Together We are Better: Building Quality Inclusion

Pam Winton, PhD
Senior Scientist & Director of Outreach
Director of NPDCI and CONNECT Projects
FPG Child Development Institute

Keynote Address at SCECA | January 20, 2012
The NPDCI Team

Pam Winton, Virginia Buysse, Tracey West, Heidi Hollingsworth, Shelley deFosset, Jonathan Green, and Camille Catlett
The CONNECT Team

Pam Winton
University of North Carolina

Virginia Buysse
University of North Carolina

Beth Rous
University of Kentucky

Chih-Ing Lim
Univ of North Carolina

Dale Eipsten
UNC

Jonathon Green
UNC

Cici Sidor
University of North Carolina

Patti Singleton
University of Kentucky
Context:
Increased Focus on Teacher Quality
Context: Focus on Clinical Practice

TRANSFORMING TEACHER EDUCATION THROUGH CLINICAL PRACTICE: A NATIONAL STRATEGY TO PREPARE EFFECTIVE TEACHERS

Fall, 2010
Context: Practitioners are Expected to Use Evidence-Based Practice (EBP)
Context: Focus on EACH Learner
Agenda

Define key features of high quality inclusion

Identify and demonstrate evidence-based inclusive practices

Introduce FREE resources to support teacher quality & inclusion
Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Defining Inclusion

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.

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. 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 literal test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.
**Definition**

*Early childhood inclusion* embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.
The **desired results** of inclusive experiences for children **with and without disabilities** and their families include

- a sense of belonging and membership,
- positive social relationships and friendships,
- development and learning to reach their full potential.
... three defining features of inclusion

ACCESS

PARTICIPATION

SUPPORTS
How Do We Move from Position Statements to PRACTICE?

It's just a piece of paper
Inclusion Dilemma

Teacher’s Perspective (Jackie)

Family’s Perspective (Christine)

CONNECT
Research Synthesis Points on Quality Inclusive Practices

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

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

Participation—using a range of instructional and intervention approaches to promote engagement in play and learning activities, and a sense of belonging for every child, and supports—creating an infrastructure of systems-level supports for implementing high quality practices.

Citations for each practice include best available research in the form of research reviews or synthesis, and, when a summary of the research does not exist, the most relevant research papers. This document is intended for professionals, advocates, and parents interested in learning more about evidence-based and promising practices for promoting high quality early childhood inclusion.
Moving from Policies & Research to Practice

- Define each key feature of inclusion
- Demonstrate the evidence-based practices
**Access** – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.
Evidence-Based Practices that Support ACCESS

- Universal Design (UD)/Universal Design for Learning (UDL)
- Assistive Technology (AT)
UD and UDL mean the removal of physical and structural barriers (UD) and the provision of multiple and varied formats for instruction and learning (UDL).
Example of UD/UDL
Assistive technology (AT) interventions involve a range of strategies to promote a child's access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment.

Source: CONNECT Module 5: Assistive Technology
Demonstration of AT
Pair and Share

What are strategies that you use or might use in the future to increase **ACCESS** to your program for young children with disabilities?
Participation – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.
Evidence-Based Practices (EBP) that Support PARTICIPATION

- Embedded Instruction and Other Naturalistic Interventions
- Scaffolding Strategies
- Tiered Models of Instruction/Intervention
Embedded interventions are specially designed practices that are used to promote children’s engagement, learning, and independence in everyday activities, routines, and transitions in the classroom, home, and community.

Source: CONNECT Module 1: Embedded Interventions
**EBP: Scaffolding Strategies**

**Scaffolding strategies** are structured, targeted approaches that can be used with children who require more intensive supports across a wide variety of teaching and learning contexts, and in combination with other approaches. Scaffolding strategies include modeling, response prompting, peer supports, and corrective feedback.
Demonstration of peer support

Going to the grocery store
Demonstration of prompting
Demonstration of Embedded Interventions & Scaffolding Strategies
Pair and Share

What are strategies that you use or might use in the future to increase **PARTICIPATION** in your program for young children with disabilities?
Tiered models of instruction offer a framework that can be used in early childhood to help practitioners connect children’s formative assessment results with specific teaching and intervention strategies.
Tiered Models

- **A Few Children**: Intensive, individualized interventions/supports
- **Some Children**: Targeted small-group interventions/supports
- **All Children**: Core curriculum and intentional teaching
Return to Jackie: Inclusion Dilemma

Teacher’s Perspective (Jackie)

Family’s Perspective (Christine)
What support does Jackie need for inclusion to work?
Supports – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.
CONNECT Modules
Professional Development focused on Inclusion Practices

Evidence-Based Inclusion Practices
Now Available (English and Spanish versions)

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

COMING SOON

- Tiered Approaches: Social Emotional Development and Academic Practices
- Portuguese translation of Module 1
Collaboration Dilemma

Teacher’s perspective (Shawanda)

Speech Therapist’s perspective (Ashley)
Family-Professional Partnerships Dilemma
Connecting Policies, Research & Practice

<table>
<thead>
<tr>
<th>Defining Feature of Inclusion</th>
<th>Evidence-Based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS</td>
<td>UD/UDL</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>SUPPORTS</td>
<td>Embedded Interventions</td>
</tr>
<tr>
<td></td>
<td>Scaffolding Strategies</td>
</tr>
<tr>
<td></td>
<td>Tiered Approaches</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td>Family-professional partnerships</td>
</tr>
<tr>
<td></td>
<td>Professional Development</td>
</tr>
</tbody>
</table>
In summary, you...

- learned a definition of inclusion,
- saw a demonstration of practices that support the 3 essential features of inclusion,
- know about an evidence-based practice approach to PD, and
- got some free resources to implement PD on inclusion
Additional Resources ...

Foundations of Inclusion Birth–Five
Additional Resources

http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion
For more information on CONNECT, go to:
http://connect.fpg.unc.edu/

For more information on NPDCI, go to:
http://community.fpg.unc.edu/npdci

Subscribe to Monthly eNews
subscribe-npdcinews@listserv.unc.edu