From All to Each and Every: Building an Emphasis on Inclusion into Each Course

HANDOUT

**Inclusion Basics**

Person First Language

People First Language by Kathy Snow [**https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1**](https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1)

Know the Facts

Fact Sheet of Research on Preschool Inclusion

[**http://www.ksde.org/Portals/0/SES/legal/conf15/D4d-\_Inclusion\_FactSheet.pdf**](http://www.ksde.org/Portals/0/SES/legal/conf15/D4d-_Inclusion_FactSheet.pdf)

Research Synthesis Points on Early Childhood Inclusion

[**http://npdci.fpg.unc.edu/sites/npdci.­fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009_0.pdf)

Joint Position Statement

DEC/NAEYC. (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).* Chapel Hill: UNC, FPG Child Development Institute. [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://npdci.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

Foundations of Inclusion Birth to Five

[**http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five**](http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five)

Joint Policy Statement

US Department of Health and Human Services/US Department of Education. (2015, September). *Policy statement on inclusion of children with disabilities in early childhood programs.*

[**http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html**](http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html)

**Effective Practices**

**Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth – Age 8** [**https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf**](https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf)

**What is known about child development and learning**—referring to knowledge of age-related characteristics that permits general predictions about what experiences are likely to best promote children’s learning and development

**What is known about the social and cultural contexts in which children live**— referring to the values, expectations, and behavioral and linguistic conventions that shape children’s lives at home and in their communities that practitioners must strive to understand in order to ensure that learning experiences in the program or school are meaningful, relevant, and respectful for each child and family

**What is known about each child as an individual**—referring to what practitioners learn about each child that has implications for how best to adapt and be responsive to that individual variation

**DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014** [**http://dec.membershipsoftware.org/files/DEC%20RPs%206%2025%202014%20final1.pdf**](http://dec.membershipsoftware.org/files/DEC%20RPs%206%2025%202014%20final1.pdf)

*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 to result in better outcomes for young children with disabilities, their families, and practitioners. A version of the recommended practices with examples is available at* [**https://divisionearlychildhood.egnyte.com/dd/v7NSuEwqYX/**](https://divisionearlychildhood.egnyte.com/dd/v7NSuEwqYX/)

**Recognizing and Performing the DEC Recommended Practices** [**http://ectacenter.org/decrp/**](http://ectacenter.org/decrp/)

EXAMPLE: **Interaction Resources** [**http://ectacenter.org/decrp/topic-interaction.asp**](http://ectacenter.org/decrp/topic-interaction.asp)

Performance Checklists [**http://ectacenter.org/decrp/type-checklists.asp**](http://ectacenter.org/decrp/type-checklists.asp)

**→Interaction Checklists** [**http://ectacenter.org/decrp/type-checklists.asp**](http://ectacenter.org/decrp/type-checklists.asp)

 **→Adult-Child Interaction Checklist**

[**http://ectacenter.org/~pdfs/decrp/INT-1\_Adult-Child\_Interaction.pdf**](http://ectacenter.org/~pdfs/decrp/INT-1_Adult-Child_Interaction.pdf)

Illustrations [**http://ectacenter.org/decrp/type-illustrations.asp**](http://ectacenter.org/decrp/type-illustrations.asp)

Practice Guides for Practitioners [**http://ectacenter.org/decrp/type-pgpractitioner.asp**](http://ectacenter.org/decrp/type-pgpractitioner.asp)

**→Interaction Practice Guide for Practitioners: Peer Interaction** [**http://ectacenter.org/~pdfs/decrp/ECTAprac\_PeerInteraction\_PRACT\_print.pdf**](http://ectacenter.org/~pdfs/decrp/ECTAprac_PeerInteraction_PRACT_print.pdf)

Practice Guides for Families [**http://ectacenter.org/decrp/type-pgfamily.asp**](http://ectacenter.org/decrp/type-pgfamily.asp)

**→Interaction Practice Guide for Practitioners: Peer Interaction** [**http://ectacenter.org/~pdfs/decrp/ECTAprac\_PeerInteraction\_PARENT\_print.pdf**](http://ectacenter.org/~pdfs/decrp/ECTAprac_PeerInteraction_PARENT_print.pdf)

**Evidence-Based Practices that Support Inclusion**

[**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPointsInclusivePractices-2011_0.pdf)

*This document highlights nine key conclusions, based on a review of the literature on early childhood inclusion. A list of references accompanies each key conclusion and some definitions are provided at the end of the document.*

**Great Free Resources**

See Resources to Support Inclusion (pages 3-11)

[Tuning In: Parents of Young Children Tell Us What They Think, Know and Need](https://www.zerotothree.org/resources/series/tuning-in-parents-of-young-children-tell-us-what-they-think-know-and-need)

[**https://www.zerotothree.org/early-learning/national-parent-survey**](https://www.zerotothree.org/early-learning/national-parent-survey)

**New Developments**

Soukakou, E. P. (2016). *ICP™-The Inclusive Classroom Profile Set: Research Edition*. Baltimore: Brookes.

A tool for classrooms serving children ages 2–5, the Inclusive Classroom Profile (ICP™) assesses 12 key practices with the strongest research base for supporting the education and development of young children in inclusive programs. Areas range from adaptations of space, materials and equipment to adults’ guidance of children’s free choice activities and play. Results may be used for documentation, planning, decision making and continuous quality improvement. Cost: $70

**Recommended Practices Modules** [**http://rpm.fpg.unc.edu/**](http://rpm.fpg.unc.edu/)

*Eight free interactive, multimedia modules that are focused on a specific Division of Early Childhood (DEC) recommended practice to support early childhood inclusion are being developed. Currently, one module on interaction is available and two more modules on the topics of program transition and environments will be available by the end of Fall 2016.*

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|  | **Resources to Support Inclusion** |
| **EVIDENCE SOURCES** | **Child Care and the Americans with Disabilities Act (ADA)** [**http://www.wrightslaw.com/advoc/articles/child.care.pdf**](http://www.wrightslaw.com/advoc/articles/child.care.pdf)*This booklet contains legal information, answers to common questions, and resources on the ADA.***Children with Disabilities: State-Level Data from the American Community Survey**[**http://www.childtrends.org/wp-content/uploads/2013/06/2012-29ChildDisabilities.pdf**](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**[**http://www.ada.gov/childqanda.htm**](http://www.ada.gov/childqanda.htm)*The U. S. Department of Justice developed this set of questions and answers about serving children with disabilities in child care programs.***Dear Colleague Letter and Resource Guide on Students with ADHD**[**http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf**](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. A set of additional resources is also provided.***DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014** [**http://dec.membershipsoftware.org/files/DEC%20RPs%206%2025%202014%20final1.pdf**](http://dec.membershipsoftware.org/files/DEC%20RPs%206%2025%202014%20final1.pdf)*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 to result in better outcomes for young children with disabilities, their families, and practitioners. A version of the recommended practices with examples is available at* [**https://divisionearlychildhood.egnyte.com/dd/v7NSuEwqYX/**](https://divisionearlychildhood.egnyte.com/dd/v7NSuEwqYX/)**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)** [**http://npdci.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](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**[**https://elc.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=9652**](https://elc.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=9652)*The 2014 national Preschool Inclusion Survey, results of which are summarized in this document, affirmed 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.***Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder**[**http://autismpdc.fpg.unc.edu/evidence-based-practices**](http://autismpdc.fpg.unc.edu/evidence-based-practices)*While many interventions exist for autism spectrum disorder, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). This website is a source for information about evidence-based practices, including an overview and general description, instructions for implementation, an implementation checklist, and, often, a video example.***Fact Sheet of Research on Preschool Inclusion** [**http://www.pyramidplus.org/sites/default/files/images/Inclusion%20Fact%20Sheet%202014.pdf**](http://www.pyramidplus.org/sites/default/files/images/Inclusion%20Fact%20Sheet%202014.pdf)*This 6-pagehandout presents 11 evidence-based facts that support inclusive practices in the preschool. A 1-page version is available:* [**http://www.pyramidplus.org/sites/default/files/images/Brief%20Inclusion%20Fact%20Sheet%20.pdf**](http://www.pyramidplus.org/sites/default/files/images/Brief%20Inclusion%20Fact%20Sheet%20.pdf) |
| **ecommended** | **Resources to Support Inclusion** |
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| **EVIDENCE SOURCES** | **Guiding Principles and Practices for the Delivery of Family-Centered Services**[**https://www.educateiowa.gov/sites/files/ed/documents/Family%20Centered%20Services.pdf**](https://www.educateiowa.gov/sites/files/ed/documents/Family%20Centered%20Services.pdf)*This document highlights eight evidence-based principles to guide programs delivering services to young children with disabilities and their families. Principles are illustrated with examples of desirable behaviors for staff working with families.* **The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families** [**http://ectacenter.org/~pdfs/pubs/importanceofearlyintervention.pdf**](http://ectacenter.org/~pdfs/pubs/importanceofearlyintervention.pdf) *Prepared by the Early Childhood Technical Assistance Center, this document provides a brief explanation for the importance of early intervention in young children with disabilities and their families.* **Including Children with Disabilities in State Pre-K Programs**[**http://www.edlawcenter.org/assets/files/pdfs/publications/PreKPolicyBrief\_InclusionChildrenWithDisabilities.pdf**](http://www.edlawcenter.org/assets/files/pdfs/publications/PreKPolicyBrief_InclusionChildrenWithDisabilities.pdf)*This policy brief provides an overview of the law and sets forth a list of policy recommendations that can help ensure that children with disabilities receive an appropriate public education in the least restrictive environment.*[**Inclusion for Preschool Children with Disabilities: What We Know and Should Be Doing**](file:///%5C%5Cad.unc.edu%5Cfpg%5CProjects%5CCatlett%5CPersonal%5CPresentations%5CDEC%5CFebruary%202016%20webinar%5CInclusion%20for%20Preschool%20Children%20with%20Disabilities%3A%20What%20We%20Know%20and%20Should%20Be%20oing)[**http://www.pyramidplus.org/sites/default/files/images/STRAIN%20PtrYC%20what%20we%20know%20%282%29.pdf**](http://www.pyramidplus.org/sites/default/files/images/STRAIN%20PtrYC%20what%20we%20know%20%282%29.pdf)*This brief summarizes what we know and what we should be doing to support high quality inclusion.***The Individuals with Disabilities Education Act (IDEA)** [**http://ectacenter.org/idea/idea.asp**](http://ectacenter.org/idea/idea.asp)*This webpage by the Early Childhood Technical Assistance (ECTA) Center contains links to information and resources about the IDEA. These include links to information about federal statutes and regulations as well as summaries of the IDEA 2004.***Parallels in Time**[**http://www.mnddc.org/parallels/index.html**](http://www.mnddc.org/parallels/index.html)*Developed by the Minnesota Governor’s Council on Developmental Disabilities, this multimedia site contains an overview of the historical progress of developmental disabilities. A quiz show is also included.***People First Language** [**https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1**](https://nebula.wsimg.com/1c1af57f9319dbf909ec52462367fa88?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1) *Kathie Snow’s explanation of the many reasons for putting the person before the disability is a classic resource.***Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs**[**http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html**](http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html)*This September 2015 collaboration from the US Departments of Health and Human Services and Education sets an expectation for high-quality inclusion in early childhood programs, highlights the legal and research base for inclusion, identifies challenges to adopting inclusive practices, provides recommendations to* [*states*](http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/recs-and-resources-states.html#recommendations) *and* [*local programs and providers*](http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/recs-and-resources-local.html#recommendations) *for increasing inclusive early learning opportunities for all children, and offers links to free resources for* [*states*](http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/recs-and-resources-states.html#resources)*,* [*local programs and providers*](http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/recs-and-resources-local.html#resources)*, and* [*families*](http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/resources-for-families.html) *that have been developed to support inclusion of children with disabilities in high-quality early education programs.* **Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation** [**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg\_Pos\_Outcomes\_Companion\_Paper.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf)*This 2007 position statement from the Division for Early Childhood (DEC) was created to serve as a companion document to a 2003 joint position statement, Early Childhood Curriculum, Assessment, and Program Evaluation—Building an Effective, Accountable System in Programs for Children Birth Through Age 8, created by the NAEYC and NAECS/SDE.* **Research Synthesis Points on Early Childhood Inclusion**[**http://npdci.fpg.unc.edu/sites/npdci.­fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-ResearchSynthesisPoints-10-2009_0.pdf)*This document highlights nine key conclusions, based on a review of the literature on early childhood inclusion. A list of references accompanies each key conclusion and some definitions are provided at the end of the document.* |

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|  | **Resources to Support Inclusion** |
| **PRINT SOURCES****PRINT SOURCES** | **Adapting Physical Activities to Promote Overall Health and Development: Suggestions for Interventionists and Families** [**http://yec.sagepub.com/content/10/2/11.full.pdf+html?ijkey=ZKvJr7.rcM4ps&keytype=ref&siteid=spyec**](http://yec.sagepub.com/content/10/2/11.full.pdf%2Bhtml?ijkey=ZKvJr7.rcM4ps&keytype=ref&siteid=spyec)*Simple ideas can help all the children in your classroom participate in activities. This article shares ideas about how to integrate early learning goals, like social development and language skills, into motor activities. There's also a list of fun activities that children with and without disabilities can do anywhere.***An Administrator’s Guide to Preschool Inclusion**[**http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/ECRII\_Administrators\_Guide\_2000.pdf**](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/ECRII_Administrators_Guide_2000.pdf)*The purpose of this guide is to address issues administrators deal with in creating and supporting inclusive preschool programs. It discusses barriers and roadblocks that may be encountered and practical strategies for addressing them.* **Collaborative Steps: Paving the Way to Kindergarten for Young Children with Disabilities** [**http://journal.naeyc.org/btj/200503/04fenlon.pdf**](http://journal.naeyc.org/btj/200503/04fenlon.pdf)*Presented through the voice of a parent whose child is entering kindergarten, this article provides useful information and helpful points about collaboration with the family in the transition process.***How Inclusion is Benefitting One Child Without Disabilities: Dillon’s Story** [**https://ici.umn.edu/products/impact/221/9.html**](https://ici.umn.edu/products/impact/221/9.html)*This one-page article shares the perspectives of the family of a young child who is typically developing regarding the benefits they see accruing from their son’s participation in inclusive early childhood programs.***Improving Relationships Between Families and Practitioners During the Early Years** [**http://ici.umn.edu/products/impact/221/3.html**](http://ici.umn.edu/products/impact/221/3.html)*Susan Maude and Jackie Dempsey’s article provides a summary of what is important for families and for practitioners respectively when supporting positive relationships between them. Examples of the points include relationship develop-ment, having a family-centered philosophy, recognizing the child and family’s strengths, communication and paperwork.***Including Children with Special Needs: Are You and Your Program Ready?** [**http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf**](http://www.naeyc.org/files/yc/file/200903/BTJWatson.pdf)*This article provides some basic principles of inclusion, a list of recommended resources, and a Preschool and Kindergarten Inclusion Readiness Checklist that includes a section for all children and other sections on specific disability types.***Integrating Principles of Universal Design into the Early Childhood Curriculum**[**http://www.southernearlychildhood.org/upload/pdf/Dimensions\_Vol41\_1\_Dinnebeil.pdf**](http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf)*The authors offer**examples and recommendations for how teachers of young children can support each young learner in diverse early learning settings by using Universal Design for Learning.* **Making the Most of Creativity in Activities for Young Children with Disabilities** [**http://www.naeyc.org/files/tyc/file/MitchellVol2No2NEXT.pdf**](http://www.naeyc.org/files/tyc/file/MitchellVol2No2NEXT.pdf)*Using the MOST (Materials + Objectives + Space + Time) approach, this article offers practical suggestions and planning tips for including children with disabilities in classroom activities. Examples of how the MOST approach can be used for children with visual impairments, hearing impairments, autism, or physical disabilities are presented in a chart.***Moving Bodies, Building Minds: Foster Preschoolers’ Critical Thinking and Problem Solving Through Movement** [**http://www.naeyc.org/files/yc/file/201109/Moving%20Bodies\_Russo\_Marigliano\_Online\_0911.pdf**](http://www.naeyc.org/files/yc/file/201109/Moving%20Bodies_Russo_Marigliano_Online_0911.pdf)*This article explains how critical thinking and problem-solving skills can be developed in preschoolers through movement. It also offers strategies for using movement activities, considerations for children with special needs and family connections.* **Partnering with Families of Children with Special Needs** [**http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf**](http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf)*Intended for educators, this article provides readers with an understanding of the experience and processes that families go through upon learning their child has a disability, as well basic information about IFSP and IEP services. It also explains several strategies for working with families with children with disabilities.***Supporting Families of Children with Disabilities in Inclusive Programs**[**http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf**](http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf)*Accompanied by short vignettes, Louise Kaczmarek’s article provides early childhood teachers and early childhood intervention service providers with strategies and suggestions for supporting families of children with disabilities.* |
|  | **Resources to Support Inclusion** |
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| **PRINT SOURCES** | **The Universal Design of Early Education: Moving Forward for all Children** [**http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf**](http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf)*This article explains the rationale behind the Universal Design for Learning and how it can support children with disabilities as well as their typically developing children. It contains a chart outlining the seven principles of the Universal Design for Learning and their corresponding educational applications.***Welcome to Holland** [**http://www.our-kids.org/archives/Holland.html**](http://www.our-kids.org/archives/Holland.html)*Emily Perl Kingsley’s classis prose likens the experience of raising a child with a disability in terms of taking an unexpected trip to Holland instead of the original planned one for Italy. For an alternative perspective, check out Why I Hate “Welcome to Holland” (*[**http://autismorsomethinglikeit.blogspot.com/2014/01/why-i-hate-welcome-to-holland.html**](http://autismorsomethinglikeit.blogspot.com/2014/01/why-i-hate-welcome-to-holland.html)*).***Welcoming All Children: Creating Inclusive Child Care** [**http://www.iaccrr.org/default.cfm?page=caring-for-children-with-special-needs**](http://www.iaccrr.org/default.cfm?page=caring-for-children-with-special-needs)*This downloadable book covers key concepts related to inclusion, starting with the benefits of inclusive child care. It emphasizes evidence based practices and takes a very strengths-based approach by underscoring ways in which effective early childhood professionals can apply their expertise to supporting children of diverse abilities. Companion materials (e.g., video, modules) are also available at the same site.***What is the Difference Between an IFSP and an IEP?** [**http://www.pacer.org/parent/php/PHP-c59.pdf**](http://www.pacer.org/parent/php/PHP-c59.pdf)*This short document summarizes the differences between an IFSP and an IEP. A chart is provided on the second page.* |
| **AUDIOVISUAL SOURCES** | **0 to 5 in 30 Minutes! Sensory Processing Disorders**[**https://www.youtube.com/watch?v=\_SSzkA6uTFs&list=PLDA998AC929A52481&index=11**](https://www.youtube.com/watch?v=_SSzkA6uTFs&list=PLDA998AC929A52481&index=11)*This video provides an overview of the characteristics of children who may be experiencing difficulty with sensory process and offers ideas for how to support them.***Adapting Literacy Learning Practices for Young Children with Disabilities**  [**http://www.earlyliteracylearning.org/ppts/OSEP\_National\_EC\_Conf\_Dec\_08.pps**](http://www.earlyliteracylearning.org/ppts/OSEP_National_EC_Conf_Dec_08.pps)*This presentation provides suggestions for literacy activities for young children with disabilities that anyone can use.***Animal School** [**https://www.youtube.com/watch?v=o8limRtHZPs**](https://www.youtube.com/watch?v=o8limRtHZPs)*An effective way to emphasize the importance of individualizing to support each child is to show this video.***Brandon’s Story: A Mother’s Voice** [**https://www.youtube.com/watch?v=zIzBK1JgGgM&feature=youtu.be**](https://www.youtube.com/watch?v=zIzBK1JgGgM&feature=youtu.be)*This video highlights one family’s journey from the earliest days of receiving a diagnosis, through early intervention, and into productive young adult life.***Bri, Her Family, and Early Intervention** [**http://www.youtube.com/view\_play\_list?p=9DC2069DAD870262**](http://www.youtube.com/view_play_list?p=9DC2069DAD870262)*Produced by the Illinois EI Training Program, this series of video clips show the process of a family going through the development of the Individualized Family Service Plan (IFSP).***Bringing the Early Signs of Autism Spectrum Disorders Into Focus**[**http://www.youtube.com/watch?v=YtvP5A5OHpU&feature=youtu.be**](http://www.youtube.com/watch?v=YtvP5A5OHpU&feature=youtu.be)*To improve recognition of the early signs of autism spectrum disorder (ASD), researcher Dr. Rebecca Landa developed this 9-minute video tutorial on ASD behavioral signs in one-year-olds. The tutorial consists of six video clips comparing toddlers who show no signs of ASD to toddlers who show early signs of ASD. Each video is presented with voice-over explaining how the specific behaviors exhibited by the child, are either indicative of ASD or typical child development.***Bus Stop Tours of Inclusive Classrooms** [**http://www2.edc.org/NCIP/tour/Bus\_stops.html**](http://www2.edc.org/NCIP/tour/Bus_stops.html)*This website presents a ‘guided tour’ of improving practice in special education beginning with a global view of the key elements of effective practice, followed by visits to an integrated classroom and a self-contained classroom. The tour ends at the Visitor’s Center where additional resources are provided.***California Map to Inclusion and Belonging – Video Collection** [**http://cainclusion.org/camap/videos.html**](http://cainclusion.org/camap/videos.html)*The MAP Video Collection was created in response to the need for easy access to videos that promote inclusion and support the needs of children with disabilities and/or special needs and their families.* |
|  | **Resources to Support Inclusion** |
| **AUDIOVISUAL SOURCES****AUDIOVISUAL SOURCES** | **A Chance to Read** [**http://www.readingrockets.org/shows/launching/chance/**](http://www.readingrockets.org/shows/launching/chance/)*Hosted by Molly Ringwald, this video looks at the reading challenges facing kids with disabilities, and what schools across the country are doing to help them find success.***Child Outcomes Step by Step** [**http://ectacenter.org/eco/pages/videos.asp**](http://ectacenter.org/eco/pages/videos.asp) *This video describes and illustrates the three child outcomes adopted by the Office of Special Education Programs (OSEP) and reported on by all state early intervention (Part C) and preschool special education (Part B/619) programs.***CONNECT Modules** [**http://community.fpg.unc.edu/connect-modules**](http://community.fpg.unc.edu/connect-modules)*Each CONNECT module features video clips that illustrate the components of inclusion, from embedded instruction to transitions within and across settings. The module topics are:* *1: Embedded Interventions* [**http://community.fpg.unc.edu/connect-modules/learners/module-1/**](http://community.fpg.unc.edu/connect-modules/learners/module-1/)2: *Transition* [**http://community.fpg.unc.edu/connect-modules/learners/module-2/**](http://community.fpg.unc.edu/connect-modules/learners/module-2/)3: *Communication for Collaboration* [**http://community.fpg.unc.edu/connect-modules/learners/module-3/**](http://community.fpg.unc.edu/connect-modules/learners/module-3/)4: *Family-Professional Partnerships* [**http://community.fpg.unc.edu/connect-modules/learners/module-4/**](http://community.fpg.unc.edu/connect-modules/learners/module-4/)5: *Assistive Technology* [**http://community.fpg.unc.edu/connect-modules/learners/module-5/**](http://community.fpg.unc.edu/connect-modules/learners/module-5/)6: *Dialogic Reading Practices* [**http://community.fpg.unc.edu/connect-modules/learners/module-6/**](http://community.fpg.unc.edu/connect-modules/learners/module-6/)7: *Tiered Instruction* [**http://community.fpg.unc.edu/connect-modules/learners/module-7/**](http://community.fpg.unc.edu/connect-modules/learners/module-7/)**Dear Teacher** [**https://www.youtube.com/watch?v=kYS3TzhSm4Y**](https://www.youtube.com/watch?v=kYS3TzhSm4Y)*This brief film poignantly highlights what children would like teachers to know about how to support them as unique and individual learners.***Desired Results Access Project** [**http://www.draccess.org/videolibrary**](http://www.draccess.org/videolibrary)*The free, downloadable videos in this collections can be used to enhance a range of early care and education practices, including observation, documentation, assessment, evaluation, coaching, consultation, reflective practice, reflective supervision, family education, and professional development.***Early Childhood Intervention: The Power of Family** [**https://www.youtube.com/watch?v=3GAHmiI1K64**](https://www.youtube.com/watch?v=3GAHmiI1K64)*This video from the United Nations Children’s Fund (UNICEF) shows the effect that early intervention can have on children around the world. The video illustrates how a child’s family support is critical to his or her success later in life.***Embedded Learning Opportunity** **Videos** [**http://depts.washington.edu/hscenter/elo#elo**](http://depts.washington.edu/hscenter/elo#elo)*Each of these videos shows the use of evidence-based practices for embedding goals for a specific child within the general curriculum. Additional resources (e.g., handouts, checklists) related to the practices are also included at the site.***Foundations of Inclusion Birth to Five**[**http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five**](http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five)*Produced by CONNECT, this 10-minute video presents an overview of the legal and policy foundations of inclusion in early childhood and the relevant research. It also covers the definition, desired results, and defining features of inclusion. Accompanying handouts are included. There is also a training curriculum for trainers / TA providers to use to extend the learning:* [**http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-Inclusion**](http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-Inclusion)*as well as a free self-paced course based on the video that learners can complete:* [**http://connect.fpg.unc.edu/connect-course-foundations-inclusion**](http://connect.fpg.unc.edu/connect-course-foundations-inclusion)**Friendship, Inclusion and Learning** [**http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FriendshipInclusionAndLearning.asp**](http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FriendshipInclusionAndLearning.asp)*This story is about a beautiful friendship that blossomed between two young girls in a preschool classroom. The children’s parents and teacher describe how the friendship helped both girls in learning important social and academic skills.*[**Getty's Window to Inclusion: The Chance To Be Just Like Any Other Kid**](https://vimeo.com/128526973) [**https://vimeo.com/128526973**](https://vimeo.com/128526973)*In this 15-minute video, Kate Mathany describes how her daughter Getty virtually attends a typical preschool classroom every day using a device called a VGo. With Getty's preschool teacher, she illustrates how Getty's school day works from both home and classroom perspectives. They discuss preschool inclusion, parent leadership, the use of adaptations, collaboration, teamwork, and the benefits of inclusion for all children, families, and teachers.* |

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|  | **Resources to Support Inclusion** |
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| **AUDIOVISUAL SOURCES****AUDIOVISUAL SOURCES** | **Henry Gets Around** [**http://www2.cde.state.co.us/media/resultsmatter/RMSeries/HenryGetsAround.asp**](http://www2.cde.state.co.us/media/resultsmatter/RMSeries/HenryGetsAround.asp)*This clip shows how a child with physical disabilities is able to participate fully in all the activities inside and outside the classroom. He walks, runs, climbs, jumps and sometimes gets around by using a wheelchair.***I’m Tyler** [**http://imtyler.org/**](http://imtyler.org/)*This inspiring video, made by a young man with multiple disabilities (Tyler), highlights his many accomplishments, each of which was made possible by others who were willing to see his* ***abilities*** *instead of just his disabilities, which Tyler calls “ability awareness.”***Inclusion Basics: Membership** [**http://depts.washington.edu/hscenter/?q=node/12**](http://depts.washington.edu/hscenter/?q=node/12)*This video and presentation highlight effective approaches to supporting membership in an early childhood setting for children with and without disabilities.***Inclusion Means Everyone** [**https://www.youtube.com/watch?v=rEr-0vuC1gM**](https://www.youtube.com/watch?v=rEr-0vuC1gM)*Here’s a brief video that summarizes what quality inclusion looks like for each child in home, work, school, and community settings.***Individualizing Videos** [**http://depts.washington.edu/hscenter/individualizing/videos**](http://depts.washington.edu/hscenter/individualizing/videos)*This set of short videos demonstrates the process that two teachers went through when planning for specific children who need more individualized instruction on some of their learning objectives. These vignettes will show clips of their planning meeting as well as what it looks like in the classroom when these plans are implemented.***Intelligent Lives** [**http://www.iod.unh.edu/Projects/intelligentlives/IntelligentLivesLanding.aspx**](http://www.iod.unh.edu/Projects/intelligentlives/IntelligentLivesLanding.aspx)*This free clip from a longer video (that is not free) highlights the capabilities of young adults with a variety of disabilities.***Liam’s Story: A Mother’s Voice** [**http://www.youtube.com/watch?v=sTcchBg8-Nk&feature=youtu.be**](http://www.youtube.com/watch?v=sTcchBg8-Nk&feature=youtu.be)*In this short clip, Jamie describes the experiences of her son, Liam, who has muscular dystrophy, from receiving diagnosis to undergoing therapy with a supportive* *team, and using assistive technology to communicate with his world.***Misunderstood Minds** [**http://www.pbs.org/wgbh/misunderstoodminds/index.html**](http://www.pbs.org/wgbh/misunderstoodminds/index.html)*This site is a companion to the PBS special* ***Misunderstood Minds****, and profiles a variety of learning problems and expert opinions. It is designed to give families and teachers a better understanding of learning processes, insights into difficulties, and strategies for responding.***My Name is Jude** [**http://www.youtube.com/watch?v=99JKYiMbLcQ&feature=youtu.be**](http://www.youtube.com/watch?v=99JKYiMbLcQ&feature=youtu.be)*This is a video a family created about their son, Jude and some of his experiences - both good and bad - over the last couple of years, including how several inclusive community programs, played an important role.*[**A Parent's Perspective on Inclusion in Early Childhood**](http://draccess.org/videolibrary/) [**https://vimeo.com/126299752**](https://vimeo.com/126299752)*This is a follow up to the video "Team Lydia Rose" which is described below. Janelle Rethwisch talks about her perspective on inclusion for her daughter Lydia, in early childhood and beyond. This video can serve as a good introduction for families who are new to the concept of inclusion or who are deciding on service options.***Person First Language** [**https://www.youtube.com/watch?v=stT\_y77EWGw**](https://www.youtube.com/watch?v=stT_y77EWGw)*Here’s a video to pair with handouts on person/people first language. The way the slides are organized, instructors could turn the top half of each slide (how NOT to say something) into a handout on which students would a person first alternative. Then when the video was played, students could self-check their answers.***Practices in Preschool Inclusion** [**http://www.cde.state.co.us/early/onlinecresources**](http://www.cde.state.co.us/early/onlinecresources)*Colorado has assembled this set of videos illustrating inclusive practices within preschool settings. Other kinds of resources related to quality inclusion are available on the same page.***Results Matter Video Library Catalog** [**https://www.cde.state.co.us/resultsmatter/rmvideolibrarycatalog**](https://www.cde.state.co.us/resultsmatter/rmvideolibrarycatalog)*The Results Matter Video Library contains video clips about early intervention, the use of observation, documentation, and assessment to inform practice, effective applications of technology and more. This catalog provides an overview of each of the hundreds of free, downloadable clips in the library, including the duration of each clip.* |

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|  | **Resources to Support Inclusion** |
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| **AUDIOVISUAL SOURCES** | **Routine in a Program: Reading at Circle Time** [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16)*This downloadable clip from CONNECT Module 4 provides a great illustration of how one child’s articulation goals can be effectively embedded in a small group storybook activity, with great results for all the children.***So Many Ways to Learn** [**http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/SoManyWaysToLearn\_SA.asp**](http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/SoManyWaysToLearn_SA.asp)*Set to music, this video illustrates the many ways that young children learn. It’s good for highlighting the effectiveness of Universal Design for Learning.***SpecialQuest MultiMedia Training Library** [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-multimedia-training-library.html**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-multimedia-training-library.html)*The Library contains four learning modules about infant and toddler inclusion, building relationships with families, collaboration, and preschool inclusion. Each module has a facilitator’s guide, training scripts, handouts, and videos. Handouts are also available in Spanish and videos have English and Spanish captioning).***Strategies for Including Children with Disabilities in Classroom Activities** [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/program%20planning/accessibility/StrategiesforIn1.htm**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/program%20planning/accessibility/StrategiesforIn1.htm)*As this video demonstrates, interacting with materials and with others creates a rich learning environment for everyone. Some strategies assure positive experiences, such as sensory activities, group table activities, verbal prompts, and simple questions and positive feedback to answers.*[**Team Lydia Rose: Supporting Inclusion Every Day in Every Way**](https://vimeo.com/118072510)[**https://vimeo.com/118072510**](https://vimeo.com/118072510)*This video illustrates how inclusive practices should begin as early as possible. In the first part, Janelle describes her two year old daughter’s birth, early weeks in the NICU, and her stroke at four months old. In the second part, Janelle is joined by Lydia Rose's child development center teacher and her early interventionist as they discuss and illustrate a range of topics including inclusion, collaboration, family-centered early intervention in natural environments, and more.***Understanding LRE** <http://www.eclre.org/good-to-know/understanding-lre.aspx>*This module is designed for families and professionals to learn about Least Restrictive Environment (LRE) and inclusion in preschool years. The module covers defining LRE and inclusion and why inclusive education is important for young children.  Also discussed is how inclusive services look and how to successfully implement.***We All Belong** [**https://www.youtube.com/watch?v=AFoLsYDQzzY**](https://www.youtube.com/watch?v=AFoLsYDQzzY)*This is a documentary film exploring the issues of belonging and diversity in classrooms. It profiles real parents and the dreams and fears they share. This film is a frank discussion of civil, human, and educational rights and offers a window into best practices and the struggle families face to achieve inclusion for their children.* **Welcoming All Children** [**http://www.iaccrr.org/default.cfm?page=caring-for-children-with-special-needs**](http://www.iaccrr.org/default.cfm?page=caring-for-children-with-special-needs)*This 30 minute video shows inclusion in actual child care settings.  This video contains information about how to do inclusion, resources and other information.  Companion materials (e.g., book, modules) are available at the same site.***Where I Feel Like Me (Shane’s Inspiration**) [**https://www.youtube.com/watch?v=yUDKtK6Gfls**](https://www.youtube.com/watch?v=yUDKtK6Gfls)*Watch this video and you’ll be inspired to think differently about how to make play areas accessible to each young child.* |
| **ONLINE SOURCES** | **The A-Z of Adapting Books** [**http://www.telability.org/handouts/Th%2520AtoZofAdaptingBooksFinalPPTminimizer1.pdf**](http://www.telability.org/handouts/Th%2520AtoZofAdaptingBooksFinalPPTminimizer1.pdf)*This document lists helpful tips and methods for adapting books for students with disabilities.***About Specific Disabilities** [**http://www.parentcenterhub.org/repository/specific-disabilities/**](http://www.parentcenterhub.org/repository/specific-disabilities/)*This webpage connects you quickly with brief, but detailed fact sheets on specific disabilities. Each fact sheet defines the disability, describes its characteristics, offers tips for parents and teachers, and connects you with related information and organizations with special expertise in that disability.***Center for Early Literacy Learning (CELL)** [**http://www.earlyliteracylearning.org/**](http://www.earlyliteracylearning.org/)*The goal of CELL is to promote the adoption and use of evidence-based early literacy practices. The website has downloadable practice manuals (including on with adaptations for children of diverse abilities), video clips, family resources, and other materials.* |
|  | **Resources to Support Inclusion** |
| **ONLINE RESOURCES** | **Center for Parent Information and Resources** [**http://www.parentcenterhub.org/resources/**](http://www.parentcenterhub.org/resources/)*This site features resources, in English and Spanish, to support families who have children with or at risk for disabilities. Topics range from parental rights and dispute resolution to evidence-based practices and accommodations.***Center on the Social and Emotional Foundations of Early Learning** [**http://csefel.vanderbilt.edu/**](http://csefel.vanderbilt.edu/)*CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age 5. To that end, the CSEFEL website has many resources to support each child’s full participation in home, community and program settings, including modules, videos, checklists, and descriptions of evidence-based practice.***CONNECT Modules** [**http://community.fpg.unc.edu/connect-modules**](http://community.fpg.unc.edu/connect-modules)*Each CONNECT module features dilemmas of daily practice, research syntheses, activities, assignments, videos and more to support learning about evidence-based practices for supporting individual young learners. The module topics are:* 1: Embedded Interventions [**http://community.fpg.unc.edu/connect-modules/learners/module-1/**](http://community.fpg.unc.edu/connect-modules/learners/module-1/)2: Transition [**http://community.fpg.unc.edu/connect-modules/learners/module-2/**](http://community.fpg.unc.edu/connect-modules/learners/module-2/)3: Communication for Collaboration [**http://community.fpg.unc.edu/connect-modules/learners/module-3/**](http://community.fpg.unc.edu/connect-modules/learners/module-3/)4: Family-Professional Partnerships [**http://community.fpg.unc.edu/connect-modules/learners/module-4/**](http://community.fpg.unc.edu/connect-modules/learners/module-4/)5: Assistive Technology [**http://community.fpg.unc.edu/connect-modules/learners/module-5/**](http://community.fpg.unc.edu/connect-modules/learners/module-5/)6: Dialogic Reading Practices [**http://community.fpg.unc.edu/connect-modules/learners/module-6/**](http://community.fpg.unc.edu/connect-modules/learners/module-6/)7: Tiered Instruction [**http://community.fpg.unc.edu/connect-modules/learners/module-7/**](http://community.fpg.unc.edu/connect-modules/learners/module-7/)**Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package**[**http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp**](http://ectacenter.org/knowledgepath/ifspoutcomes-iepgoals/ifspoutcomes-iepgoals.asp)*This training package provides information and resources on developing IFSP outcomes and IEP goals. Included are the Power Point presentation, the trainer script, handouts, activities, and supplemental resources. A recording of the presentation of the package is also available.***Early Childhood Technical Assistance Center** [**http://ectacenter.org**](http://ectacenter.org)*A collaborative effort of various organizations, the ECTA Center provides technical assistance to improve service systems and assist states in scaling up efforts and sustaining effective, research-based services and interventions that improve outcomes for families and children with disabilities. The website contains updates information and updates on related policies and topics. Links to research and resources for families are also available.***Early Intervention Services in Natural Environments** [**http://ectacenter.org/topics/eiservices/eiservices.asp**](http://ectacenter.org/topics/eiservices/eiservices.asp)*This page contains links to documents outlining key principles and practices when providing high quality EI services in natural environments. Other resources include approaches for service delivery, position statements, a list of state resources, laws on natural environment, and APR regarding services in natural environments.***Family-Centered Practice** [**https://www.childwelfare.gov/famcentered/**](https://www.childwelfare.gov/famcentered/)*This page presents information related to family-centered practices and includes resources on cultural competence, casework practice, family-centered services, and evaluation of the efficacy of these services.***Head Start Center for Inclusion** [**http://depts.washington.edu/hscenter/**](http://depts.washington.edu/hscenter/)*The Head Start Center for Inclusion seeks to support efforts at inclusion for children with disabilities. Materials and resources include useful classroom visuals and supports, videos and modules.***IEP Training Module** [**http://depts.washington.edu/hscenter/iep-training-modules**](http://depts.washington.edu/hscenter/iep-training-modules)*Prepared by Head Start, this training module on IEPs includes the presentation, presenter’s notes, handouts, and videos. A Spanish translation is also available.***IFSP Process: Planning and Implementing Family-Centered Services in Natural Environments** [**http://ectacenter.org/topics/ifsp/ifspprocess.asp**](http://ectacenter.org/topics/ifsp/ifspprocess.asp)*This webpage gives an overview of the IFSP process and contains links to various resources about developing quality IFSPs.***The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families** [**http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf**](http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf)*This 2-sided handout clearly delineates, and backs up with references, the importance of early intervention.* |

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|  | **Resources to Support Inclusion** |
| **ONLINE RESOURCES** | **Inclusion in Least Restrictive Environments** [**http://www.ectacenter.org/topics/inclusion/default.asp**](http://www.ectacenter.org/topics/inclusion/default.asp)*This is a collection of resources on inclusion in early childhood, ranging from laws and policies to evidence-based practices.***It’s the Person First, then the Disability** [**http://www.pacer.org/parent/php/PHP-c31.pdf**](http://www.pacer.org/parent/php/PHP-c31.pdf)*This brief information sheet provides a guide to the proper way to speak to or about a person with a disability.***Maryland Coalition for Inclusive Education** [**http://www.mcie.org/**](http://www.mcie.org/)*Go to the section called Making Inclusion Work at this multi-faceted website to learn more about evidence-based practices that make inclusion work (e.g., peer supports).***National Catholic Board on Full Inclusion** [**http://fullinclusionforcatholicschools.org/**](http://fullinclusionforcatholicschools.org/)*This website features research on the benefits of inclusion for all students and particularly students with intellectual disabilities. Each of the over 40 studies listed includes a description of the original source and more.***Quality Inclusive Practices Checklist** [**http://www.heartland.edu/documents/heip/faculty/QualityInclusivePracticesChecklistVersion4.pdf**](http://www.heartland.edu/documents/heip/faculty/QualityInclusivePracticesChecklistVersion4.pdf)*While lengthy, this downloadable tool can be used in sections or entirety to examine program practices and target opportunities to enhance access, participation, and [systemic] supports.***Recommended Practices Modules** [**http://rpm.fpg.unc.edu/**](http://rpm.fpg.unc.edu/)*Eight free interactive, multimedia modules that are focused on a specific Division of Early Childhood (DEC) recommended practice to support early childhood inclusion are being developed. Currently, one module on interaction is available and two more modules on the topics of program transition and environments will be available by the end of Fall 2016.***Schoolwide Integrated Framework for Transformation (SWIFT)** [**https://www.youtube.com/user/theswiftcenter**](https://www.youtube.com/user/theswiftcenter)*SWIFT is a national K-8 technical assistance center that builds school capacity to provide academic and behavioral support to improve outcomes for all students through equity-based inclusion. The Center’s website includes research, briefs, assessment tools, and more about current issues in equity-based inclusive education. Videos, including two new ones from Dan Habib (Together and Whatever It Takes), are available to view or download on the SWIFT YouTube site* **Teaching Tools for Young Children with Challenging Behavior** [**http://challengingbehavior.fmhi.usf.edu/do/resources/teaching\_tools/ttyc.htm**](http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc.htm)*The Teaching Tools provide: 1) easily accessible ideas and materials such as handouts, worksheets, techniques, strategies, and visuals to support children in the classroom and other learning environments; and 2) ideas of effective intervention approaches for children who do not need a functional assessment to learn about child’s persistent challenging behavior.* **Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)**[**http://challengingbehavior.fmhi.usf.edu/**](http://challengingbehavior.fmhi.usf.edu/)*TACSEI provides products and resources on social emotional intervention for young children. These resources include factsheets, handouts, and presentations, as well as practical tips for professionals and caregivers.***Universal Design for Learning and Assistive Technology** [**http://ectacenter.org/topics/atech/udl.asp**](http://ectacenter.org/topics/atech/udl.asp)*This webpage provides a brief introduction to Universal Design for Learning (UDL) and how assistive technology (AT) complements this approach.* |

