

Inclusion in Early Childhood Programs

Successful Strategies from Experienced Early Childhood Educators

Presentation Team



Linda Brekken





Amanda Schwartz

Webinar Objectives

- Define **inclusion** in ECE settings
- Discuss **benefits and challenges**
- Learn **successful strategies** from state and local educators

POLL

Series of horizontal lines for text entry.

**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

ISSUE

The purpose of this policy statement is to set a vision and provide recommendations to States, local education agencies (LEAs), school, early care and preschool, and licensed programs, from the U.S. Department of Health and Human Services and U.S. Department of Education, for increasing the number of children with disabilities who are included in high-quality early childhood programs.

It is the Department's intention that all young children with disabilities should have access to inclusive high-quality early childhood programs, when they are prepared to participate in such programs upon entering high-quality programs. This goal is an early childhood program or within the program:

- Having an expectation for high-quality inclusion in early childhood programs;
- Increasing public understanding of the value that supports respectful inclusion of children with disabilities, from the earliest ages, in early childhood programs;
- Highlighting the legal framework supporting inclusion in high-quality early childhood programs;
- Providing recommendations to LEAs, which already implement programs for –
- Increasing inclusive early learning opportunities for all children; and
- Making the transition for States, agencies, and individual personnel, and facilities to ensure high-quality individual programming and inclusion of children with disabilities in early childhood programs.

Though the policy statement focuses on including young children with disabilities in early childhood programs, it is not intended to be a guide for specifically including all children with disabilities.

Early childhood programs will be those that specifically use and assess to children both through the child development program, the program's curriculum, and the program's staff, to ensure that all children with disabilities are included in high-quality early learning opportunities. This includes programs that are licensed, regulated, or accredited, and that provide early care and preschool services to young children with disabilities.

This statement is intended to be a guide for increasing the number of children with disabilities who are included in high-quality early learning opportunities. It is not intended to be a guide for all children with disabilities who are included in high-quality early learning opportunities. It is not intended to be a guide for all children with disabilities who are included in high-quality early learning opportunities.

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

Policy Statement on
Inclusion of Children with
Disabilities in Early
Childhood Programs
U.S. Department of Health and
Human Services
U.S. Department of Education

September 14, 2015

Series of horizontal lines for text entry.

POLL

Series of horizontal lines for text entry.

DEC/NAEYC Position Statement

Key elements:

- Access
- Participation
- Support



What is Inclusion?

- "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."

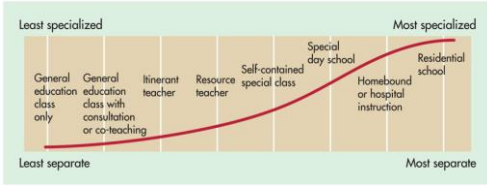
Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. 9/14/2015. Page 3.

Natural Environments



Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. 9/14/2015. Page 4.

Least Restrictive Environment



<http://terrijacobsonportfolio.weebly.com/legislation.html>

Inclusion for all

"from those with the mildest disabilities to those with the most significant disabilities."



Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. 9/14/2015. Page 3.

Benefits



Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. 9/14/2015. Page 6-7.

Barriers



Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs, 9/14/2015, Page 6-7.

Recommendations

For States, Local Programs, Families

- Statewide and local collaboration



Recommendations

For States, Local Programs, Families

- Statewide and local collaboration
- Policies that promote inclusion



Recommendations

For States, Local Programs,
Families

- Statewide and local collaboration
- Policies that promote inclusion
- Resource allocation



Recommendations

For States, Local Programs,
Families

- Statewide and local collaboration
- Policies that promote inclusion
- Resource allocation
- Data-driven decision-making



Recommendations

For States, Local Programs,
Families

- Statewide and local collaboration
- Policies that promote inclusion
- Resource allocation
- Data-driven decision-making
- Professional Development



Recommendations

For States, Local Programs, Families

- Statewide and local collaboration
- Policies that promote inclusion
- Resource allocation
- Data-driven decision-making
- Professional Development
- Social Emotional and Behavioral Health



Panel Introductions



- Beth Fairchild
Education Consultant
Early Intervention Technical Assistance
Pennsylvania Training and Technical Assistance Network



- Lisa Parker
Division Chief for the Office of Child Development and Early Learning/Bureau of Early Intervention Services
Pennsylvania Departments of Education and Human Services

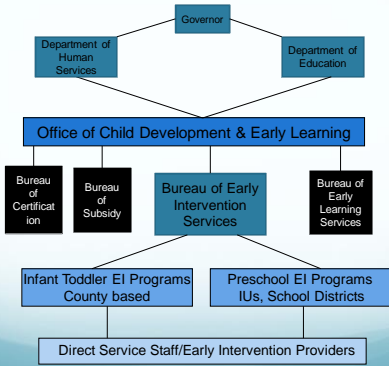


- Andi Knowlton
Director of Early Childhood Services Department
Napa County Office of Education

Reactions to the Policy Statement



Connections to Current Practices: Organization



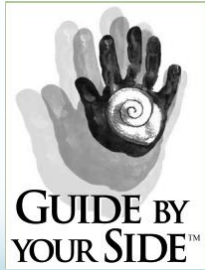
Connections to Current Practices: Parent as Partners in Professional Development (P3D)



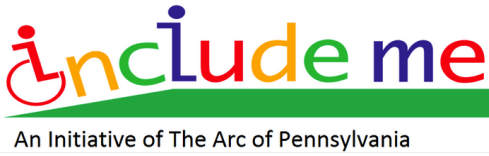
Connections to Current Practices: Competence and Confidence Partners in Policymaking Early Intervention (C2P2EI)



Connections to Current Practices:
Hands & Voices Guide By Your Side
(GBYS)TM of PA



Connections to Current Practices:
Include Me from the Start



Connections to Current Practices:



- Vision and mission
- Hiring practices

Connections to Current Practices:



- Vision and mission
- Hiring practices
- Integrated therapy model

Connections to Current Practices:



- Vision and mission
- Hiring practices
- Integrated therapy model
- Community partnerships

Connections to Current Practices:



- Vision and mission
- Hiring practices
- Integrated therapy model
- Community partnerships
- History of high quality services

Connections to Current Practices:



- Vision and mission
- Hiring practices
- Integrated therapy model
- Community partnerships
- History of high quality services
- Parent collaborations

Connections to Current Practices:



- Vision and mission
- Hiring practices
- Integrated therapy model
- Community partnerships
- History of high quality services
- Parent collaborations
- Interagency and braided funding

Connections to Current Practices:



- Vision and mission
- Hiring practices
- Integrated therapy model
- Community partnerships
- History of high quality services
- Parent collaborations
- Interagency and braided funding
- Professional development

Strengths of the Statement

- Time



Strengths of the Statement

- Time
- Strategic planning



Strengths of the Statement

- Time
- Strategic planning
- Starting smaller and working incrementally



Strengths of the Statement

- Time
- Strategic planning
- Starting smaller and working incrementally
- Shifting ideas and practices



Strengths of the Statement

- Time
- Strategic planning
- Starting smaller and working incrementally
- Shifting ideas and practices
- Validating high quality services



Strengths of the Statement

- Time
- Strategic planning
- Starting smaller and working incrementally
- Shifting ideas and practices
- Validating high quality services
- Sustainable



Strengths of the Statement

- Shifting attitudes



Strengths of the Statement

- Shifting attitudes
- Technical assistance



Strengths of the Statement

- Shifting attitudes
- Technical assistance
- Access, participation, and supports



Gaps to Consider

- Funding



Gaps to Consider

- Funding
- Ongoing professional development and consultation



Gaps to Consider

- Funding
- Ongoing professional development and consultation
- Different classroom models



Gaps to Consider

- Funding
- Ongoing professional development and consultation
- Different classroom models
- Understanding special education funding
 - Moving away from place-based thinking
 - Thinking about resources differently



Next Steps: Napa



- Statewide policy

Next Steps: Napa



- Statewide policy
- Collaborations across programs

Next Steps: Napa



- Statewide policy
- Collaborations across programs
- Partnerships with families

Next Steps: Napa



- Statewide policy
- Collaborations across programs
- Partnerships with families
- Quality Rating Improvement Scale

Next Steps: Napa



- Classrooms in community schools

Next Steps: Napa



- Classrooms in community schools
- Catalyst for change within school districts

Next Steps: Napa



- Classrooms in community schools
- Catalyst for change within school districts
 - Children with autism

Next Steps: Napa



- Classrooms in community schools
- Catalyst for change within school districts
 - Children with autism
 - Support for funding

Next Steps: Pennsylvania



- Statewide policy forum

Next Steps: Pennsylvania



- Statewide policy forum
- Policy regarding suspension and expulsion

Next Steps: Pennsylvania



- Statewide policy forum
- Policy regarding suspension and expulsion
 - Regional policy forums

Next Steps: Pennsylvania



- Statewide policy forum
- Policy regarding suspension and expulsion
 - Regional policy forums
- Joint meetings with ELC and SICC

Next Steps: Pennsylvania



- Statewide policy forum
- Policy regarding suspension and expulsion
 - Regional policy forums
- Joint meetings with ELC and SICC
 - Inclusion Cohort

Next Steps: Pennsylvania



- Statewide policy forum
- Policy regarding suspension and expulsion
 - Regional policy forums
- Joint meetings with ELC and SICC
 - Inclusion Cohort
 - STARS – re-visioning

Additional Resources

- 2016 National Inclusion Webinar Series
<http://ectacenter.org/~calls/2016/nationalinclusion.asp>
- A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) on Early Childhood Inclusion
https://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_update_dKS.pdf



Contact Us

- Linda Brekken: linda.brekken@specialquest.org
 Amanda Schwartz: a_l_schwartz@yahoo.com
 Andi Knowlton: aknowlton@napacoe.org
 Beth Fairchild: bfairchild@pattan.net
 Lisa Parker: liparker@pa.gov
