

## Environments and Interactions that Foster Quality Inclusion

The SCRIPT-NC Team

### What is inclusion?

**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)** [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps\\_inclusion\\_dec\\_naeyc\\_ec.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf)

**DEFINITION:** *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.*

Morgan, C. W., & Cheatham, G. A. (2021, September). Rationale for change: Reconceptualizing inclusive early childhood education through practice. *Young Exceptional Children*, 24(3), 115-123.

*"We recognize inclusive education as the process of (a) redistributing access to and participation in quality learning opportunities; (b) recognizing and valuing all child differences in learning activities, materials, and interactions; and (c) creating opportunities for non-dominant and under-represented groups to share their narratives and advance solutions for equity, with particular attention given to the interplay of multiple and intersecting social identities (e.g., ability, race, language) in learning contexts (e.g., home, school, and community settings)."*

### Alternative Learning Positions: Supporting Children's Appropriate Motor Development

Marianne Gibbs, April 05, 2022, Community Playthings

<https://www.communityplaythings.com:443/resources/articles/2022/Alternative-Learning-Positions>

### What do we know about quality inclusion?

#### STEMIE Why Inclusion Video Series

- Part 1: Let's Change Attitudes and Beliefs <https://www.youtube.com/watch?v=9cw6pkQadiw> (closed captioning available in English, Spanish, and Korean)
- Part 2: Key Characteristics of High Quality Inclusive Education <https://www.youtube.com/watch?v=b7DywG0BgMk> (in English and Spanish)
- Part 3: Social Outcomes in Inclusion <https://www.youtube.com/watch?v=NIJNb9Gt2qM> (in English and Spanish)
- Parts 1-3 (with closed captioning in Vietnamese and Vietnamese Sign Language) <https://stemie.fpg.unc.edu/video-series-why-inclusion-vietnamese>

### Tools and frameworks that support quality inclusion

#### Developmentally Appropriate Practices (DAP)

- Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children. Copyright © 2020 by the National Association for the Education of Young Children. All rights reserved. [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement\\_0.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf)
  - For additional resources for faculty in implementing DAP: **SCRIPT-NC Webinar: Bringing a developmentally appropriate practice (DAP) lens to any course** : <https://scriptnc.fpg.unc.edu/script-nc-webinar-bringing-developmentally-appropriate-practice-dap-lens-any-course>
- **Early Care and Education Environment Indicators and Elements of High-Quality Inclusion**, Early Childhood Technical Assistance Center, & National Center for Pyramid Model Innovations (2020). Indicators of High-Quality Inclusion. Retrieved from <https://ectacenter.org/topics/inclusion/indicators.asp>

- Resource Collection, Observation Tools, and Checklist have been developed and field tested. For details, contact Camille Catlett [camille.catlett@unc.edu](mailto:camille.catlett@unc.edu)

## DEC RECOMMENDED PRACTICES – OVERVIEW AND RESOURCES

### What are the Recommended Practices? <https://www.dec-sped.org/dec-recommended-practices>

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 age 5, who have or are at-risk for developmental delays or disabilities. The purpose 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. While the benefits to children with or at risk for disabilities are clear, these evidence-based practices also support the other young children in any setting. The topics around which Recommended Practices have been gathered are:

Leadership	Assessment	Environment	Family
Instruction	Interaction	Teaming and Collaboration	Transition

Resources at this website include:

- Recommended Practices in English and Spanish
- Glossary of terms
- Recommended Practices with embedded examples (illustrations of what each practice might look like in different home and early childhood settings)
- Recommended Practices with interactive glossary (key terms are highlighted and linked to definitions)

### Practice Improvement Tools: Using the DEC Recommended Practices <https://ectacenter.org/decrp/>

The Practice Improvement Tools were developed to support implementation of the evidence-based practices. They are based on the DEC Recommended Practices. Tools and resources are organized around the eight topics of the DEC Recommended Practices and are designed to guide educators, practitioners, administrators, and families in supporting young children who have, or are at-risk for, developmental delays or disabilities across a variety of early childhood settings. They include **performance checklists**, **practice guides**, and **professional development** guidance materials.

**Performance Checklists** (<https://ectacenter.org/decrp/type-checklists.asp>) can be used to learn about recommended practices, improve skills, plan interventions, and self-evaluate the use evidence-based practices. For example, under the Interaction topic, the **Child-Child Interaction Checklist** provided to individuals who are watching a video that shows children with and without disabilities in an inclusive classroom. Using the checklist, observers can identify the Recommended Practices that they see. They might then have a discussion of the Recommended Practices they don't see, and how those practices might be incorporated. All Performance Checklists are available in English and Spanish.

**Practice Guides for Practitioners** (<https://ectacenter.org/decrp/type-pgpractitioner.asp>) provide information and illustrations of Recommended Practices in each of the topical areas. For example, one of the Practice Guides under the topic of environment is Adapting Children's Learning Opportunities, which may be downloaded as a **PDF** or as a **Mobile PDF**. Each Practice Guide includes information about and examples of the practice, a video that shows the practice, and a vignette illustrates how the practice might be used in a real world setting. The final section of the Practice Guide supports progress monitoring by sharing examples of what you should see if the practice is working. **Family Practice Guides** are also available, in English and Spanish. Each Family Practice Guide includes the same features as the Practice Guides for Practitioners (examples, video, etc.).

### Recommended Practice Modules (<https://rpm.fpg.unc.edu/>)

The Recommended Practice Modules are free modules developed for faculty and professional development providers. The modules support the implementation of the DEC Recommended Practices. There is a free,

interactive, multimedia module for seven of the eight areas of Recommended Practice. Each module includes learning objectives, information, examples and activities, voices from the field, and opportunities for practice. In addition there is a searchable resource library (<https://rpm.fpg.unc.edu/resource-search-facets>) and an area with additional resources for faculty and instructors (<https://rpm.fpg.unc.edu/groups/instructor-area>).

#### **RP examples: Peer-Peer interactions**

- Peer Social Interactions Practice Guide [https://ectacenter.org/~pdfs/decrp/PGP\\_INT7\\_peersocial\\_2018.pdf](https://ectacenter.org/~pdfs/decrp/PGP_INT7_peersocial_2018.pdf)
- Child-Child Interaction Checklist [https://ectacenter.org/~pdfs/decrp/INT-4\\_Child-Child\\_Interaction\\_2018.pdf](https://ectacenter.org/~pdfs/decrp/INT-4_Child-Child_Interaction_2018.pdf)

#### **Universal Design for Learning**

- Integrating Principles of Universal Design into the Early Childhood Curriculum, 2013, Dinnebeil, Boat,& Bae, Dimensions of Early Childhood,41(1). [https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Dimensions\\_Vol41\\_1\\_Dinnebeil-1\\_0.pdf](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Dimensions_Vol41_1_Dinnebeil-1_0.pdf)
- Pyramid practices at circle time <https://youtu.be/vZaNcfoCei8>

#### **STEMIE: Inclusion in STEM (<https://stemie.fpg.unc.edu>)**

- Inclusion Framework <https://stemie.fpg.unc.edu/our-work/inclusion-stem>
- A Guide to Adaptations <https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/A%20Guide%20to%20Adaptations%20r-3-7-2022.pdf>
- A Guide to Teaching Practices <https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/A%20Guide%20to%20Teaching%20Practices%203-14-2022.pdf>
  - Modeling Ideal Behaviors in Curriculum Plans Can Help Young Children to Develop Executive Function <https://www.k12dive.com/news/modeling-ideal-behaviors-in-curriculum-plans-can-help-young-students-develo/628271/>
- STEM Video Demonstration: Storybook Preparation <https://stemie.fpg.unc.edu/stem-video-demonstration-storybook-preparation-rosies-walk>

#### **Personas (<https://scriptnc.fpg.unc.edu/personas>)**

- Infant-toddler personas <https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Infant-Toddler%20Personas.pdf>
- Preschool personas <https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/Preschool%20Personas.pdf>
- K-3 personas <https://scriptnc.fpg.unc.edu/sites/scriptnc.fpg.unc.edu/files/resources/k-3%20Personas.pdf>
- Michigan personas <https://eotta.ccesa.org/Resources.php?id=4095&Resources=1>