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Supporting Change and Reform in Preservice Teaching in North Carolina

From All to Each and Every:
Building an Emphasis on Inclusion into Each Course
September 27, 2016
2:00 pm – 3:00 pm

Welcome and Introductions

SCRIPT-NC Webinars

emphasize

- embedding **inclusion and diversity** into coursework

- content that reflects **evidence-based and recommended practices**

- opportunities to build both **knowledge acquisition and knowledge application**

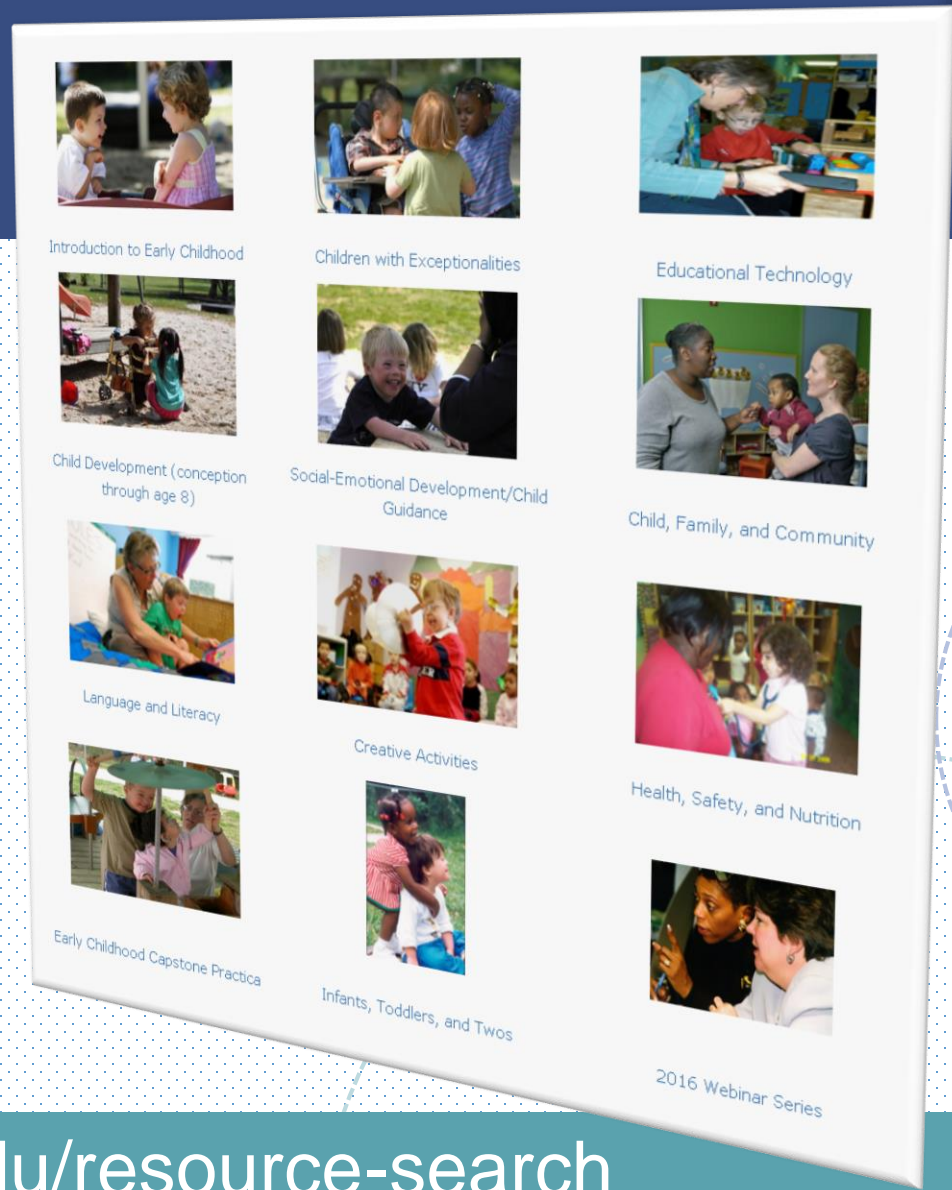- Resources that are **readily available and free**

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Supporting Change and Reform in Preservice Teaching in North Carolina

Landing Pads

- **Handouts**
- **PowerPoints**
- **Recording**

Introduction to Early Childhood

Children with Exceptionalities

Educational Technology

Child Development (conception through age 8)

Social-Emotional Development/Child Guidance

Child, Family, and Community

Language and Literacy

Creative Activities

Health, Safety, and Nutrition

Early Childhood Capstone Practica

Infants, Toddlers, and Twos

2016 Webinar Series

http://scriptnc.fpg.unc.edu/resource-search

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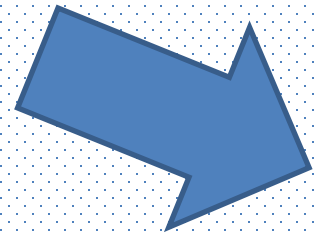
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Logistics

Questions? Comments?

Press "*6" to mute or unmute your phone

USE THE CHAT BOX

Quick Poll

Share your state and a few words about what inclusion means to you

Inclusion Basics

Here's what we'll be talking about

- **Basics for any/every course**

- **Evidence-based frameworks that support inclusion**

- **Great free resources to support each course**

- **More great resources**

- **New developments**

Person First Language

SEE THE ABLE, NOT THE LABEL.

I'm with neurotypical →

Know the Facts

Does inclusion benefit children with and without disabilities?

2. Inclusion benefits children with and without disabilities.*

Buysse, V., Goldman, B. D., & Skinner, M. L. (2002). Setting effects on friendship formation among young children with and without disabilities. *Exceptional Children, 68,* 503–517.

Summary: Typically developing children in specialized classrooms had more friends than their peers with disabilities. How ever, typically developing children in child care programs did not have more friends than their peers with disabilities. The authors noted that when children with disabilities have access to multiple playmates they have more opportunities to develop social and play skills. Also, child care teachers in this study reported that young children with disabilities inclusive settings had friends who were typically developing.

Cross, A. F., Traub, E. K., Hutter-Pishgahi, L., & Shelton, G. (2004). Elements for successful inclusion for children with significant disabilities. *Topics in Early Childhood Special Education, 24,* 169–183.

Summary: The authors examined the teacher practices and parent beliefs related to inclusion of several young children with disabilities. The authors found that peers of children with disabilities in inclusive classrooms were helpful. Parents and teachers reported the peers were learning compassion and empathy. Furthermore, the authors noted that individualized instruction was specifically related to learning and achieving goals for the children with disabilities.

Holahan, A., & Costenbader, V. (2000). A comparison of developmental gains for preschool children with disabilities in inclusive and self-contained classrooms. *Topics in Early Childhood Special Education, 20,* 224 – 235.

Summary: The authors examined outcomes for children with disabilities in inclusive versus segregated settings. The authors found that children with higher social-emotional skills performed better in inclusive settings than segregated ones. Children with lower social-emotional development performed equally well in both types of settings.

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Research Synthesis Points on Early Childhood Inclusion

6. **Collaboration among parents, teachers, and specialists is a cornerstone of high quality inclusion.**

   Hunt, P., Soto, G., Maier, J., Liboiron, N., & Bae, S. (2004). Collaborative teaming to support preschoolers with severe disabilities who are placed in general education early childhood programs. *Topics in Early Childhood Special Education, 24*(3), 123–142.

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UNC FPG CHILD DEVELOPMENT INSTITUTE

Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

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.

Foundations of Inclusion Birth to Five

tags: **Module 1: Embedded Interventions**   **Module 5: Assistive Technology Interventions**   **inclusion**   **Video**

This short video provides an overview of inclusion legal and policy foundations and inclusion research, as well as a definition, the desired results and defining features of inclusion in early childhood. The video was produced by CONNECT: The Center to Mobilize Early Childhood Knowledge (running time: 12 min. 53 sec.). *Updated 7/2013*

Provided courtesy © Winterberry Press 2002- WBPress.com

Defining Features of Inclusion   Access   Participation   S

▶ ◀))   0:00 / 12:53   ⓘ   YouTube   ⛶

Contextualizing the Joint Position Statement

Use the Joint Position Statement as an observation tool with videos or live observations

- Did each child have **access** to the learning?
- How were individual children supported to **fully participate**?
- What **systemic supports** were necessary to achieve the results you saw?

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.
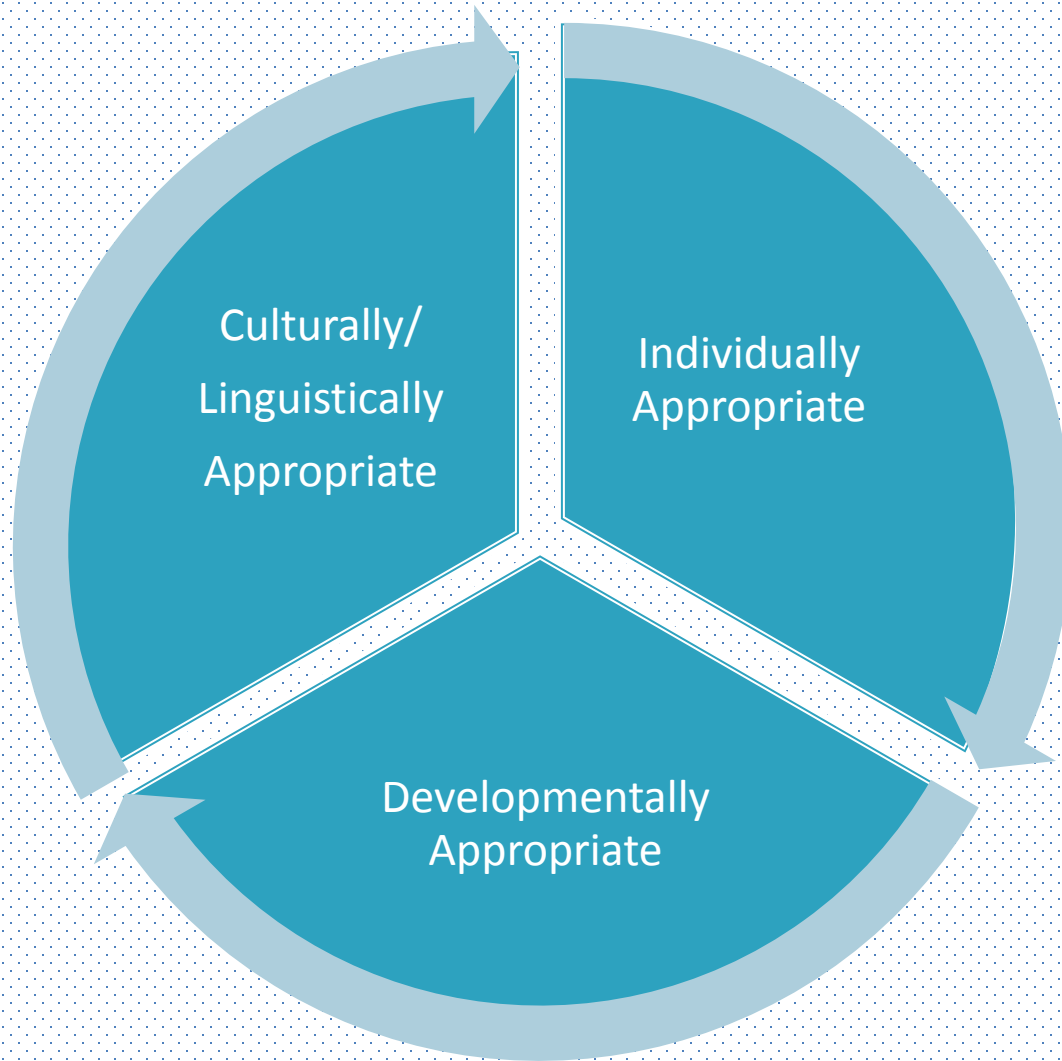
Contextualizing the Joint Policy Statement

Use the Joint Policy Statement to review a program manual. Consider the extent to which the language explicitly and intentionally reflects a commitment to inclusion.

Ask students to determine the extent to which the recommendations are currently being addressed by your state.

Developmentally Appropriate Practice

Contextualizing DAP

Meet Ramon.

He's 4 years old and lives with his mom, dad, younger sister Maria, and his abuela.

He loves anything with wheels – trucks, cars, trains and is also very mechanical. His mother says he can take anything apart!

Ramon is a sequential dual language learner. He speaks Spanish at home and has a 25 word site vocabulary.

In his preschool classroom he is very quiet, but watches intently to see what to do. He is picking up new labels in English every day.

Rose

Rose is a 5 year-old little girl who is very excited to begin Kindergarten.

Rose also happens to have Williams Syndrome, a rare, spontaneously occurring genetic syndrome. This makes some things more difficult for her.

With the right supports, she is able to shine and bring great joy, empathy and perseverance to every task!

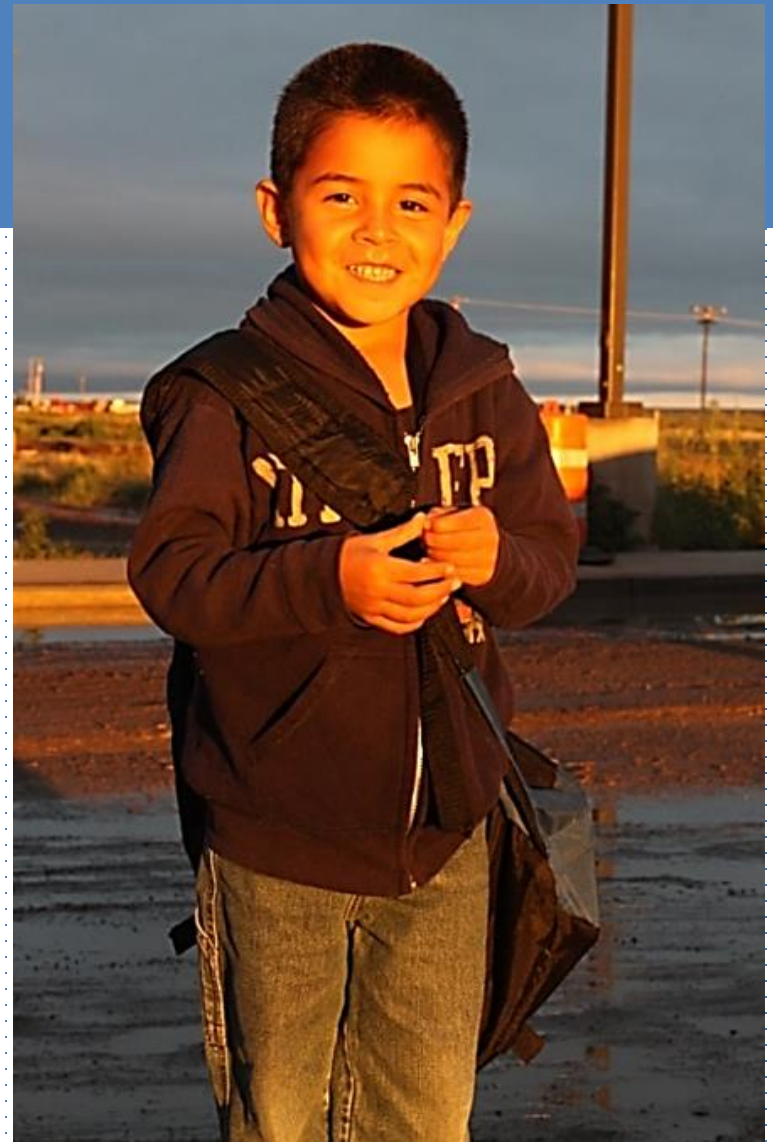| WHAT HAS WORKED FOR ROSE?	LEARNING STYLE	STRENGTHS	GENERAL SUPPORT NEEDS
Robust menu of services: *physical therapy, occupational therapy, speech therapy, special instruction, aqua therapy, behavior support, hearing support*	Visual learner	Eager to please!	Firm, consistent reinforcement (do not be swayed by cuteness). Prone to learned helplessness – needs to be encouraged to keep trying and do things for herself.
Ongoing weekly BCBA support in-classroom 1:1 Support Coach Using peers to reinforce ("look and match")	Needs concrete language	Very empathetic and interested in new friends	Needs on-task cues to help with distractors (distractible) and must be encouraged to attend to and complete tasks; however, often the distraction is due to a task being difficult
Hearing Aids and FM System Hearing Teacher Support in-class and at home	Direct instruction critical: directly teaching each aspect of skill sequentially	Great at sharing and taking turns	Proper seating support and minimization of environmental distractions
	Positive reinforcement	Good memory and very receptive to interventions	Tasks with a visuo-spatial component are very challenging: puzzles, descending stairs, building, drawing faces

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F	**FAMILY**
A	**ASSESSMENT**
C	**COLLABORATION**
I	**INSTRUCTION**
L	**LEADERSHIP**
I	**INTERACTION**
T	**TEAMING**
A	**AND**
T	**TRANSITION**
E	**ENVIRONMENT**

DEC Division for Early Childhood

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email: dec@dec-sped.org
address: 3415 S. Sepulveda Blvd. #1100
Los Angeles, CA 90034
telephone: 310-428-7209
fax: 855-678-1989

**DEC Recommended Practices
in Early Intervention/Early Childhood Special Education**

The Division for Early Childhood of the Council for Exceptional Children

Performance Checklists
for promoting the use of the RPs and for practitioner self-evaluation

Illustrations
links to video vignettes from our collection and others'

Practice Guides for Practitioners
in print and mobile formats

Practice Guides for Families
in print and mobile formats

RP Products by Type: Illustrations

These **Illustrations** provide links to vignettes from our collection and others. They are meant for practitioners and leaders to increase their understanding and use of the DEC Recommended Practices.

The illustrations are listed below by the DEC Recommended Practices topics:

Leadership | Assessment | Environment | Family | Instruction | Interaction | Teaming and Collaboration | Transition

Elements of Practice Guides

Printable PDF

Version for mobile devices

Practice description

How to do the practice

Short video of the practice

How to know it's working

Illustrative vignette

Suggestions for additional resources

Gestures and Signs

Child Social Communication Interaction

Is your child making eye contact, pointing to objects, babbling, or smiling to try to tell you something? Teaching your child some simple gestures and signs can make it easier for her to communicate. It can help her make the connection between her communicating what's on her mind and getting what she wants.

Learning Way: Non-Verbal Communication

Click to watch a video of this Learning Way

- Begin by paying attention to your child's attempts to communicate or interact with you during everyday activities. Looking intently at something, smiling, and gestures can be among your young child's attempts to "say something" to you.

- To understand what your child's behavior means, think about what is most interesting and important to her. For example, if your child loves to play in the yard and points to the door, interpret this gesture as a request to go outside.

- Encourage your child to point, extend an upraised palm to "ask for" something, shake or nod his head, and use other gestures to interact with you and others during play and daily routines.

- Consider teaching your child some simple signs—eat, drink, more, up, shoes, play, potty—to interact with you. Many children use gestures on their own, and sign language is just another form of gesturing.

- Respond promptly to acknowledge your child's gestures and requests. Speak as you gesture or sign so that your child understands that the word and the gesture have the same meaning. "Outside. You want to go outside." This also helps your child build oral language as she tries to say the words

with the gestures or signs.

- Join in your child's interactive play by copying her non-verbal communication and adding to it using words. For example, Kayla likes to toss the ball back and forth with her dad. She raises her arms above her head as a way to tell her dad that she wants him to toss her the ball. Kayla's dad copies her gesture when it's his turn to catch the ball. He raises his arms above his head and says "My turn" to ask Kayla to toss him the ball.

- Focus on increasing your child's communication and interactions by encouraging him to use gestures to request objects, places, or people that are interesting, favorites, or preferences.

- Vary your response to your child's nonverbal interactions to model the different ways she can communicate and interact with you. Your child points to the milk carton or makes the sign for "more" to request more milk. Sign "more" as you say it when giving your child more milk.

- Many toddler and baby signing dictionaries are available on the web. Try Googling *baby signs* or *toddler signs* to search. Many sites even include video clips so you can see how to do the signs.

A Quick Peek

Lupita is an 11-month-old who loves outings with her parents at a park near their home. Her excited babbling and hand clapping as they approach the park's duck pond tell Mom and Dad that it's her favorite place in the park. In recent weeks, Lupita began wanting to join her parents in their routine of tossing bits of bread to the ducks. At first she wiggled and screamed until they realized what she wanted and put bread in her hands. Then her dad showed Lupita how to hold out her open palm to ask for more bread. He paid close attention, and every time she made the gesture, he was quick to hand her a piece of bread, saying, "You want bread." Screaming has been replaced by happy communication!

You'll know it's working if ...

- The child uses gestures to ask for things.
- The child learns new gestures/signs and uses them to ask for what he wants.
- The child uses sounds and gestures or signs to interact with you and with others.

For more ideas, ask an early interventionist, home visitor, teacher, therapist, or another experienced parent. **Click for a printable guide about infant communication with gestures** from Scholastic.

ECTA Center Early Childhood Technical Assistance Center
www.ectacenter.org

Adult-Child Interaction Checklist

Please indicate which of the practice characteristics you were able to use as part of interactions with a child:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Observe the child's participation in everyday activities and social play	☐	☐	☐	☐	
2. Identify the focus of the child's attention or engagement (e.g., child interests)	☐	☐	☐	☐	
3. Follow the child's lead and his or her interests or preferences	☐	☐	☐	☐	
4. Interpret the child's behavior and responses as an intent to interact or communicate with you	☐	☐	☐	☐	

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Practices for Practitioners

Peer Interaction

Peer interaction is important to children's learning and development. Children learn new skills by observing and interacting with other children during everyday classroom activities and routines. By paying close attention and responding to what children are doing while playing and interacting with others, adults can support and enhance their interactions.

Watch a video of this Learning Way

Learning Way: Supporting Peer Interactions

- Provide frequent opportunities for children to interact with one another. Children's interactions can happen during everyday classroom activities and routines that are structured, such as mealtime or circle time, or unstructured, such as block play or sandbox play.

- Provide toys and other play materials that allow children to take turns, pretend, engage in physical play, or use materials together. Making these kinds of materials available increases the likelihood that children will have opportunities to interact with one another.

- Provide children opportunities to be engaged in things they like and enjoy doing in the classroom. Children will have the most chances to interact with one another when they are involved in an activity that matches their shared interests.

- Observe how each child tries to initiate interactions with other children, get another child's attention, or sustain interactions. Notice how each child communicates both nonverbally (e.g., nodding, waving, signaling, showing something to another child) or verbally (e.g., saying another child's name, asking a question, talking about what another child is doing).

- When you notice a child interacting with another child, respond promptly and positively to sustain their interaction. You might comment on or describe what the child is doing, join in the interaction with the children, praise the child for initiating the interaction, or provide them the toys or materials they need for the interaction.

- Encourage children to interact with one another in new and different ways. You might show a child how to do something different with another child, expand on what a child has said, suggest other things a child could say, or provide toys or materials that encourage the children to do something different.

A Quick Peek

Knowing that the children in her classroom enjoy music, Marta invited her uncle, Rafael, to play his guitar for the group. She watched the children swaying, moving, and jumping as Rafael played. When she noticed Kylie approaching Jodi and touching her hand, Marta said, "Kylie, do you want to ask Jodi to dance with you?" Kylie said, "Dance, Jodi!" The two girls held hands and laughed as they wiggled to the music. Marta told the group, "Kylie and Jodi are dancing!" Marta clapped the beat to the music to encourage the two girls to continue "dancing." She moved her arms back and forth to show them how they could sway their arms together. As the girls continued to dance, other children soon began to take a partner to dance to Uncle Rafael's tunes.

You'll know it's working if ...

- Children initiate interactions with one another more often
- Children interact with one another in a greater variety of ways or in different classroom activities and routines
- Children use more complex behaviors during interactions with other children

Follow these links for idea-packed online resources:
- **A What Works Brief from CSEFEL**, Center for the Social and Emotional Foundations for Early Learning
- **A downloadable PDF from NAEYC**, the National Association for the Education of Young Children

ECTA Center · Early Childhood Technical Assistance Center · www.ectacenter.org

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Peer Interaction | Mobile

Peer interaction is important to children's learning and development. Children learn new skills by observing and interacting with other children during everyday classroom activities and routines. By paying close attention and responding to what children are doing while playing and interacting with others, adults can support and enhance their interactions.

Responding positively to child behavior — Peer Interaction Child Child Int...

Let's Play Together | Mobile

A child's social emotional development happens during interactions with adults. These behaviors include an infant smiling in response to a parent's voice or cooing in response to a grandmother rocking him in the chair. Toddlers use social behaviors such as saying "my turn" during a play activity; or laughing and saying "again" during an activity.

Engage in everyday activities that he
Lets Play Together

Contextualizing Recommended Practices

Use checklists as observation guides or to support task analyses

Use video clips to illustrate evidence-based practices

Use practitioner guides to emphasize the connection between evidence based practice and formative assessment

Research Synthesis Points on Quality Inclusive Practices

ACCESS
- Universal Design for Learning (UDL)
- Assistive Technology

PARTICIPATION
- Peer Supports
- Scaffolding
- Embedded Learning
- Tiered Models

[SYSTEMIC] SUPPORTS
- Professional Development
- Collaboration
- Family-Professional Partnerships

Contextualizing Evidence-Based Practices that Support Inclusion

Provide students with multiple opportunities to use
- Universal Design for Learning
- Assistive Technology
- Embedded Instruction

so they will see how much those practices support both children with disabilities and others

Our collective capability

What is your most effective instructional strategy for helping students understand the importance of quality inclusion?

Resources to Support Your Courses & Presentations

Video Collections

A Parent's Perspective on Inclusion in Early Childhood

A Parent's Perspective on Inclusion in Early Childhood

from Desired Results Access Project

05:31

CC HD

This is a follow up to the video "Team Lydia Rose." In this video 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. Download Video

Results Matter Video Library - Practices Here and There

We wish to thank the families and early childhood education teams who have partnered with us to create the videos in the Results Matter Video Library. CDE produces these videos for professional development activities and obtains voluntary written permission from all parties who appear in these video clips.

How to Access the Videos

You can watch the clips online or download QuickTime versions of the videos for use in professional development activities. To download the Apple QuickTime .MOV file, select the DOWNLOAD VIDEO link located below each video. **NOTE:** If you download any of these video files you will need a free media player that will play video files such as VLC Media Player or UMPlayer on both PCs and Macs. QuickTime Player is also recommended for Macs but not PCs.

View the Results Matter Video Library Catalog (PDF)

Could Child Development . . .

- Create an appreciation for how different the rate of development can be from domain to domain?
- Build an understanding of precursors or prerequisite skills?
- Lay the groundwork for how effective professionals support children who are developing differently?
- Support multiple opportunities to become familiar with state standards or guidelines?

USE *FOUNDATIONS* TO FAMILIARIZE STUDENTS WITH AGE-SPECIFIC EXPECTATIONS for young children AND TO BUILD THE VOCABULARY TO DESCRIBE DIFFERENCES IN DEVELOPMENT. For example, you could show clips from the Pathways Awareness Foundation video library (https://www.youtube.com/user/PathwaysAwareness/videos). This collection has clips of children who are on track in terms of motor milestones and children who are significantly delayed.

1. Prepare students to watch a clip by telling them they will need to describe, in writing, what they see the child doing. Show students a clip that shows a child with typical development.
2. Ask students to look in *Foundations* for information about whether the child's development is consistent with what they might expect.
3. Ask students to share their descriptions. Work together to re-state any descriptions that are subjective (e.g., if a student says "*the child's movement was lazy*" work together to find more objective description, like "*the child's movement was slow and labored.*")
4. Repeat the sequence (observe/describe, look in *Foundations*, share descriptions) with a second clip depicting a child whose motor patterns are not typical.
5. Discuss the differences.

http://www.youtube.com/user/PathwaysAwareness

Pathways.org
Assuring the best for all children's development
Pathways.org is a 501(c)(3) Not-For-Profit
pathways.org/

MICHAEL
NO Forward movement of arms
Pathways

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DEC RECOMMENDED PRACTICES IN ACTION. The five DEC interactional practices (INT1-INT5) are critical in children's language, social emotional, and cognitive development. Using CONNECT Modules (http://community.fpg.unc.edu), ask students to watch the following three videos: Video 1.15: Routine at home – playing Mr. Potato Head®, Video 1.7: Routine in a program – building with blocks, and Video 1.6: Routine in a program – taking turns. As they watch the videos, have them check off the DEC recommended practices that they observe using the checklist below. Note that not all the practices in the checklist are observable in the videos but they may be used as a catalyst for discussion. For on-ground courses, discuss after each video clip. For online courses, facilitate a discussion on the online discussion board.

DEC Recommended Practices[1]	CONNECT Module 1		CONNECT Module 7
	Video 1.15: Routine at home – playing Mr. Potato Head	Video 1.7: Routine in a program – building with blocks	Video 1.6: Routine in a program – taking turns
INT1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.			
INT2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.			
INT3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.			
INT4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.			
INT5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.			

Could Child, Family, & Community. . .

- Provide students with the opportunity to hear from and interact with families whose children have different gifts and challenges?

- Familiarize students with the individuals and agencies in your community who support children of diverse abilities?

- Provide students with practice at having conversations with families who are different then they are?

Might they read articles like. . .

How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story

by Jennifer Sedlack

Or watch and discuss videos like . .

Friendship, Inclusion, and Learning

Could Creative Activities. . .

- Require students to use evidence-based strategies for individualizing as part of each assignment?

- Incorporate the use of personas so students could develop materials that include diverse learners?

Rose

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Rose also happens to have Williams Syndrome, a rare, spontaneously occurring genetic syndrome. This makes some things more difficult for her.

With the right supports, she is able to shine and bring great joy, empathy and perseverance to every task!

WHAT HAS WORKED FOR ROSE?	LEARNING STYLE	STRENGTHS	GENERAL SUPPORT NEEDS
Robust menu of services: *physical therapy, occupational therapy, speech therapy, special instruction, aqua therapy, behavior support, hearing support*	Visual learner	Eager to please!	Firm, consistent reinforcement (do not be swayed by cuteness). Prone to learned helplessness – needs to be encouraged to keep trying and do things for herself.
Ongoing weekly BCBA support in-classroom 1:1 Support Coach Using peers to reinforce ("look and match")	Needs concrete language	Very empathetic and interested in new friends	Needs on-task cues to help with distractors (distractible) and must be encouraged to attend to and complete tasks; however, often the distraction is due to a task being difficult
Hearing Aids and FM System Hearing Teacher Support in-class and at home	Direct instruction critical: directly teaching each aspect of skill sequentially	Great at sharing and taking turns	Proper seating support and minimization of environmental distractions
	Positive reinforcement	Good memory and very receptive to interventions	Tasks with a visuo-spatial component are very challenging: puzzles, descending stairs, building, drawing faces

Could Health, Safety, and Nutrition. . .

Provide students with experiences that would help them to be comfortable with children who move about differently?

Henry demonstrates a wide range of movement skills, including walking, climbing, running, and jumping, while supported by his ankle-foot orthosis and occasionally using a wheelchair.

Henry Gets Around

Results Matter Video Library

Could Health, Safety, and Nutrition. . .

Provide students with experiences that would help them to be comfortable with children who have special health care needs?

This video tells a heartwarming story in which a family, a preschool teacher and her staff, a state TA provider, and a school principal worked together to enable a young girl with significant medical issues to attend a preschool classroom through video conferencing.

Ruairi Goes to Preschool

Ruairi   Rachel

Results Matter Video Library

There is a missing first year

Nearly half of parents think that reading to children starts to benefit long-term language development about a year and a half later than it actually does: 45% say the benefits start at 2 years or older. In reality, benefits begin at about 6 months.

34% of parents believe that talking to children starts to benefit their language skills at a year old or later, when in fact it begins at birth. 63% of parents say the benefits of talking begin at 3 months or older.

Tuning in: Parents of young children tell us what they think, know and need

Could Infants and Toddlers. . .

- Provide students with opportunities to use their understanding of "the missing first year" data to help families learn about how to support their infants and toddlers?

- Use readings and assignments that prepare students to understand and support the capabilities of infants and toddlers, including those with diverse abilities or early life challenges? For example, will they know how to support an infant in the NICU?

Could Curriculum. . .

- Provide students with opportunities to design environments and interactions that support quality inclusion?

- Incorporate the use of personas so students could develop materials that include diverse learners?

- Build the capacity to gather and use data to understand how well each child is learning and developing? And to make individual adjustments as needed?

- Incorporate practice with embedding individual goals (e.g., IEP, IFSP) within the curriculum?

individualizing videos

In the Classroom: Dominic's Transition—Breakfast, Clean-up and Line up to go Outside

This clip of the classroom demonstrates what the planned teaching will look like with Dominic. After Jordan gives the group direction to clean-up (not heard in the video), Valerie then shows Dominic a set of two pictures to teach him where he is and where he will be going next. She first shows him the picture for "Clean-up" and then shows him the picture for "line up".

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.

Resource:
CONNECT Online Modules & Courses

http://connect.fpg.unc.edu/

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2016 Webinar Series

http://scriptnc.fpg.unc.edu/resource-search

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Children with Exceptionalities

This Landing Pad provides information and resources that can be used to enhance early childhood courses focusing on children with exceptionalities.

Approved Course Description

This course* introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.

*EDU221 in North Carolina community colleges

ACCESS RESOURCES:

- Resources that can be incorporated into Children with Exceptionalities to support the inclusion of children that are culturally, linguistically, and ability diverse.
- Resource Handout (Updated July 2015)
- Sample Course Calendar: Supporting *Young Learners of Diverse Abilities*
- Resources and Activities in My Toolbox: Activities and Assignment Ideas for Exceptional Children
- Archived Webinar Recording and PowerPoint Slides: 2015 | 2014 | 2013

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Sneak Preview

ICP™ – The Inclusive Classroom Profile Set, Research Edition

How well is your early childhood program implementing quality inclusive practices?

Now there's a comprehensive, field-tested observational tool that uncovers the answers. A one-of-a-kind 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:

- Adaptations of Space, Materials, and Equipment
- Adult Involvement in Peer Interactions
- Adults' Guidance of Children's Free-Choice Activities and Play
- Conflict Resolution
- Membership
- Relationships between Adults and Children
- Support for Communication
- Adaptation of Group Activities
- Transitions between Activities
- Feedback
- Family-Professional Partnerships
- Monitoring Children's Learning

Take A Peek
at our exciting
COMING
ATTRACTIONS

SCRIPT-NC
Supporting Change and Reform in Preservice Teaching in North Carolina

Recommended Practices Module Format: PDSA

Plan: Learners will consider why there is a need to focus on the RP, and will acquire and apply knowledge on the RP via self-guided interactive activities. Experts and others in the field share common challenges associated with implementing the RP, and strategies for implementing it effectively.

- **Setting the Stage – Identify the challenge(s)** *(5 minutes)*
- **Lesson 1: Ask the Expert** *(10 minutes)*
- **Lesson 2: Gathering Information** *(15 minutes)*
- **Lesson 3: Taking Action** *(15 minutes)*
- **Lesson 4: Voices from the Field** *(10 minutes)*

Do: Learners will have the opportunity to tie it all together in a scenario-based interactive activity. In addition, the learner will have opportunities to try out the practice in their own classroom, practicum placement, or through role-playing activities.

a. Sit down next to Sarah, help her choose a puzzle, and you then work with her to name the shapes and colors.

b. Ask Sarah if she would like to come with you to the dramatic play center, when she nods, you take her hand and guide her there.

c. Remind Sarah that she can choose any center and that dramatic play still has space for one more child, you watch to make sure she chooses a center.
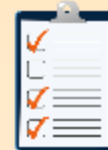
Plan

Do

Act

Study

Act: Learners consider what changes they can make that will result in an improvement in their own practice.

An Action Plan helps learners make changes to their practice and apply what they've learned in everyday practitioner settings.

Study: Learners are introduced to tools and strategies that help them know if a change is an improvement. The Importance of evaluation and strategies for doing it well are also addressed.

Performance Checklists
for promoting use of the RPs and for practitioner self-evaluation

Preview: http://rpm.fpg.unc.edu/

Give Us Your Feedback

Evaluation
✓ OUTSTANDING
☐ Excellent
☐ Very Good
☐ Average
☐ Below Average

http://tinyurl.com/scriptnc-inclusion

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