How to enhance your child's inclusion in the early education, childcare and community settings

August 1, 2017

Welcome!

Inclusion = Everybody Benefits

Why Focus on Inclusion

- Research indicates that meaningful inclusion is beneficial to children with and without disabilities

- Meaningful inclusion in high-quality early childhood programs can support children with disabilities in reaching their full potential resulting in broad societal benefits

- Inclusion in early childhood programs can set a trajectory for inclusion across the course of an individual's life

- Christy Kavulic, Associate Division Director for Early Childhood in the Research to Practice Division at the Office of Special Education Programs

Why Focus on Inclusion

- Children with disabilities continue to face significant barriers to accessing inclusive early childhood programs

- Too many preschool children with disabilities receive special education services in settings separate from their peers without disabilities

- While States have expanded access to high-quality early learning, no proportionate expansion of inclusive opportunities for young children with disabilities happened

- Christy Kavulic, Associate Division Director for Early Childhood in the Research to Practice Division at the Office of Special Education Programs

Attitudes/beliefs are common barriers

Federal and State Requirements

IDEA Part C

IDEA Part B

Head Start Act

Head Start Performance Standards

Community Childcare Development Block Grant

Pre-K Counts

Where is Early Intervention Provided?

In a location where the child would be if he or she did not have a delay or disability

'Natural Environment' (Infants and Toddlers)

As part of family routines and daily activities based on each families individual needs, preferences and strengths; can be at home or in the community

Where is Early Intervention Provided?

In a location where the child would be if he or she did not have a delay or disability

'Least Restrictive Environment' (Preschoolers)

"To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."
IDEA , Sec. 300.118

DEC/NAEYC Joint Position Statement

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[1] 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.[2] 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.[3] 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.

U.S. Department of HHS/DOE Policy Statement On Inclusion

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

PURPOSE

The purpose of this policy statement is to set a vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs, from the U.S. Departments of Education (ED) and Health and Human Services (HHS) (the Departments), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.[1]

It is the Departments' 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 support in meeting high expectations. This joint ED and HHS policy statement aims to advance this position by:

- Setting an expectation for high-quality inclusion in early childhood programs;

- Increasing public understanding of the science that supports meaningful inclusion of children with disabilities, from the earliest ages, in early childhood programs;

- Highlighting the legal foundations supporting inclusion in high-quality early childhood programs;

- Providing recommendations to States, LEAs, schools, and early childhood programs for increasing inclusive early learning opportunities for all children; and

- Identifying free resources for States, programs, early childhood personnel[2], and families to support high-quality individualized programming and inclusion of children with disabilities in early childhood programs.

Though this policy statement focuses on including young children with disabilities in early childhood programs, it is our shared vision that all people be meaningfully included in all facets of society

[1] Early childhood programs refer to those that provide early care and education to children birth through age five, where the majority of children in the program are typically developing. These include, but are not limited to, private or publicly funded center or family-based child care, home visiting, Early Head Start, Head Start, private preschool, and public school and community-based pre-kindergarten programs, including those in charter schools.
[2] Early childhood personnel refer to professionals who provide early care and education services to children birth through age five, including public or private preschool teachers, home and center-based child care providers, Head Start and Early Head Start teachers, home visitors, early interventionists, early childhood special educators, and related services personnel.

1

Pennsylvania Announcement on Inclusion

PA pennsylvania
OFFICE OF CHILD DEVELOPMENT
AND EARLY LEARNING

ANNOUNCEMENT

Subsidized Child Care Services -	S-17 #04
Child Care Certification Services-	C-17#03
Early Intervention Services -	EI-17#01
	FC/PRF- 17#02
Early Learning Services –	KS-17#03
	ELS-17#02

Issue Date: June 29, 2017
Effective Date: July 1, 2017

SUBJECT: Inclusion of All Children in Early Childhood Programs in Pennsylvania

TO: Pennsylvania Early Learning Programs

FROM: Suzann L. Morris, MPA
Deputy Secretary, Office of Child Development & Early Learning

PURPOSE:

The U.S. Departments of Health and Human Services (HHS) and Education (ED) released a policy statement recommending that states develop policies and practices to increase the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs (2015). This policy statement provides the Office of Child Development and Early Learning (OCDEL) response to this federal policy. It also incorporates key principles and recommendations for implementing family engagement across systems and within programs as outlined in the Policy Statement on *Family Engagement From the Early Years to the Early Grades* (2016). This Announcement and the *Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania* are intentional companion Announcements to support quality early childhood programs.

The purposes of this announcement are to:
- Promulgate the HHS and ED policy statement,
- Provide guidance to OCDEL programs regarding strategies that promote inclusion for all children,
- Provide guidance to OCDEL programs in how to support family engagement in an inclusive manner that respects the cultural and individual preferences of families,
- Identify resources available to local programs, and
  - Specify next steps to be taken at the local and state levels.

BACKGROUND:

HHS and ED provide federal funding to a wide variety of Pennsylvania early childhood programs and initiatives, including Child Care Works; Child Care Certification; Early Head Start; Head Start; Early Intervention; Home Visiting Programs; and Keystone STARS. As a recipient of these federal funds, OCDEL is acting on the recommendations to develop and disseminate a program policy statement to early

Definition of Early Childhood Inclusion

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.**

Definition of Early Childhood 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.

DEC/NAEYC. (2009). Early childhood inclusion: A summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

Keystone Stars Core Principles

Keystone STARS is a responsive system to improve, support, and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania. Our system is guided by three core principles:

• A whole child approach to education is essential to meeting the holistic and individual needs of each and every child and family.

• Knowledgeable and responsive early care and education professionals are essential to the development of children and the support of families.

• Building and sustaining ongoing positive relationships among children, families, early care and education professionals, and community stakeholders is essential for the growth and development of every child.

We believe inclusion, diversity, equity, and respect are foundational values embedded in these principles.

Common features

Including ALL children

Access

Participation

Supports

Sense of belonging

Access

Providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.

Participation

Using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child

Supports

Refers 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.

It all begins with a vision

Having a vision sets the dream, the positive expectation for the future.

Without a vision, there is no expectation of what the future might look like.

And if we don't have a vision of our own, someone else may determine it – and we might not really like what they choose!

Research shows…

"***The most powerful force*** in changing transition outcomes for young people with significant disabilities is not ultimately found in the transition plans we craft, the educational services we offer, the instruction we provide, or the systems we build, but rather in the ***expectations and aspirations individual parents hold for their sons and daughters***."

- **Erik Carter**
"What Matters Most: Research on Elevating Parent Expectations"

Services and supports are evolving!
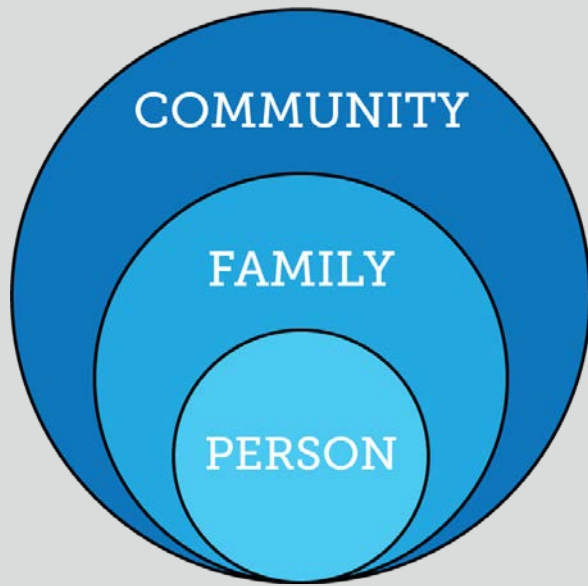
Everyone exists within the context of family and community
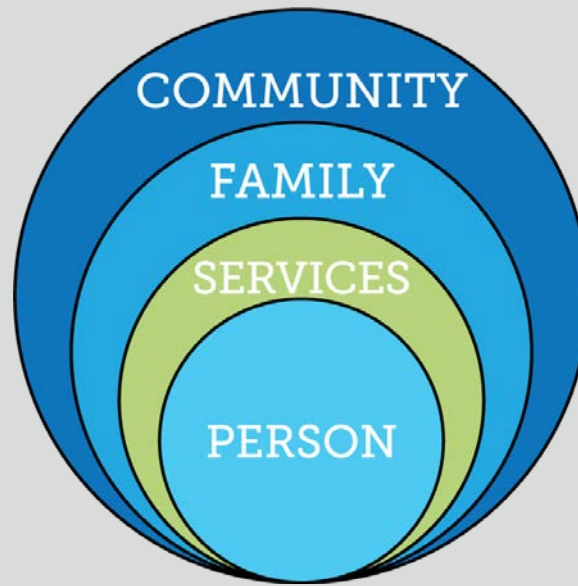
Traditional model of disability services

Integrated Services and Supports within context of person, family and community

Using LifeCourse tools to support inclusion

www.lifecoursetools.com

Portfolio Part 1: One Page Profile

My LifeCourse Portfolio

_____'s ONE-PAGE PROFILE

What people like & admire about me

What's Important to ME

How to Best Support ME

Portfolio Part 2: Trajectory

CHARTING the LifeCourse

Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

VISION for a GOOD LIFE

What I DON'T Want

Developed by the UMKC Institute for Human Development, UCEDD. More materials at lifecoursetools.com

May 2016

CHARTING the LifeCourse

Integrated Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.

Technology

Personal Strengths & Assets

Relationships

Community Based

Eligibility Specific

Access the LifeCourse framework and tools at lifecoursetools.com

Developed by the UMKC Institute for Human Development, UCEDD. More tools and materials at lifecoursetools.com

MAY 2016

Putting the Framework Together!

Parent Story

Collaborative teaming…

- Increases engagement, development, and learning of children

- Critical component of quality inclusive early childhood education

- Unifies and integrates educational, communication, and social supports

- Share a vision of full social and educational participation of your child

- Regularly scheduled opportunities for members of the educational team, including family, to share expertise, identify common goals, build plans of support, and determine responsibilities

Hunt, P. (2004): Collaborative Teaming to Support Preschoolers with Severe Disabilities Who Are Placed in General Education Early Childhood Programs

Parents are Important Team Member

- Informed Decision Maker:
  - Learn what is or could happen throughout the day
  - Ask to observe
  - Request information to answer your questions
- Work effectively with the team and share your perspective on:
  - Your child's strengths and interests
  - Strategies and supports that have worked in the past
  - Approaches that have not been effective
  - Concerns about possible barriers to participation and learning

(Kasa, Christi & Julie Causton-Theorharis: "Achieving Inclusion: What Every Parent Should Know When Advocating for Their Child" produced by The PEAL Center)

Communication

Establish a method for communicating

- Face to face
- Notebook
- Phone
- Technology

Communication Tips

for Building Strong Partnerships

Expect
Successful
Partnerships

Adapted by the PEAL Center from information
distributed by the CADRE 2008

Strategies for Planning an Inclusive IEP

- Share and gather resources

- Stay focused on your vision

- Help write goals that promote inclusion, are meaningful, and occur throughout the day

- Celebrate successes!

(Kasa, Christi & Julie Causton-Theorharis: "Achieving Inclusion: What Every Parent Should Know When Advocating for Their Child" produced by The PEAL Center)

CARA'S KIT

Creating Adaptations for Routines and Activities

Adaptation Continuum

The Goal: Use the least intrusive adaptation. If an adaptation is not having the result you want, try the next least intrusive adaptation.

ADAPTATION CONTINUUM

Least Intrusive

Adapt Environment
- Adapt room set-up.
- Adapt/select equipment.

Select or Adapt Activity or Routine

Adapt Materials

Adapt Requirements or Instruction

Most Intrusive

Provide Assistance
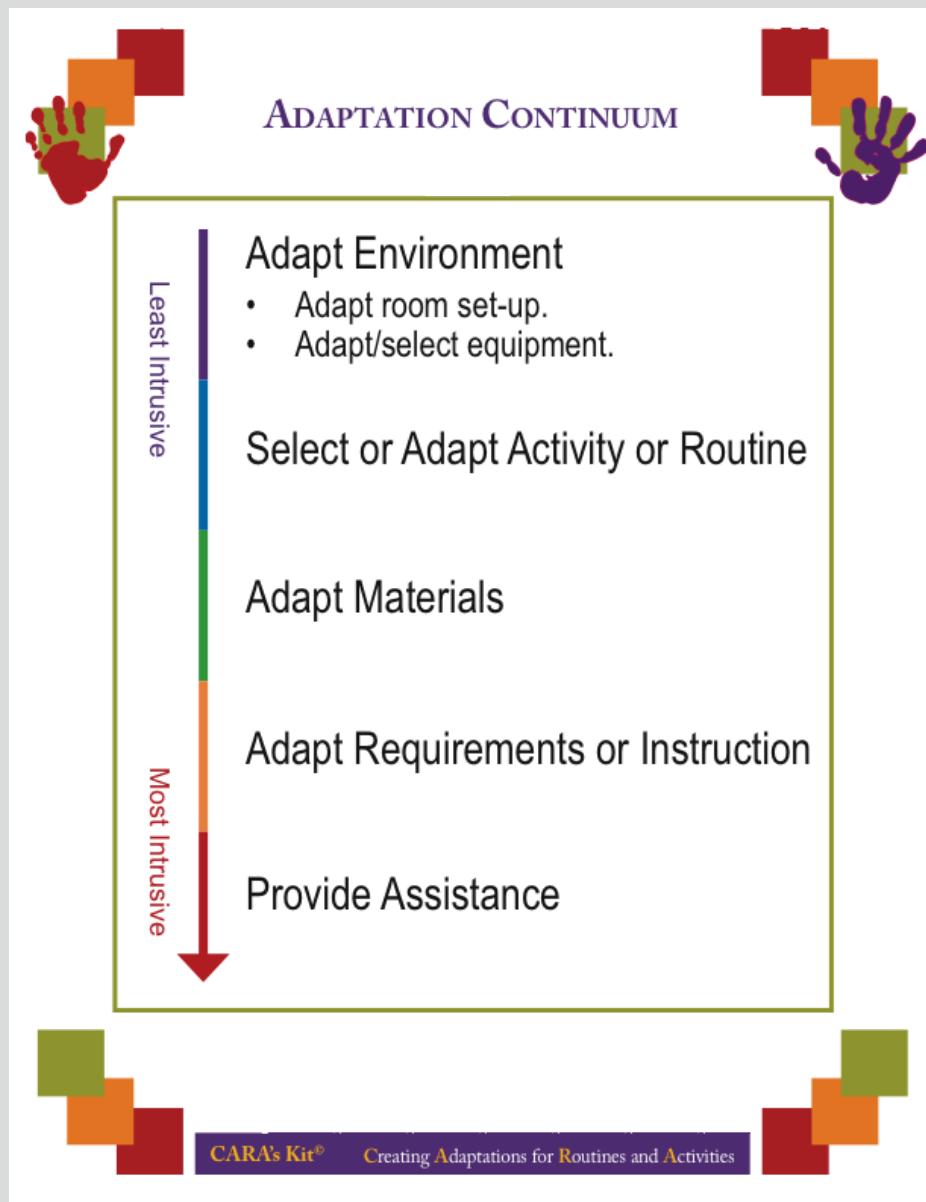
CARA's Kit® Creating Adaptations for Routines and Activities

This checklist is designed to help preschool teachers understand children's needs by describing children's typical performance in everyday classroom activities and routines. When completing the checklist, include input from teaching assistants, aides, and the director, if applicable.

Date: _____ Child's name: _____ Facility name and address: _____

Name(s) and position(s) of staff (e.g., lead teacher, aide) filling out questionnaire: _____

Does your facility participate in the State Quality Improvement System? ___Yes ___No
Does the child of concern receive early intervention services? ___Yes ___No   If **yes**, does the classroom teaching staff consult with the early intervention team on a regular basis? ___Yes ___No

Checklist Instructions

1) Rate the child's ability to participate in the daily routines and activities by looking at the general expectations for the classroom. For example, during arrival and departure, does the child exceed, meet, occasionally meet, or not meet the expectations for the classroom?
2) Rate your level (and/or that of the entire staff) of satisfaction with the child's performance in each routine or activity. For example, are you very satisfied, satisfied, somewhat satisfied, or not satisfied with the child's performance? *Note*: Each early childhood program has different priorities and some situations may be considered more important than others. Therefore, it is possible to be satisfied with performance that does not meet or occasionally meets the expectations of the classroom.
3) Circle the routines/activities that do not meet your expectations and with which you are not satisfied.
4) On the last page of the checklist, describe the strategies you and/or your classroom staff have tried to improve the routine or activity or to promote the child's participation in the routine or activity.

ACTIVITY	Exceeds classroom expectations	Meets classroom expectations	Occasionally meets classroom expectations	Does not meet classroom expectations		Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
LANGUAGE AND LITERACY ACTIVITIES	O	O	O	O		O	O	O	O
GROUP MEETING / CIRCLE	O	O	O	O		O	O	O	O
TABLE TOP ACTIVITIES (manipulatives, puzzles, pre-writing)	O	O	O	O		O	O	O	O
SMALL GROUP PLAY (sand & water, dramatic play, block play, etc.)	O	O	O	O		O	O	O	O
ACTIVE LEARNING & MOVEMENT ACTIVITIES	O	O	O	O		O	O	O	O
ROUTINE TRANSITIONS BETWEEN ACTIVITIES	O	O	O	O		O	O	O	O
ARRIVAL & DEPARTURE	O	O	O	O		O	O	O	O
COMMUNITY OUTINGS (e.g., daily outdoor walks, trips in the community)	O	O	O	O		O	O	O	O

ADAPTATION NOTES

■ What is currently happening?

■ What would you like to see happen?

■ How can we change the environment?

■ How can we change the activity?

■ How can we change the materials?

■ How can we change the requirements or instructions?

■ How can we provide assistance?

■ After you have made the changes, what is currently happening?

What is Assistive Technology (AT)?

Assistive technology = devices and services

Device: "Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities."

Services: "Any service that directly assists a child with the disability in the selection, acquisition or use of an assistive technology device."

Assistive Technology

AT and learning opportunities are embedded within a child's everyday routines and activities to support:

- Behavior and Socialization
- Communication
- Early learning
- Mobility
- Play
- Positioning
- Self-care

Examples of Assistive Technology

- Switches, chairs, pictures, communication devices, software programs

- Adapted toys

- Items found within your home and/or educational setting used with a specific purpose and function

- Training for child care staff and parents

- Assistance from a early intervention or school staff so that the family may locate potential funding sources

It is never too early and it is never too late!

AT supports socialization

- Interact independently

- Build friendships

- Explore environment

- Reduce frustration

Low Tech Assistive Technology

- **Visual Supports** (i.e. visual schedule, choice charts, first/then boards, routine activity sequences, cue cards, stop signs, timers, social stories)

- **Communication Supports** (i.e. Low tech-pictures, Switches, buttons, Tablets/devices, apps)

- **Sensory Supports** (i.e. Bumpy seats, Rocking chairs and ball chairs. Weighted blankets and weighted lap buddies, Quiet space, Headphones and ear plugs)

Why Visual Supports

- Support communication
- Prevent challenging behaviors
- Enhance memory
- Remain static
- Assist in knowing expectations
- Assist in self-monitor
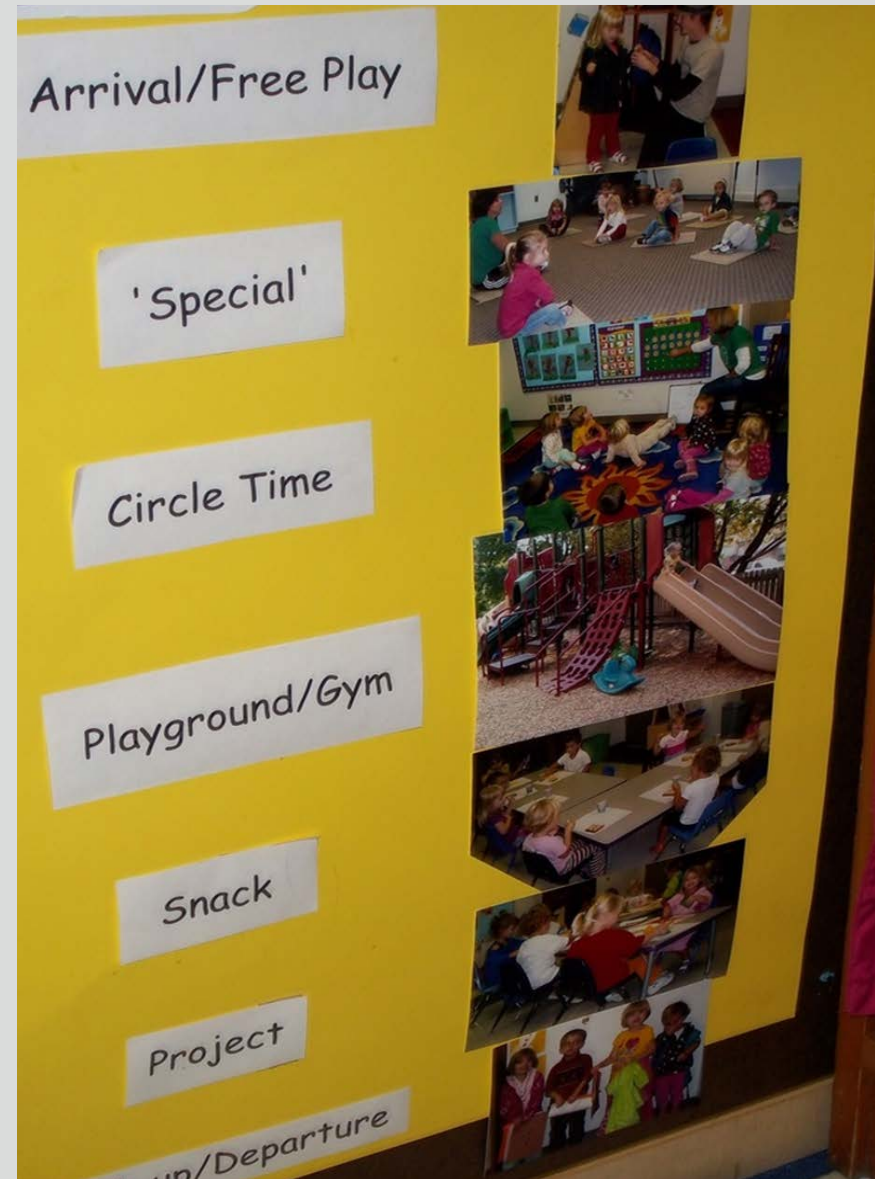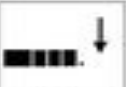
Social Stories

Personal Space
by: Sasha Hallagan

When I talk to other people, sometimes I stand too close.

I need to remember to step back and leave some space.

People don't like it when I stand too close.

It's not polite to stand too close. It's polite to respect other's personal space. I leave an arm's length between people when we talk.

I like being respectful. People like talking to me when I respect their personal space.

MY SOCIAL STORIES

Name Ben
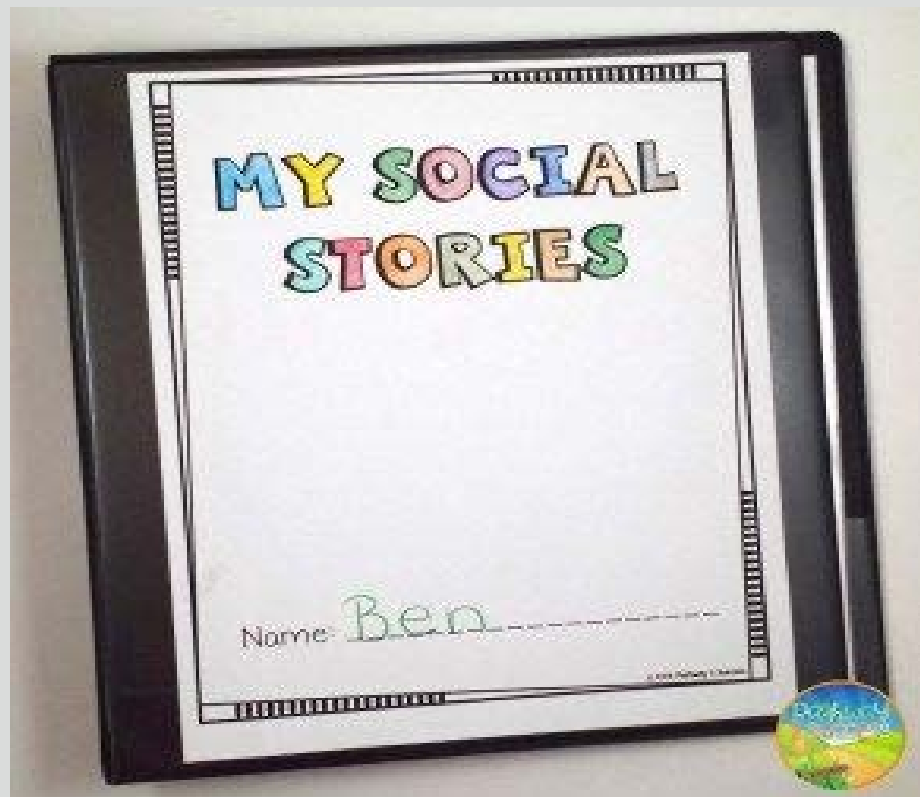
Communication Supports

- Low tech- pictures
- Switches, buttons
- Tablets/devices, apps

Sensory Integration Supports

- Bumpy seats
- Rocking chairs and ball chairs
- Weighted blankets and weighted lap buddies
- Quiet space
- Headphones and ear plugs

Lending Libraries and Short Term Loans

1. PaTTAN's AT Short Term Loan Program
2. *Pennsylvania's Assistive Technology Lending Library (ATLL);* contact Pennsylvania's Initiative on Assistive Technology, Institute on Disabilities at Temple University
3. PA Assistive Technology Foundation
   a) Low Interest Loan Program
   b) Mini-loan Program

Other Resources

www.eita-pa.org

Pennsylvania's Education for All Coalition, Inc.

www.paedforall.org
Service and Resources

The PEAL Center
Helping Families of Children with Disabilities and Special Health Care Needs

pealcenter.org/services-advising.php

Other Resources

http://thearcpa.org/

http://includemepa.org/

Other Resources

www.earlylearninggps.com/

So Many Ways to Learn

Mary Mikus

Mary Mikus *Executive Director*

GRASP

CENTER *for* SUSTAINABLE BUILDING TECHNOLOGY

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Philadelphia, PA 19104

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C2P2/EI

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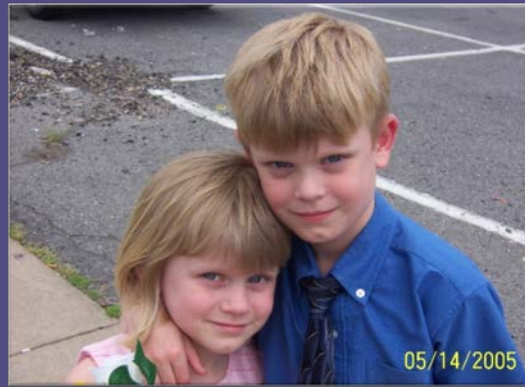
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Parent as Partners in Professional Development (P3D)

Competence and Confidence Partners in Policy-making for Families of Children in Early Intervention (C2P2 EI)

PA Family Network Advisor
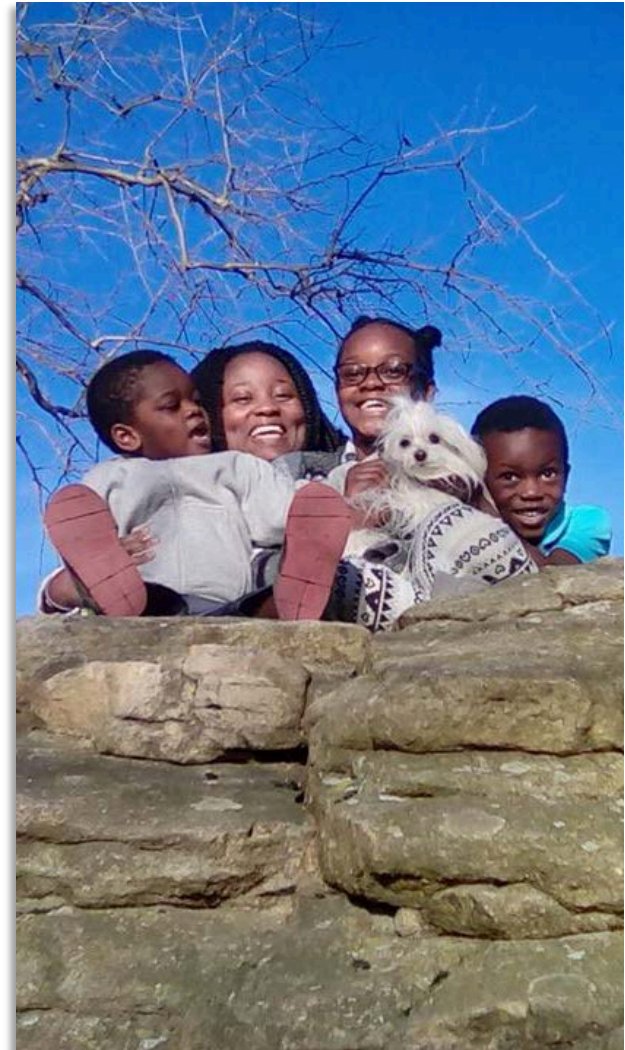
Naomi Galman

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Mom of 3 girls
Michaela, 7; Abby, 5; Charley, 3

Former social services coordinator/director

Beaver County LICC Co-chair (IU 27)

Beaver County's EI Family Engagement Committee Member & Parent Contact

P3D participant; C2P2 graduate Governors Institute participant
Be Strong Parent Cafe facilitator

Sonja Skrovanek

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Your Feedback Matters!

http://bit.ly/2sYC7g9

Go to link to complete a brief survey.

Thank you!