDREN WITH DIVERSE ABILITIES

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.

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.

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/speed/guid/idea/memosdcltrs/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 of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (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.

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

<https://elc.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=9652>

The 2014 Preschool Inclusion Survey, results of which are summarized in this document, confirmed 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.

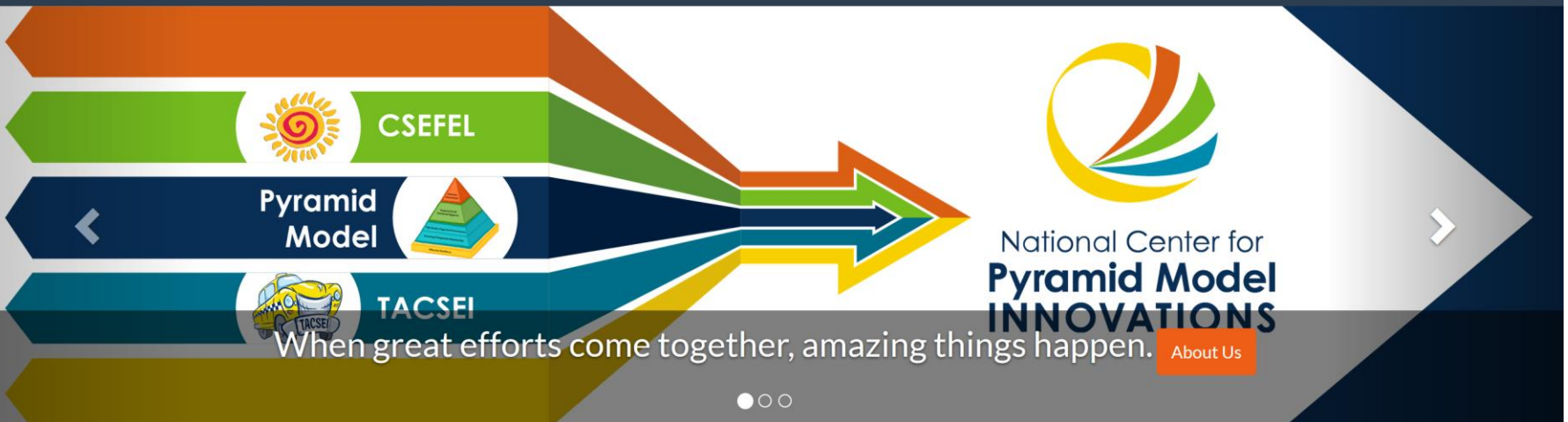


Got behavior???

<https://challengingbehavior.cbcs.usf.edu/>



About ▾ Pyramid Model ▾ Implementation ▾ Training & Technical Assistance ▾ Pyramid Nation ▾



Resources to Support Young Children on the Autism Spectrum and their Families

Promoting evidence-based practices

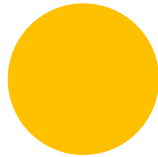
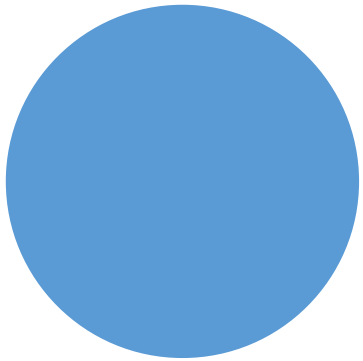
EBPs for young children, ages birth to 3, with
**Autism Spectrum Disorder
(ASD)**



EBP
Evidence-based
Practices

*Early
Intervention*
**Professional
Development &
Coaching**

Guide to ASD
Toddler
Learning Modules



To Understand Autism, Don't Look Away
https://www.youtube.com/watch?v=Hf_zXx09IB8

Resources to Support Young Children with Down Syndrome and their Families



#60 | June 2010

Promoting Language and Literacy Skills in Children with Down Syndrome

Intervention at even very young ages will improve a child's potential for later success

MOST YOUNG CHILDREN BEGIN DEVELOPING LANGUAGE SKILLS AT A RAPID PACE, early in their lives. Children with Down syndrome, the most common known genetic cause of intellectual disability, typically experience delays in language development that persist as they grow older. While several aspects of language, such as speech production and syntax (grammar), are often challenging for children with Down syndrome, other language skills, especially some related to social interaction, often represent relative strengths.

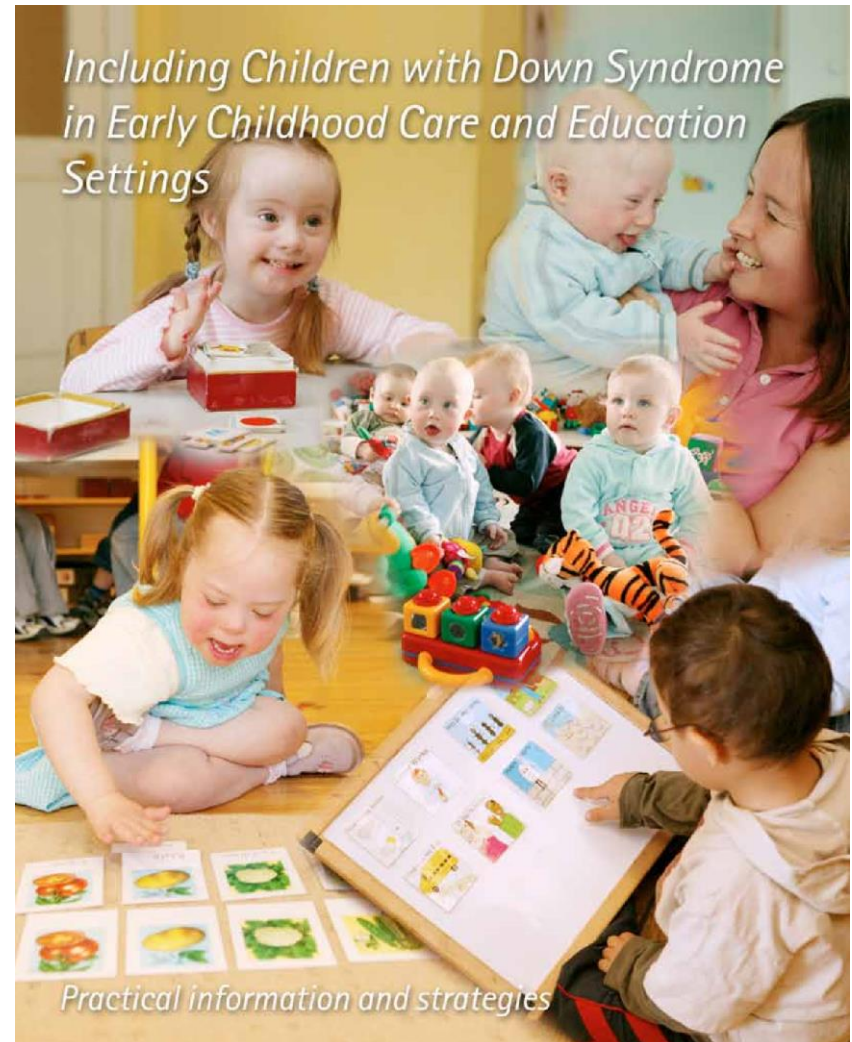
FPG investigators reviewed the existing literature on language skills of individuals with Down syndrome and factors that may influence language development.

Based on this review, FPG published recommendations that emphasize the importance of early and continued language and literacy interventions. Decades of research suggest that individuals with Down syndrome generally follow a consistent language and communication pattern. For instance, most are able to understand more than they can express. Developing clear speech, along with putting words together to form sentences, are some of the most difficult challenges they face.

They may also have trouble elaborating or adding new information to topics of conversation.

These communication impairments, however, coexist with key strengths. Although the first words and sentences of children with Down syndrome may be harder to understand than those of typically developing children, children with Down syndrome understand much of the language expressed around them. Children with Down syndrome can also stay on topic, have relatively good narrative (storytelling) skills when visual (picture) supports are available, and respond to requests for clarification from their communication partners when their messages are unclear. In the area of literacy, they show relatively strong whole-word recognition skills.

What does this mean for people who work with and care for children with Down syndrome? Most importantly, it is essential for parents, teachers, and practitioners to promote speech and language skills from infancy. Because their ability to understand what is being said to them is typically stronger





<http://www.dailymail.co.uk/femail/article-3880832/Down-syndrome-teacher-Argentina-Latin-America.html>

natural resource



Baby Talk: Resources to support the people who work with infants and toddlers

Issue No. 8 January 2012

Selecting Toys that Support Infant and Toddler Learning and Development

Interested in how infant and toddler caregivers can create healthy attachments to the children in their settings? [Using Toys to Support Infant-Toddler Learning and Development](#) by Gabriel Guyton is an article that highlights ways in which teachers who are knowledgeable about child development and play can intentionally select toys that meet young children's unique needs and interests and support learning.

- Hello, Camille,
-
- I hope this note finds you doing well. We met at the weekend Parenting seminars that were held in Bethlehem PA. Thanks to you I was able to find material in Portuguese to assist my mother in law with getting involved. She was so energized when she was able to actually read information for herself on how to better help my son.
-
- I so enjoy receiving your emails. Please keep them coming. I am writing because I happened to pass this recent one along to my son's speech therapist. She also found the content valuable.
-
- Her name is Kilsy McIntyre. Kilsy is pursuing her Master's in Early Childhood education. Your emails would be a wonderful source of information for her work and studies. Are you able to add her to your email list?
-
- Also, Please let me know when you are in the Philadelphia area. I owe you a glass of wine.
-
- Take Care, Camille.
-
- Kind Regards,
-
- Arlacia Leite

T Y L E R I M T Y
L E R I M T Y L E
R I ' M T Y L E R I
M T Y L E R I M T
Y L E R I M T Y L

(don't be surprised)

Professionals of the Future





<https://www.youtube.com/watch?v=1MJrRvpjB1I>

Go use your
leadership and
influence!

