

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Children with Exceptionalities

September 1, 2015

2:00 pm – 3:00 pm EST

<http://scriptnc.fpg.unc.edu>



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Welcome and Introduction



Features of SCRIPT-NC's 2015 Webinar Series

Each webinar emphasizes

- embedding **inclusion and diversity** into coursework
- resources, activities, and assignments for delivering course content to build both **knowledge acquisition and knowledge application**

Each webinar features activities, assignments and strategies for incorporating

- state early learning guidelines
- the components of a formative assessment process
- 2014 DEC Recommended Practices


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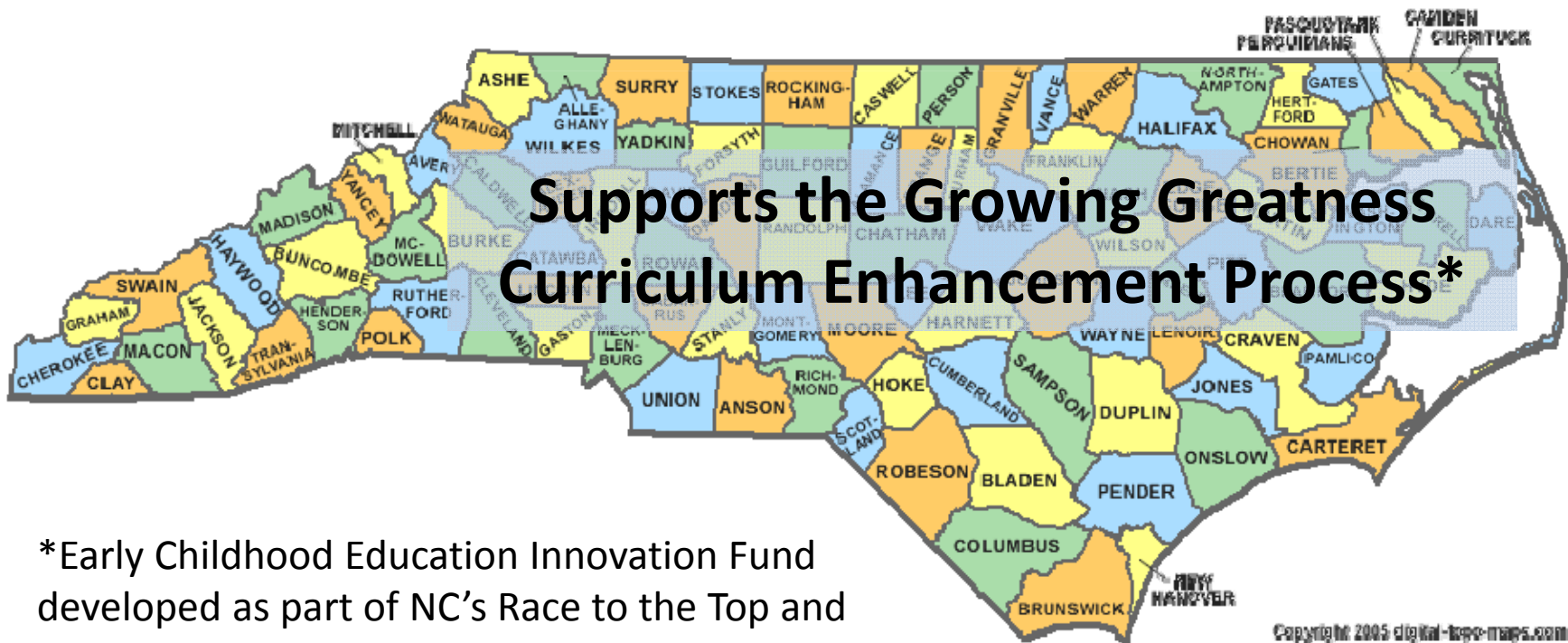
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About SCRIPT-NC's 2015 Webinar Series



*Early Childhood Education Innovation Fund developed as part of NC's Race to the Top and awarded through the NC Community College System

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Landing Pads

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



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



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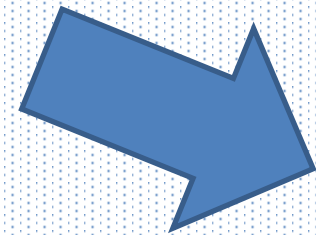
Logistics

Questions?
Comments?



Press “*6” to
mute or
unmute your
phone

USE THE CHAT BOX




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**What is your
favorite part of
autumn/fall?**


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Landing Page: EDU 221 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.



Children with Exceptionalities Landing Pad

This Landing Pad provides resources that can be incorporated into Child Development and Learning, to support the inclusion of children that are culturally, linguistically, and ability diverse. Click [[here](#)] to download the landing pad resources as a document.


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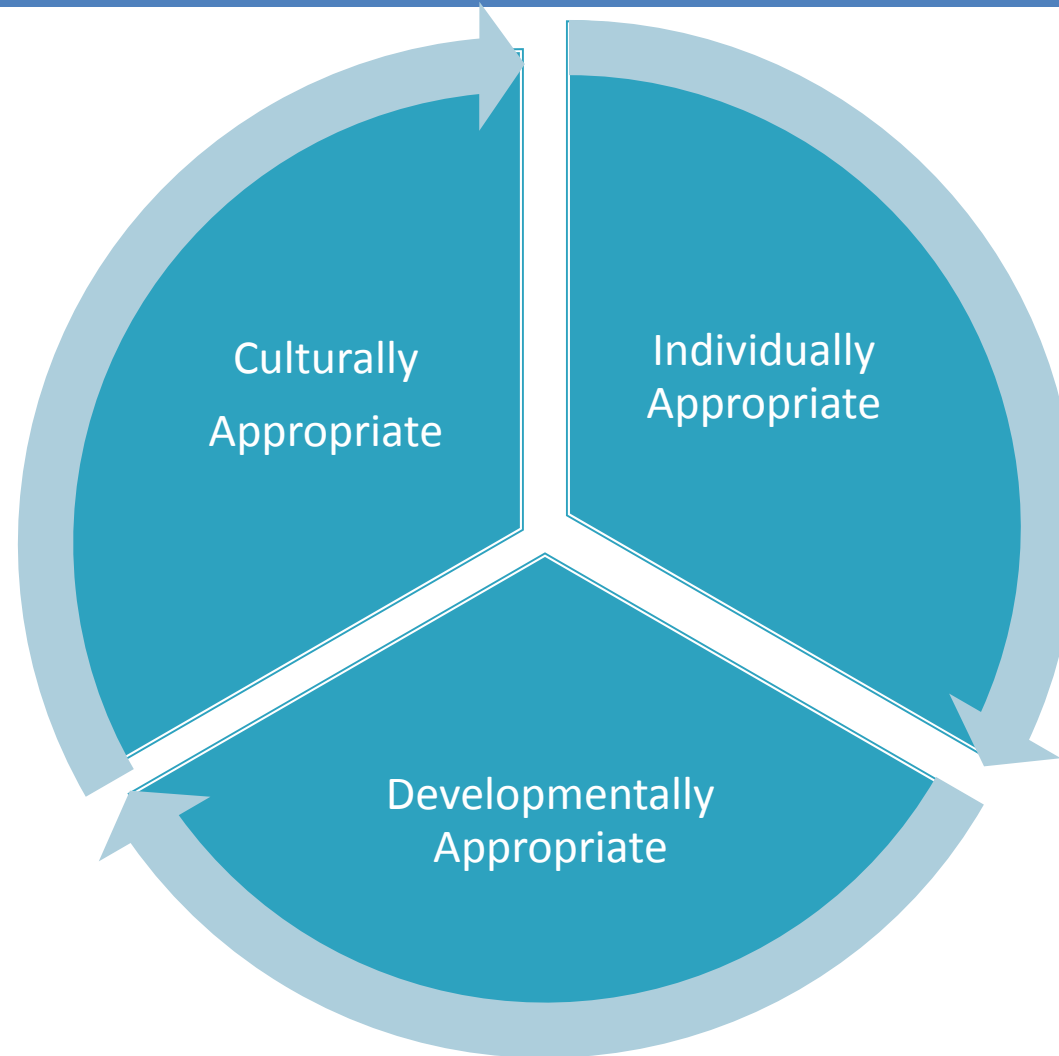
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Contexts to Keep in Mind




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Shift in Conceptualizing this Course

Emphasis on
specific
disabilities and
syndromes



Emphasis on children with
exceptionalities in relation to:

- Family-centered practices
- Inclusion
- Evidence-based practices
- Cultural & linguistic diversity

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Our collective capability

Describe an assignment from your Young Children with Exceptionalities course that consistently provides your students with new insights and perspectives.




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Course Calendar

SAMPLE COURSE CALENDAR Supporting Young Learners of Diverse Abilities

Developed by Camille Catlett

Wk.	Topic	Reading and Print Materials	Learning Experiences	Assignments	Instructional Resources
1	<p>Introduction to the course</p> <p>Review of expectations and responsibilities</p> <p>Foundations for the course</p> <p>What is early intervention? And why is it important?</p> <p>Terminology (e.g., special needs)</p> <p>Person-first language</p> <p>Importance of intervening early for infants, toddlers, and young children (and especially children with or at risk for delays or disabilities)</p>	<p>How Much Could We Improve Children's Life Chances by Intervening Early and Often? http://www.brookings.edu/~/media/research/files/papers/2014/07/improve_child_life_chances_interventions_sawhill/improve_child_life_chances_interventions_sawhill.pdf</p> <p>It's the 'Person First' Then the Disability http://www.pacer.org/parent/php/PHP-C31.pdf</p> <p>The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf</p> <p>6 Criteria for Websites http://libraries.dal.ca/using_the_library/evaluating_web_resources/6_criteria_for_websites.html</p>	<p>Share that several course assignments will require finding online resources, which makes it important to understand how to evaluate the quality of websites.</p> <p>Discuss the importance of person first language and the expectations for it to be used in all course interactions.</p> <p>Building from the readings, summarize the evidence base for the importance and efficacy of early intervention.</p> <p>Show <i>Early Childhood Intervention: The Power of Family</i> http://www.opensocietyfoundations.org/multimedia/early-childhood-intervention-power-family</p> <p>Complete Give it a Go 1.1 self-reflection (Pletcher & Youngren, p. 12)</p> <p>Discussion Forum: What evidence do we have for the importance and effectiveness of early intervention?</p>	<ul style="list-style-type: none"> • Verify Email • Complete & Submit Student Information Form • Submit Course Expectations 	<p>Individuals with Disabilities Education Act (IDEA) http://ectacenter.org/idea/idea.asp</p> <p>Pletcher, L. C., & Youngren, N. O. (2013). <i>The early intervention workbook: Essential practices for quality services</i>. Baltimore: Paul Brookes.</p> <p>DEC Recommended Practices online at http://dec.membershipssoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf</p> <p>The Outcomes of Early Intervention for Infants and Toddlers with Disabilities and their Families http://www.nectac.org/~pdfs/pubs/outcomesofearlyintervention.pdf</p>



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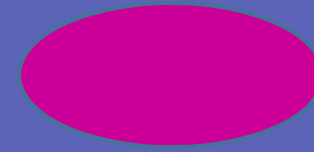
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Course Calendar



- Introduction (person first language, importance of early intervention)
- Learning About Different Abilities
- Underpinnings of Early Intervention in the U.S.
- Four Key Values for Supporting Young Children of Diverse Abilities & Their Families
 - Family-centered services and supports
 - Inclusion
 - Natural environments
 - Teamwork
- How Does Early Intervention Work?
- Supporting Each Child's Abilities
- Putting It All Together



Person/People First Language

Week 1

Pin it


“

Open up your vocabulary, people.

The R-word is hurtful, hateful, and ignorant. Like the N-word, it should not be part of our language.

JOE HADEN

UPWORTHY



Jason Miller/Getty Images

NOT A LABEL. NOT A WORD.
NOT A DEROGATORY TERM YOU HEARD.
I'M A WHO. SAME AS YOU.
DO YOU HAVE A NAME? ME TOO.
I'M A MIND. A HEART. A PERSONALITY.
AN EQUAL PART OF THE OVERALL WE.
I'M A HIM OR A HER. A HE OR A SHE.
WHO AM I? I'M SIMPLY ME.
A PERSON.
NOT A DISABILITY.


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Importance of Early Intervention

Week 1



Center on
Children and Families
at BROOKINGS

July 2014

CCF Brief #54



How Much Could We Improve Children's Life Chances by Intervening Early and Often?

Isabel V. Sawhill and Quentin Karpilow

Revised March 2015.
This brief is an update of an earlier paper by Kerry Searle Grannis and Isabel Sawhill, originally published in October 2013, "Improving Children's Life Chances: Results from the Social Genome Model."



The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families

July 2011

The Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA) was created in 1986 to **enhance the development** of infants and toddlers with disabilities, **minimize potential developmental delay**, and reduce educational costs to our society by minimizing the need for special education services as children with disabilities reach school age.¹ Part C provides early intervention (EI) services to infants and toddlers aged birth to three with developmental delays or a medical condition likely to lead to a developmental delay. Part C is not intended to be a stand-alone program. The intent is to **build interagency partnerships** among state agencies and programs in health, education, human services and developmental disabilities.

WHY INTERVENE EARLY?

Decades of rigorous research show that children's earliest experiences play a critical role in **brain development**. The Center on the Developing Child at Harvard University has summarized this research:^{1,2}

- Neural circuits, which create the foundation for learning behavior and health, are most flexible or "plastic" during the **first three years** of life. Over time, they become increasingly difficult to change.
- Persistent "**toxic**" stress, such as extreme poverty, abuse and neglect, or severe maternal depression can damage the developing brain, leading to lifelong problems in learning behavior, and physical and mental health.
- The brain is strengthened by **positive early experiences**, especially **stable relationships** with caring and responsive adults, safe and supportive environments, and appropriate nutrition.
- Early social/ emotional development and physical health provide the foundation upon which **cognitive and language skills** develop.
- High quality early intervention services can **change a child's developmental trajectory** and improve outcomes for children, families, and communities.
- Intervention is likely to be **more effective** and **less costly** when it is provided earlier in life rather than later.

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Learning About Differing Abilities

Week 2

Jigsaw Activity – Divide students up and assign each pair or trio one of the following categories:

- Attention-Deficit/Hyperactivity Disorder (AD/HD), etc.

For each category, students will need to find 1) websites that identify evidence-based practices for supporting young children with that type of disability and 2) organizations that support families of children with that type of disability.

When all of the assignments are completed, assemble the pieces of the puzzle to provide a set of resources.



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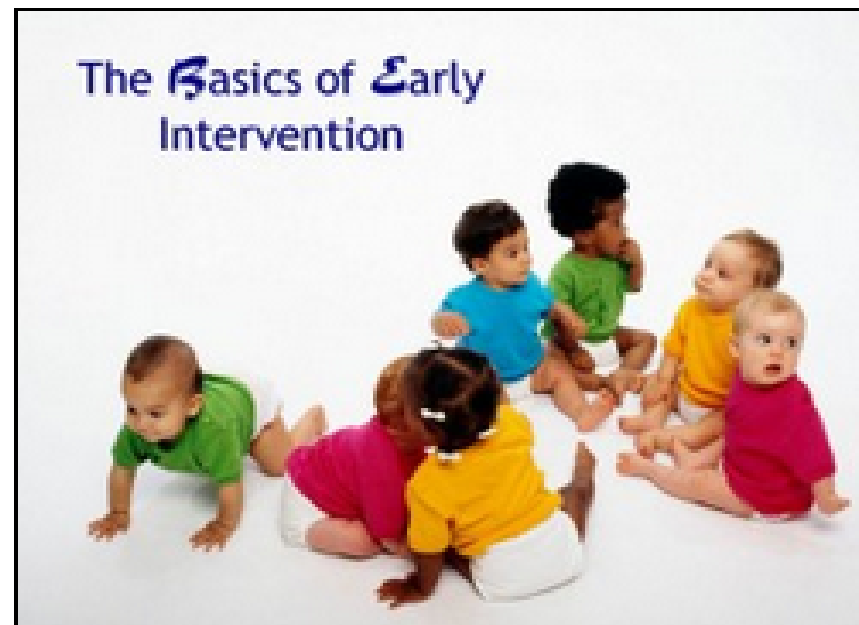
Underpinnings of Early Intervention

Week 3

State Scavenger Hunt

Find your state's definition/ explanation for each of the following words/phrases that are defined in IDEA:

- consent
- developmental delay
- early intervention services
- infant or toddler with a disability
- multidisciplinary
- native language
- natural environments
- prior written notice
- service coordination services




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Underpinnings of Early Intervention

Week 4

Key Principles Underlying the IEP Process:

*Supporting Family Participation,
Inclusive Practices and Positive Outcomes
for Preschool Children with Disabilities*

**Developed by the NECTAC Workgroup
on Principles and Practices for the IEP Process**




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Four Key Values: Family-Centered Practices



Week 5

Assumptions Behind Family Centered Principles or Practices:

- *All people are basically good.*
- *All people have strengths.*
- *All people need support and encouragement.*
- *All people have different but equally important skills, abilities, and knowledge.*
- *All families have hopes, dreams, and wishes for their children.*
- *Families are resourceful, but all families do not have equal access to resources.*
- *Families should be assisted in ways that help them maintain their dignity and hope.*
- *Families should be equal partners in the relationship with service providers.*
- *Providers work for families.*

Four Key Values: Inclusion

Week 6



Research Synthesis Points on Early Childhood Inclusion

Foundations of Inclusion Birth to Five

This short video provides an overview of inclusion legal and policy foundations and definition, the desired results and defining features of inclusion in early childhood. CONNECT: The Center to Mobilize Early Childhood Knowledge. *Updated July 22,*



Defining Features
of Inclusion

Access

Participation

Supports

Early Childhood Inclusion

A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

Today an ever-increasing number of infants and young children with and without disabilities play, do, work, and learn together in a variety of places – homes, early childhood programs, neighborhood centers, and the community-based settings. The notion that young children with disabilities and their families are full members of the community reflects societal values about promoting opportunities for development and learning and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and guidelines under the law, these values and societal views regarding children, birth to 5 with disabilities and their families have come to be known as early childhood inclusion. The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered. Hence we believe inclusion takes many different forms and single mention is influenced by a

wide variety of factors, questions persist about the precise meaning of inclusion, and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.



Four Key Values: Natural Environments

CONNECT Modules

CONNECT: The Center to Mobilize Early Childhood Knowledge

HOME | 5-STEP LEARNING CYCLE™ | MODULES | FOR INSTRUCTORS | INSTRUCTORS

You are here: Home → Video 1.16: Routine in a program – reading at circle time

Video 1.16: Routine in a program circle time

tags: [Module 1: Embedded Interventions](#) [Step 3: Evidence](#) [center-based](#) [embedded](#) [modifications](#) [participation](#) [peer support](#) [Video](#)

A teacher combines several embedded interventions into circle time to support Jac (running time: 1 min. 24 sec.).



Week 7

Lorna Mullis, Parent and Outreach Trainer,
Therapist as Collaborative Team Members for Infant/Toddler
Communication Services (TaCTICS), Florida State University

Natural Environments:

A Letter From a Mother to Friends, Families, and Professionals

Dear New Early Intervention Friend:

It seems that I use the phrase “new friend” frequently since our youngest son, JP, was born. Almost every time I meet another family who has a child with special needs, there is a connection that comes from sharing similar experiences, hopes, dreams, fears, disappointments, triumphs, and even battles. I feel a similar connection with the early intervention professionals whom I have met and who have helped us. Our circle of friends has expanded during the three years our family has been in the early intervention program.

Until JP was born, our lives were hectic and fairly “normal.” We were living in a small two-bedroom apartment with three children, and my husband was going back to school and trying to start his own business. You can imagine our surprise when we learned that we would have a sixth person joining our family. Surprise soon turned to concern as I was placed on bed rest for two months due to problems with the pregnancy. The concern proved to be well founded when JP was born. He had trouble during delivery and had to be resuscitated and placed on oxygen. I never even got to hold him. He was whisked away to the nursery and placed in an incubator. I will forever have frozen in my mind the scene as the pediatrician, nursery supervisor, and my husband came into my room the next morning. I thought that they had come to tell me that JP had not made it through the night. I was almost relieved when the doctor told me that he suspected JP was born with Down syndrome. At least he had a fighting chance to live.



Four Key Values: Collaborating with Families

Week 8

Video 4.4: Starting a relationship

tags: [Module 4: Family-Professional Partnerships](#) [Step 3: Evidence](#) [collaboration](#) [commu](#)
[oriented practices](#) [Video](#)

Clara, a practitioner, makes an initial home visit with a mother and describes how to b partnership, especially working with families from different cultural backgrounds. (runr



Checklist of Effective Partnerships with Families

What Should You See?	Did You See It?	
	YES	NO
Enhanced Communication <ul style="list-style-type: none"> Asking families open-ended questions about the people, places, and activities that are important to them Listening to families' perspectives without sharing your own opinions first Learning about how families prefer to communicate (e.g., phone, email, in person) Using an interpreter to support interactions with family members who speak another language Learning and using key words and phrases in the languages of the children Seeking families' input on topics when there are differences that need to be openly addressed Being persistent about communicating with each family, even when they have not been responsive thus far Demonstrating how disagreements or differences of opinion do not interfere with your commitment to the family and child 		
High Expectations <ul style="list-style-type: none"> Asking families what they see as their child's strengths Focusing on the child's strengths and not just the child's needs Asking families about goals for their child Involving families in all decisions about their child Celebrating with families as children meet new milestones 		
Respect <ul style="list-style-type: none"> Asking families what is important to know about their culture, language(s), celebrations, and customs and showing genuine interest Listening to families with particular attention to insights and information about cultural and linguistic preferences and priorities Asking how you should address members of the family Asking families how they have been involved in their child's program in the past and how they would like to be involved in the future Reflecting the cultures and languages of families in each classroom or program 		
Commitment <ul style="list-style-type: none"> Holding meetings at times and places suited to the families' needs and availability whenever possible Reflecting the cultures, language(s), celebrations, customs and values of the families in environments, interactions, and curriculum Discussing ways to find options that are responsive to families' cultural values Developing and using a process for regularly soliciting and implementing input from families to inform program decisions 		

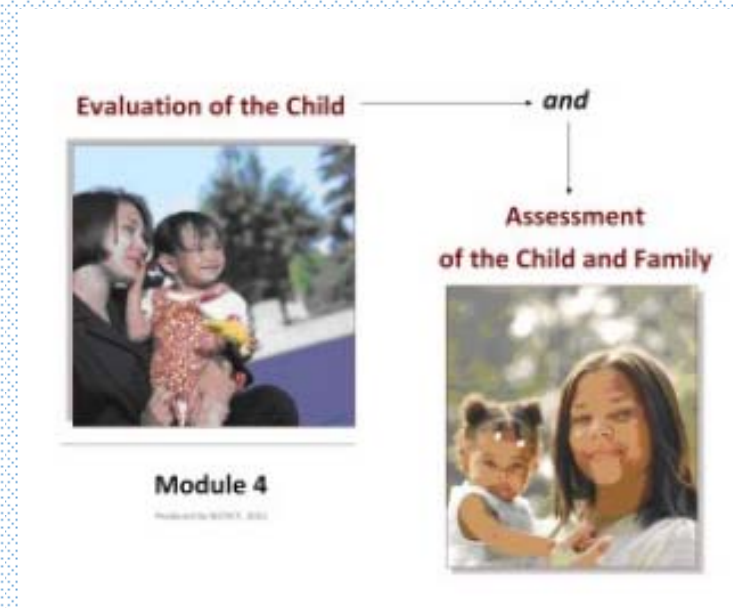
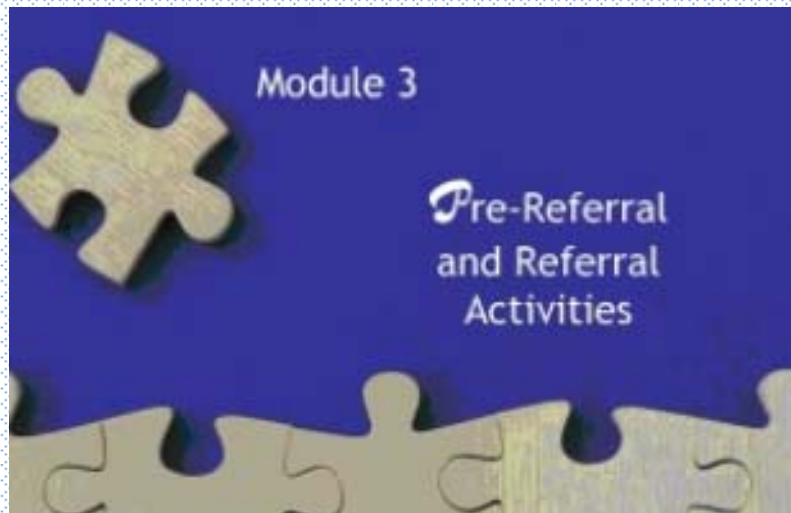
Castell, 2014. Adapted from: CONNECT Module 4: Teaching at the Beginning: Partnering with Parents <http://teschtoborg/partneringwithparents/>; Language Castle <http://www.languagecastle.com/2014/08/test-5-ga-mechanics-really-get-parents-dilemma/>; NCLB Core Qualities for Successful Early Childhood Education Programs

How Does Early Intervention Work?

Week 9

Components of the Child Find Program

There are two methods for identifying and referring a child to EI. The first is a referral, usually by an educator or a parent. The second is the **Child Find program**. Mandated by IDEA, Child Find continuously searches for and evaluates children who may have a disability with the use of Child Find activities, which can vary widely from school district to school district. For example, one district might hold periodic conferences to train staff on policies, while another may hold playgroups, during which parents are asked to complete a developmental milestone questionnaire.



How Does Early Intervention Work?

Week
10



Results Matter Presents

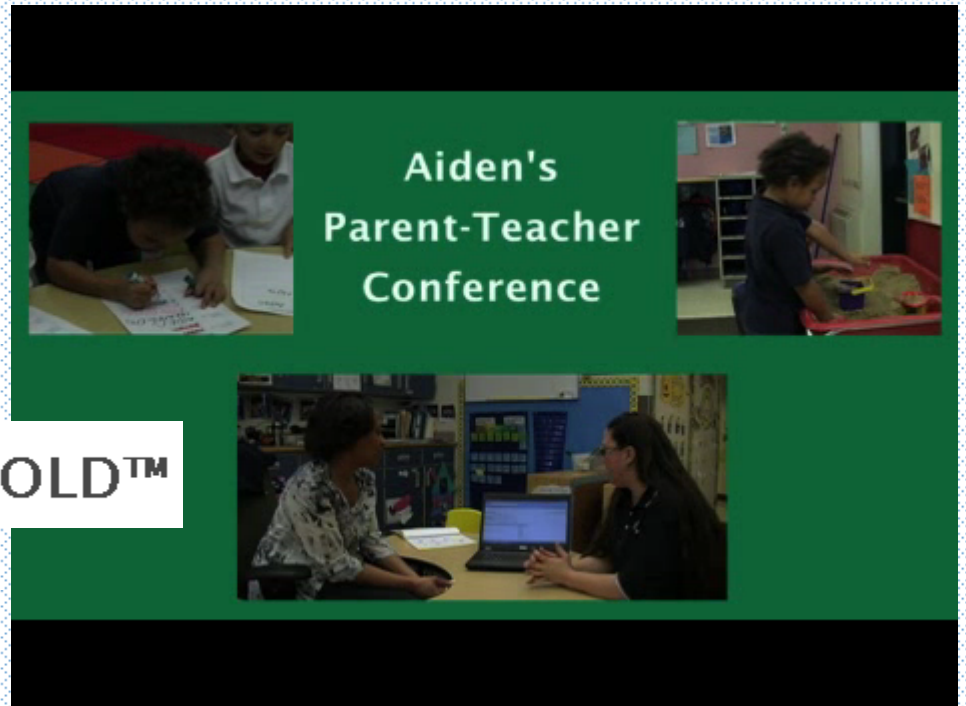
Authentic
Assessment
in
Early
Intervention

How Does Early Intervention Work?

Week
11

	Jose	Samisha	Kayla	Ahmad	Aiden	Jan
Arrival	Walk down stairs independently	Initiate greetings to peers		Respond to greeting Remove coat		
Circle	Jump with 2 feet together Follow 1-step group direction		Expressively identify blue & yellow	Imitate gross motor actions	Participate in group activities	
Free Choice	Use 2 word combinations	Join + maintain cooperative play	Request from peer Respond to peer request	Use functional actions with objects	Initiate interaction with peer	Take turns with peer
Snack	Drink from open cup Use 2 word combinations	Count with 1:1 correspondence	Request from peer Respond to peer request	Use Spoon	Ask Questions	Take turns Aiden

iep training module



Teaching Strategies® GOLD™

How Does Early Intervention Work: Integrating IFSP/IEP Goals

Week
11

date: 10/15/09 teacher name:

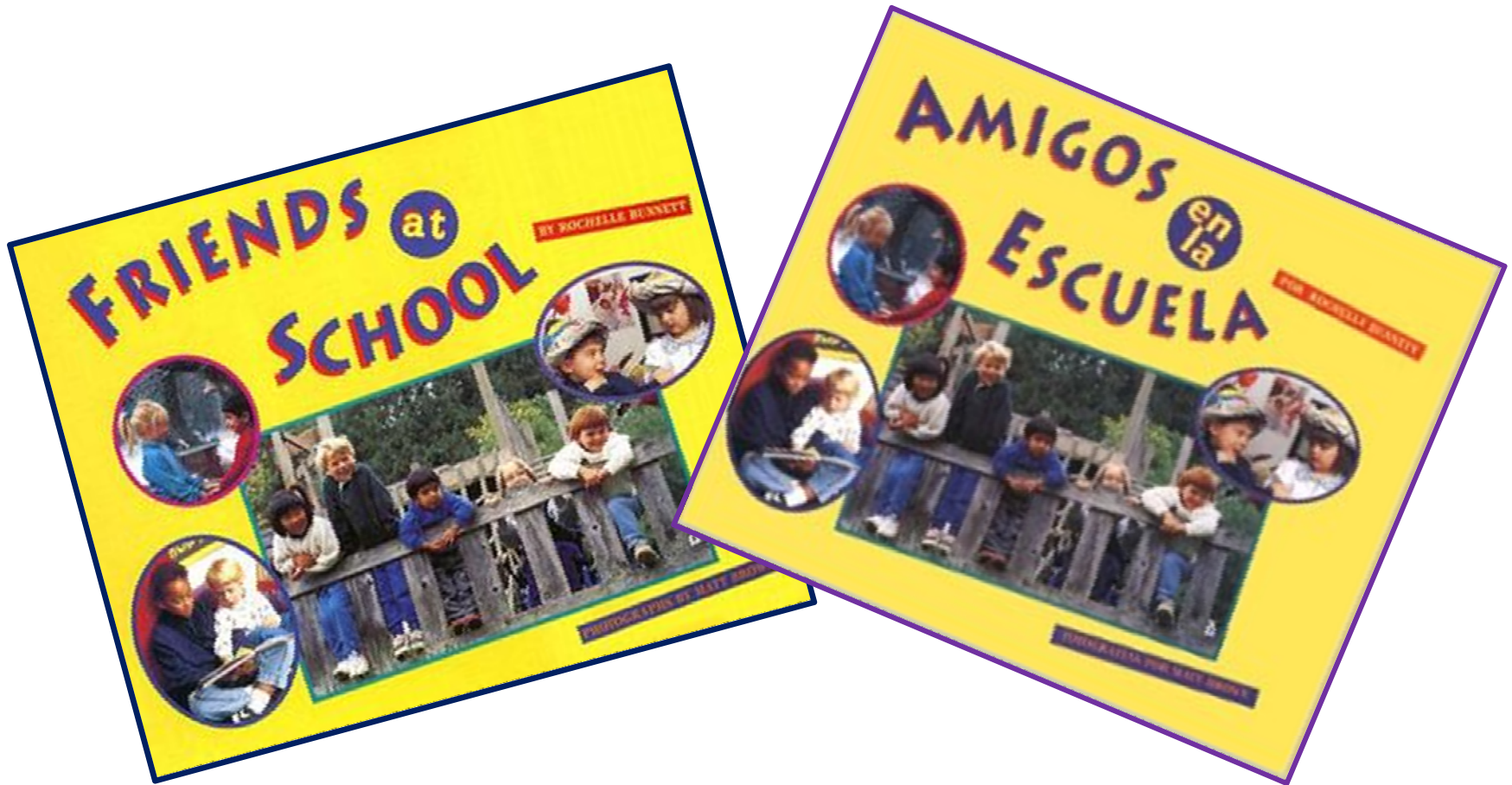


Handout #11 classroom activity matrix

Write out classroom schedule in the left-hand column. Write the children's names across the top row. Fill in the appropriate cells with brief versions of the children's learning objectives where you will be targeting them.

CLASSROOM SCHEDULE	CHILD'S LEARNING OBJECTIVES					
	Brian	Cameron	Leah			
Arrival	Remain with the group	Greeting peers	Put away/retrieve belongings independently			
Circle time	Remain with the group Saying "My Turn"	Greeting peers	Sitting up using adaptive cushion			
Small-group time	Match objects Remain with the group Saying "My Turn"	Taking Turns Following 2-step directions	Asking peers for items.			

Maintaining Your Intentionality



- How will you make sure that Ryan and Shelby can join in the game?
- What snack might you plan for today that _____ (who has a ground nut allergy) and _____ (who is lactose intolerant) could also eat?

How Does Early Intervention Work: Transitions

Examples of Classroom Arrangements to Support Tamiya's Adjustment



In the reading area, there is ample space for the children to gather. The individual cube seating allows Tamiya to have her own space within a smaller group.

Week
12

Supporting Each Child's Abilities: Access

Week
13

Research Synthesis Points on Quality Inclusive Practices



In April, 2009, two national organizations working on behalf of young children—the Division for Early Childhood of the Council for Exceptional Children (DEC) and the National Association for the Education of Young Children (NAEYC)—completed two years of historic and collaborative work with the release of a joint position statement on inclusion¹. This document provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. These practices are organized into three major sections corresponding to the defining features of high quality early childhood inclusion as described in the joint position statement:

Access—ensuring physical access, providing a wide range of activities and environments, and making necessary adaptations to create optimal developmental and learning for individual children;

Participation—using a range of instructional and intervention approaches to promote engagement in play and learning activities, and a sense of belonging for every child; and

Supports—creating an infrastructure of system-level supports for implementing high-quality inclusion.

Citations for each practice include best available research in the form of research reviews or syntheses or, when a summary of the research does not exist, the most recent and relevant individual studies evaluating specific practices. It should be noted that this document does not include an exhaustive list of existing research studies on every practice, nor do all promising practices have a supporting body of rigorous research evidence. This document may be used in a variety of contexts, including professional development, policy development, planning, advocacy and grant writing.

¹ 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: The University of North Carolina, UNC Child Development Institute.

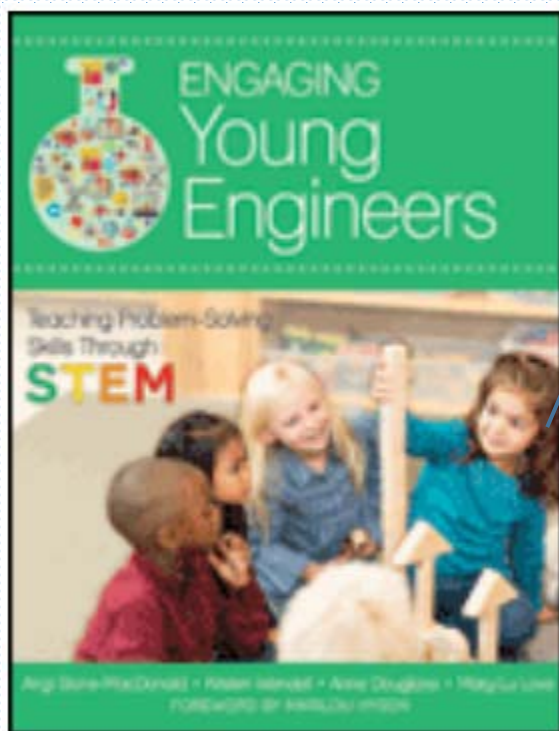
CONNECT Module 5 Assistive Technology



what are the foundations of an
inclusive classroom?

Supporting Each Child's Abilities: Access

Week
13



Engaging Young Engineers: Teaching Problem-Solving Through STEM using Universal Design for Learning

Integrating Principles of Universal Design Into the Early Childhood Curriculum



Supporting Each Child's Abilities: Participation

Week
14

Recognizing and Performing the DEC Recommended Practices

Products for Using the DEC Recommended Practices

- Development and Purpose

RP Products by Type

- Performance Checklists
- Illustrations
- Practice Guides for Practitioners
- Practice Guides for Families
- Online Modules

RP Products by Topic

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

DEC Recommended Practices: Online Edition

ECTA Center Staff Contributors

ECTA Center was charged with assisting the DEC and DEC Commissioners to revise the DEC Recommended Practices and with developing products that would promote the use of the Recommended Practices, and with providing intensive TA to assist states in implementing evidence-based practices.

July 23, 2015

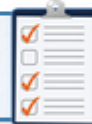
The initial release of these products are as *DRAFT FOR FIELD REVIEW* by state- and local-level leaders, practitioners, families, TA providers and professional development staff.

Please browse the products and read about their [development](#) and potential uses.



We would sincerely appreciate your feedback, opinions and suggestions through your participation in [discussion opportunities with your peers](#) and/or [a painless survey](#).

These ECTA Center TA products for the DEC Recommended Practices will be submitted to the [DEC review panel](#) following stakeholder input and field testing:



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

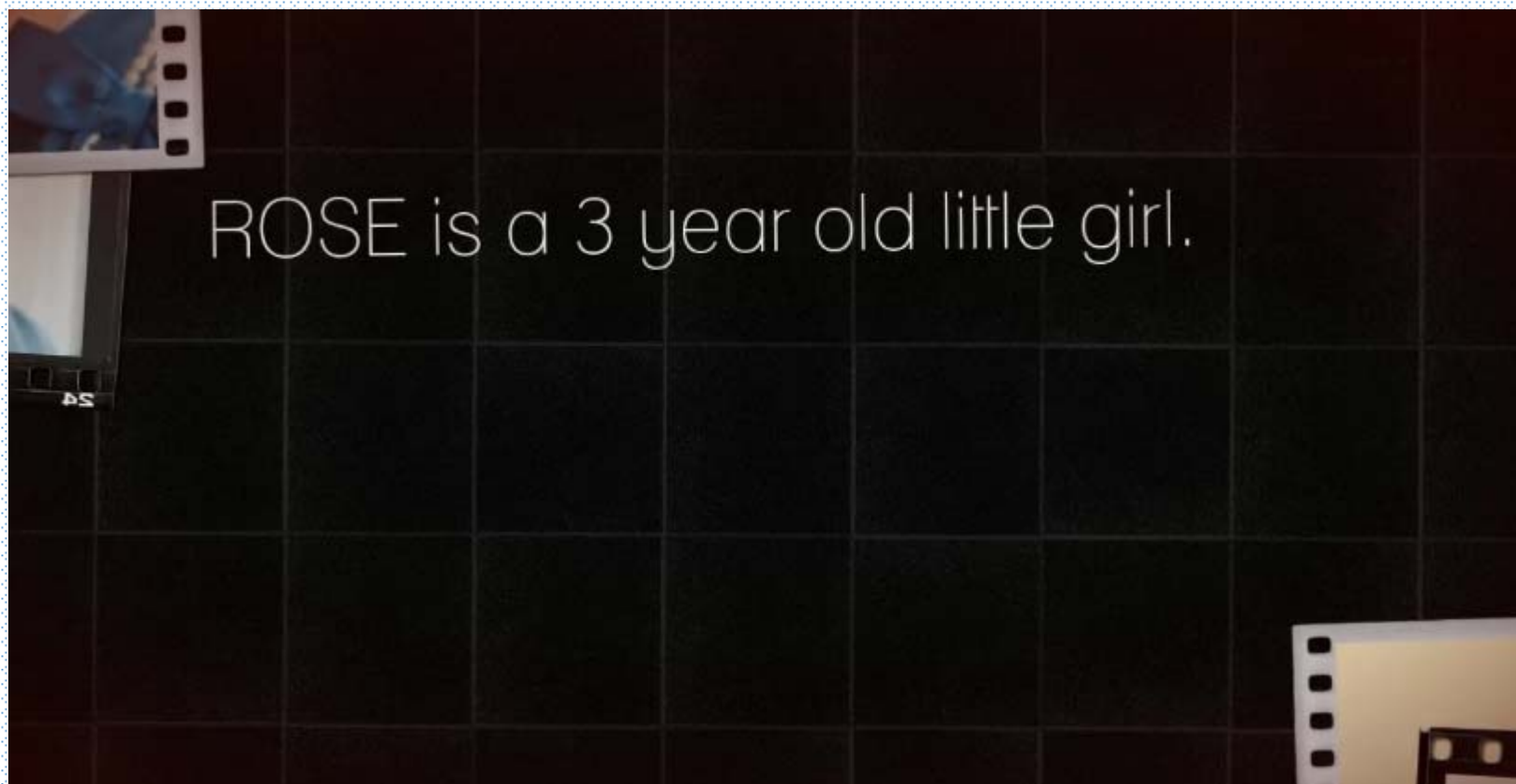


Practice Guides for Families

in print and mobile formats

Putting It All Together

Week
15



Landing Pad Resources

**Just the Facts, Ma'am –
evidence sources**

**Read All About It – print
materials**

**See for Yourself –
videos, PowerPoints,
webinars**

**Find It Online –
websites, downloadable
resources**

Children with Exceptionalities

Child Care and the Americans with Disabilities Act (ADA)

<http://www.wrightslew.com/ada/articles/childcare.pdf>

This booklet contains legal information, provides answers to common questions, and includes 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>

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.

DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014

<http://dec.mt.edu/shipsortware.org/file/s/D6C%20R%20P%206%2025%202014%20Final.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 the personnel who serve them.

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://nacki.fpgu.nc.edu/resources/articles/Early_Childhood_Inclusion

The joint position statement by the DEC and the NAEYC 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. Both the full and summarized versions of the joint position statement are available in English and Spanish. Included in the website are a document on the validation process and resources related to inclusion of young children.

Early Childhood Inclusion: Challenges and Strategies from the 2014 Preschool Inclusion Survey

<https://eic.gds60.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://autimpdc.fpgu.nc.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, step-by-step instructions of implementation, an implementation checklist, and, for many practices, a video example.

Guiding Principles and Practices for the Delivery of Family-Centered Services

<https://www.education.ia.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. Each principle is 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://www.nectac.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/Pre-KPolicyBrief_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.

Just the Facts, Ma'am

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National Professional Development Center on Inclusion
 Helping states achieve an integrated professional development system. www.npdc.org | High-quality inclusion



Research Synthesis Points
 on
 Early Childhood Inclusion

This document is a summary of an evidence-based “research synthesis” drawn from an review of the literature on research synthesis on early childhood inclusion. For each synthesis point, we provide supporting references. We encourage you to reproduce this document for distribution and use in a variety of formats, including professional development, policy development, planning, advocacy and grant writing.

This document included that synthesis points 1-7 derive primarily from the following key sources, selected because these authors synthesized relevant evidence about inclusion:

Geisler, M. J. (Ed.). (2010). *Early childhood inclusion: Research change to better practice*.
 Orlan, S. L. (Ed.). (2012). *Models of practice: Inclusive education with children with disabilities in preschool programs*. New York: Teachers College Press.

Orlan, S. L., et al. (2010). From head to toe in the 21st century: A review of research on a holistic systems perspective. *Journal of Research in Special Educational Needs* 4(1), 17-8.

Based on our review of the literature, we added synthesis points 8 and 9 to reflect emerging knowledge about quality within programs and professional development related to inclusion.

8. *Inclusion takes many different forms.*
 Lerner, J., Shuman, M. J., Richman, P. J., Orlan, S. L., Farrell, S. R., Scherer, J. S., et al. (2010). Key findings on the implementation of inclusive early childhood programs. *Exceptional Children*, 47(1), 83-98.

*Orlan, S. L., & Shuman, M. J. (2010). Inclusion of young children with special needs in early childhood care: The evidence base. *Early Childhood Research Quarterly*, 25(3), 325.

Orlan, S. L., Rich, E. M., Maynard, J., Shuman, M. J., Williams, P., Richman, P. J., et al. (2010). Outcomes of inclusion: Organizational and individual outcomes. *Journal of Early Intervention*, 32, 495-509.

Please indicate whether you think each statement is **true** or **false**.

- High quality inclusive programs adhere to a single national standard. **True False**
- Families of young children with disabilities can find inclusive programs in their community if they look hard enough. **True False**
- Inclusion can benefit children with and without disabilities, particularly the area of social development. **True False**

Read All About It

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Partnering with Families of Children

Julie A. Ray, Julia Powell-Kinder, and Suzanne George

"There is no good way to tell you. Your baby has Down syndrome," said the pediatrician. My world instantly stopped, and I felt a black fog closing in. I couldn't move or breathe or speak. The only sound I heard was my husband sobbing. My first thoughts were, "No, I can't do this. How do we go from expecting a perfectly healthy baby to receiving a stranger?" Floundering out that our daughter Ella had Down syndrome was like being told that the baby we dreamed of had died and now we had a child we knew absolutely nothing about.

—Baby Ella's Mother (Credit: the Authors)

FAMILIES MAY LEARN THEIR CHILD HAS A DISABILITY during pregnancy, at birth (as baby Ella's parents did), or even later, when their child enters a child care program in a home or classroom setting. Although a family's reaction to the news that their child has a special need may depend on the child's age, the severity of the disability, and the family's cultural and viewed disabilities (Mason et al 2002), researchers like us experience the grieving process that Kubler-Ross (1962) describes in her classic book *On Death and Dying*. Reactions may be emotional if the disability is unexpected, if diagnosed in late pregnancy with the exper-



Photo: © iStockphoto.com/Chris Hill

imented in the diagnosis, depression, and to acceptance of the disability. Acceptance of the diagnosis can be a process, as frequent reminders of the disability cause families to re-experience the grief. In one example, one parent said, "Grief may hit you when you least expect it—I bring a Christmas shopping trip . . . when you buy baby toys for a Byersoft" (Jensen 2001, 2017).

Stages of adjustment

Some parents criticize the "stereotypical" view of parents at a disability as being pain-stricken and wailing their experiences. Ulrich and Bauer (2010) propose instead that the adjustment experience occurs in a more gradual way as parents gradually become aware of the impact of their child's disability. These levels include the following:

Julie A. Ray, PhD, is an associate professor of education at Southeast Missouri State University in Cape Girardeau. Julie has taught courses in family involvement for more than 13 years and is the coauthor of the textbook *Home, School, and Community Collaborations: Culturally Responsive Family Involvement*. jray@semo.edu

Julia Powell-Kinder, DCC, is a board-certified family practice physician and writer in Cape Girardeau, Missouri. Dr. Powell-Kinder speaks about Down syndrome to children in elementary schools and kindergarten and professional colleagues in hospitals and conferences nationwide. An avolunteer for the Down Syndrome Association of St. Louis, she offers family support. drpowell@yehsa.com

Suzanne George, PhD, is a professor of early childhood at Missouri State University in Springfield. She has been a special educator and teacher educator in early childhood and special education. SuzGeorge@missouristate.edu

This article is available online at www.naeyc.org/jc.

naeyc 2, 3, 7

Including Children with Special Needs

Are You and Your Early Childhood Program Ready?

Amy Watson and Rebecca McCathren

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Preschool and Kindergarten Inclusion Readiness Checklist

For All Children

Home-school communication

Does the program have a system for frequent, ongoing, two-way communications with families (weekly, preferably daily)?

Teachers and parents use a communication tool like daily written notes that can be saved and referred to or shared with other family members or a professional. A teacher-family journal that can be passed back and forth is a helpful tool for ongoing two-way communications.

Are parent/teacher conferences held several times each year?

Use conferences to exchange information about the child's experiences and progress and to invite parents to share their concerns and suggestions.

Can the program be flexible in responding to parent preferences in feeding, scheduling, and other care routines?

Ask for feedback from families on how teachers can be more responsive to parent preferences. You might try an anonymous survey to get initial information about the group's preferences. Reach out to particular families when teachers have a specific concern or need more information.

Supporting positive behavior

Do teachers explain to children and reinforce behavioral expectations?

Yes Not yet

<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
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Multifaceted Resources

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Welcoming ALL Children
Book

Page 6

Welcoming ALL Children: Best
Practices in Action
Watch All Video Modules

Video Module 1
Introduction

Video Module 2
What is Early Childhood
Inclusion?

Video Module 3
High Quality Early Care and
Education Settings Look Like
This

Video Module 4
Getting Started

Video Module 5
Working Together:
Collaboration and Joint
Problem-Solving

Video Module 6
What is an Indiana Inclusion
Specialist?

Video Module 7
Conclusion: Inclusion is
Everyone's Right

See For Yourself

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Once upon a time the animals had a school.

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A presentation slide with an orange and teal background. On the left, there is a logo for the "Head Start center for inclusion" with a house icon. The main title is "Facilitating Membership in Head Start Classrooms". Below the title, it says "Ilene Schwartz, Head Start Center for Inclusion, ilene@u.washington.edu". There is a small portrait of Ilene Schwartz in the bottom right corner. The background features faint images of children and a horse.

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See For Yourself



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individualizing videos

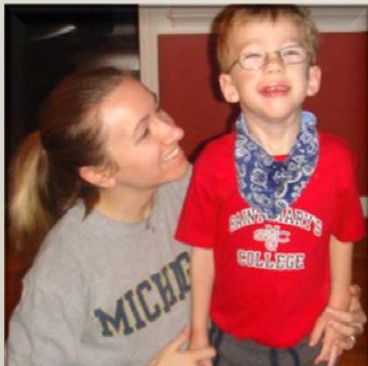


Planning Session: Leah Asking a Friend to Play

This video clip shows Jordan and Valerie talking about how they want to give more individualized teaching to a child named Leah on asking a friend to play with her. She is a child who tends to play alone and one of her objectives is to play with friends, sharing materials and sharing her play ideas..

CONNECT Modules

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Module 1: Embedded Interventions



Module 2: Transition



Module 3: Communication for Collaboration



Module 4: Family-Professional Partnerships



Module 5: Assistive Technology Interventions



Module 6: Dialogic Reading



Module 7: Tiered Instruction (Social emotional development & Academic learning)

CONNECT



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center for
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Head Start *center for* inclusion

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We are funded by the Office of Head Start

15 Minute Inservices +

Modules +

Broadcast Calls +

Research Briefs +



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Supporting Change and Reform in Preservice Teaching in North Carolina



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Additional Resources



Resources and Activities in My Toolbox



Topic	Slide #	Toolbox Resource Used	Toolbox Example
Typical/ Atypical Development	19	Website http://www.pbix.org/wgpb/misunderstoodminds/	<p>Disability Simulation Forum</p> <p>Often teachers struggle with how to understand how different needs or abilities impact learning. It can be very helpful for to understand what children with differing abilities are experiencing.</p> <p>You will find the link to the website Misunderstood Minds in the forum section (to the left on this sheet) for this week. You will then choose two of the simulations there to learn what a child with visual, auditory, decoding, or memory issues may experience.</p> <p>Visual Activity – Reading with Distractions (use link in Forum Assignment section)</p> <p>Auditory Activity – Listening to Directions (use link in Forum Assignment section)</p> <p>Decoding Activity – (use link in Forum Assignment section)</p> <p>Memory Activity - (use link in Forum Assignment section).</p> <p>Then, choose one of the exercises below to experience loss of vision or hearing.</p> <p>Vision Activity: Blindfold yourself for a short period of time (not while you are driving a car or operating heavy machinery) and try to do the things you always do.</p> <p>Hearing Activity: Wear a pair of ear plugs for a while, maybe as you take a walk around the mall or interact with your children at home.</p> <p>Then answer the following questions:</p> <p>Post #1: Answer the following questions in the first post.</p> <ul style="list-style-type: none"> • Describe your three experiences and your reaction to them to your classmates giving details about how you felt and what was a struggle... or not. • Think of one of the activities you did. Then research a modification within the classroom that can be used for a child with that diverse ability. Choose a website, article, or YouTube video. • Then, explain how your modification is could be beneficial to a child and why you chose that modification. Be sure to explain the modification and cite at least one quote from the resource. <p>Post #2: Read all the posts in the class and then respond to the first post of a classmate who has not yet received a reply if you can. If not, post to the person with the least responses.</p> <p>Respond to the person's idea by:</p> <ul style="list-style-type: none"> • Noting the similarities and differences about your experiences • Giving your thought about the modification idea after visiting the resource • Asking 1 further question about the modification • Explain one situation where you might use the modification in an early childhood classroom <p>Post #3: Reply to someone who has responded to you with a "thank you" and give an explanation of how his or her message was helpful and answer the given question.</p> <p>You should address all four points in your post and make sure you use spell check before posting.</p> <p><i>Make sure you check your spelling and use professional language.</i></p>

Questions?




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Landing Pads

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

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



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Supporting Change and Reform in Preservice Teaching in North Carolina



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Upcoming Webinar

October 6, 2015 2:00 pm – 3:00 pm EST

Topic: Creative Activities




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Lagniappe <https://vimeo.com/125451000>




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