Evidence-Based Practices to Support Inclusion

CONNECT & NPDCI

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North Carolina Association for the Education of Young Children
Conference
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Agenda

Define key features of high quality inclusion

Identify and demonstrate evidence-based inclusive practices linked to standards & NAEYC/DEC Position Statement

Apply the evidence-based practices that you learned to your work
Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Defining Inclusion

Today an 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 born 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 DECAEYC 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.
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.
Three Defining Features of Inclusion

ACCESS

PARTICIPATION

SUPPORTS
How Do We Move from Position Statements & Standards to PRACTICE?

It’s just a piece of paper
Moving from Position Statements and Standards to Practice

- Define each broad feature of inclusion:
  - ACCESS
  - PARTICIPATION
  - SUPPORTS

Then for each of the 3 features of inclusion:

- Connect to national standards and to a research-based practice
- Demonstrate and interact with a research-based practice
Defining Features of Inclusion

**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.
### Access: Connecting Personnel Preparation Standards to Practices

<table>
<thead>
<tr>
<th>Standards</th>
<th>Research-Based Practices</th>
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<tbody>
<tr>
<td><strong>NAEYC Standards #1 &amp; 4:</strong></td>
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<tr>
<td>▪ Promoting Child Development and Learning</td>
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<tr>
<td>▪ Using Developmentally Effective Approaches to Connect with Children and Families</td>
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<tr>
<td><strong>CEC/DEC Standards #5, 6, &amp; 7:</strong></td>
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<tr>
<td>▪ Learning Environments and Social Interactions</td>
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<td>▪ Language</td>
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Assistive Technology (Campbell et al., 1996)
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. Combining AT with effective teaching promotes the child's participation in learning and relating to others.

Source: CONNECT Module 5: Assistive Technology
Assistive Technology - Dilemma

Family child care provider’s perspective (Ms. Mary)

Family’s perspective (Holly)
Demonstrations of Assistive Technology

[embed Video 5.7] [embed Video 5.10]
Small group work

• Have one person in your group identify a child he/she has worked with who uses or could use assistive technology.
  • Describe that particular child, including his/her age and needs
  • What is one part of the day or one particular thing that this child has difficulties gaining access to?
• In your group, have each person generate an idea for helping this child gain access.
Participation – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.
## Participation: Connecting Personnel Preparation Standards to Practices

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<tr>
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<tr>
<td><strong>CEC/DEC Standard #4:</strong></td>
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<tr>
<td>▪ Instructional Strategies</td>
<td>Embedded interventions (Snyder, Hemmeter, Sandall, &amp; McLean, 2007)</td>
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<tr>
<td><strong>NAEYC Standard #4:</strong></td>
<td></td>
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<tr>
<td>▪ Using Developmentally Effective Approaches</td>
<td>Dialogic reading (Doing What Works)</td>
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<td>to Connect with Children and Families</td>
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**Definition of embedded interventions**

Embedded interventions are strategies that address specific learning goals within the context of everyday activities, routines, and transitions at home, at school or in the community. Other commonly used terms to describe embedded interventions include: routines-based interventions, embedded instruction, and embedded learning opportunities.

Source: CONNECT Module 1: Embedded Interventions
Embedded Interventions- Dilemma

Teacher’s perspective (Jackie)

Family’s perspective (Christine)
Demonstrations of Embedded Interventions

[embed Video clips 1.12 & 1.17]
Small group work

- Have one person in your group identify a child he/she has worked with who has special needs.
  - Describe that particular child, including his/her age and needs. *Note: this should be a different child than the one identified earlier.*
  - What is one part of the day or one particular thing that this child has difficulties participating in?
- In your group, have each person generate an idea for helping this child participate.
Defining Features of Inclusion

**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.
### Family and Community Partnerships: Linking Personnel Preparation Standards with Practices

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<tr>
<td><strong>CEC/DEC Standard #10:</strong></td>
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<tr>
<td>• Collaboration</td>
<td>Transition (Rous, Schroeder, &amp; Rosenkoetter, 2009)</td>
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<tr>
<td><strong>NAEYC Standard #2:</strong></td>
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<tr>
<td>• Building Family and Community</td>
<td>Communication for collaboration (Nobile &amp; Drotar, 2003)</td>
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<tr>
<td>Relationships</td>
<td>Family-professional partnerships (Dunst, Trivette, &amp; Hamby, 2007)</td>
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Family-Professional Partnerships-Dilemma

[VIDEOS of 4.1 AND 4.2]

Teacher’s perspective (China)

Family’s perspective (Aaron)
### Defining Feature of Inclusion

<table>
<thead>
<tr>
<th>Defining Feature of Inclusion</th>
<th>Personnel Preparation Standards</th>
<th>CONNECT Modules / Evidence-Based Practice</th>
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<tr>
<td><strong>ACCESS</strong></td>
<td><strong>CEC/DEC Standards #5, 6, &amp; 7:</strong>&lt;br&gt;- Learning Environments and Social Interactions&lt;br&gt;- Language&lt;br&gt;- Instructional Planning <strong>NAEYC Standards #1 &amp; 4:</strong>&lt;br&gt;- Promoting Child Development and Learning&lt;br&gt;- Using Developmentally Effective Approaches to Connect with Children and Families</td>
<td>Module 5: Assistive Technology</td>
</tr>
<tr>
<td><strong>PARTICIPATION</strong></td>
<td><strong>CEC/DEC Standard #4:</strong> Instructional Strategies <strong>NAEYC Standard #4:</strong> Using Developmentally Effective Approaches to Connect with Children and Families</td>
<td>Module 1: Embedded Interventions&lt;br&gt;Module 6: Dialogic Reading</td>
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<tr>
<td><strong>SUPPORTS</strong></td>
<td><strong>CEC/DEC Standard #10:</strong> Collaboration <strong>NAEYC Standard #2:</strong> Building Family and Community Relationships</td>
<td>Module 2: Transition&lt;br&gt;Module 3: Communication for collaboration&lt;br&gt;Module 4: Family-professional partnerships</td>
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Now Available

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

COMING SOON

- Tiered Approaches
  - Social emotional
  - Academic practices
- Spanish translation of Modules 5-8
In summary, you...

• learned a definition of inclusion,
• saw a demonstration of practices that support the 3 essential features of inclusion,
• learned about resources to implement PD on inclusion, and
• applied what you learned about evidence-based practices to your own work
Next Steps

- What are 3 new things you have learned or new ideas you have gotten from this session?
- Who are 2 people that you want to share this information with?
- What is 1 concrete next step you will take following this session?
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