

Slide 1



Inclusion Works!
Creating Child Care Programs that
Promote Belonging for
Children with Special Needs

Developed by **Linda Brault**
Project Director, MAP to Inclusion and Belonging.....
Making Access Possible
WestEd Center for Child and Family Studies
www.CAInclusion.org

Trainer Notes for Slide 1

Inclusion Works! is a publication of the California Department of Education Child Development Division. The book is described and explored as part of this training. It is available for purchase or download from the California Department of Education. As the subtitle indicates the focus is on “creating child care programs that promote belonging for children with special needs.” In the book you’ll find strategies for inclusion and real life examples of those strategies for children ages birth to 12 included in various programs and settings.

It was developed by Linda Brault and made possible by the MAP to Inclusion and Belonging.....Making Access Possible Project under WestEd Center for Child and Family Studies.

When providing training on Inclusion Works! it is important that you have read the book and feel comfortable with the material. If you do not have a special education or related background, it would be best if you partnered with a trainer who can bring that expertise.

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**Conditions for Use
of This Presentation**

- ∅ This PowerPoint™ and accompanying notes were developed by the California MAP to Inclusion & Belonging Project (Making Access Possible) for use in training and educational settings
- ∅ The content was reviewed and approved by the California Department of Education, Child Development Division
- ∅ The information regarding the laws and regulations, as well as the website links, were accurate at the time of distribution
- ∅ Modification of the content is not permitted
- ∅ Users are free to duplicate this material in its entirety, with appropriate credit, for educational purposes only

Trainer Notes for Slide 2

The notes are included to provide clarification, additional information, and examples for those presenting this information to others. Presenters are encouraged to review the notes and book as they prepare to share the PowerPoint™ slides.

When sharing these slides with the audience, it is likely that questions will be raised that cannot be answered given the information contained in the notes. It would be helpful to have local resource information, including referrals, available for those who would like additional information or to address individual issues.

While Inclusion Works! present many successful examples of inclusion, some individuals may have had a different experience personally. Presenters are encouraged to listen with empathy, yet reinforce that the book was intended to provide positive experiences; and that individual experiences may vary.

Presenters are welcome to add activities or information to the presentation that assist their audience in understanding and implementing the concepts. For example, having participants engage in a role play between child care providers, family members, and specialists can help participants practice developing a collaboration plan sensitively.

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MAP's Support and Origin

- ∅ Funded by the Child Development Division of the California Department of Education (CDD/CDE) with quality improvement funds
- ∅ Currently operated by WestEd Center for Child and Family Studies
- ∅ Project originally developed in response to a federal project 1998, continued with CDD/CDE funding
- ∅ Website developed in 2004 and renovated regularly



Trainer Notes for Slide 3

The Child Development Division of the California Department of Education has been fully supportive of inclusion of children with disabilities and other special needs as demonstrated by the funding of the MAP Project since 1998.

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MAP's Purpose

- Ø Primarily geared toward providing resources to support child care providers in implementing inclusive practices for children with disabilities from birth to 21 years of age in their programs
- Ø Provides comprehensive resources related to children with disabilities useful to families and professionals
- Ø Actively seeks to meet the needs of all stakeholders
-welcome suggestions, questions and input



Trainer Notes for Slide 4

The name of the MAP Project was recently changed from “Map to Inclusive Child Care” to “MAP to Inclusion and Belonging.....Making Access Possible” to better reflect the applicability of the resources beyond the child care community. MAP resources support inclusion of children, youth and young adults in child care, preschool, after school and community settings. Anyone who lives with or works with children with disabilities or other special needs will find useful information on the MAP website or in training on MAP Project resources.

The MAP website changes in response to the needs and suggestions of the people who use it. For example, all of the “Hot Topic” areas were developed based on suggestions from the field. The MAP Team welcomes feedback!

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Where to Find MAP

- ∅ Go to www.cainclusion.org
- ∅ Click on the MAP logo 
- ∅ You'll arrive at the Welcome page with the complete menu



Trainer Notes for Slide 5

It is helpful to have internet and show the MAP website, however the slides provide a “snap shot” of the web page.

Inclusion Works! Overview
Updated December 2011

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Trainer Notes for Slide 6

You see the blue menu on the left with MAP Project developed resources on the top and resources and links to other websites by topic area about a third of the way down.

Key resources in multiple languages can be accessed in the upper right hand corner. California Collaborative for the Social and Emotional Foundations for Early Learning (CA CSEFEL) is highlighted on the middle right hand column.

The lower right hand corner has revolving announcements and links to timely resources.

In the center you'll find a quote by Norman Kunc and a description of the purpose of the MAP project.

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Welcome

Inclusion is more than the presence of children with disabilities or other special needs in early childhood settings or after-school programs; it really is all about belonging. As stated so eloquently by Norman Kunc...

It's All About Belonging

"When inclusive [practice] is fully embraced, we abandon the idea that children have to become 'normal' in order to contribute to the world. Instead, we search for and nourish the gifts that are inherent in all people. We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging."

 — Norman Kunc (1992) www.normemma.com

Trainer Notes for Slide 7

Reading the quote by Norman Kunc helps us to focus on belonging. Inclusion is more than just being there, it's about belonging.

(Read quote aloud.)

All kids need to feel like they belong in their community. Child care is their neighborhood, their community.

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**Getting to Know
Inclusion Works!**



- Ø Focus is on defining inclusive practice, describing collaboration, and sharing practical strategies
- Ø Intended for use in child care settings for children birth through age 12 years
- Ø Resources included in appendices as well as weblinks on the Map to Inclusive Child Care website



Trainer Notes for Slide 8

Inclusion Works! provides a primer on the meaning and implementation of inclusive practice in a variety of different settings. It explains the importance of collaboration, identifies the people who need to be engaged and provides strategies for working effectively as a team with the child.

The book is geared toward use in child care settings, preschool, and afterschool settings for children birth to age 12 years. The concepts presented are applicable to any age and any setting.

Resources used to develop the publication are included in the appendices as well as posted on the MAP website. Additional resources to support inclusion and belonging are found on the MAP website.

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Chapters in Inclusion Works!



- Introduction (important to read)
- 1. Including Children with Disabilities or Other Special Needs: A Rationale
- 2. Comparing Inclusive Child Care and Quality Child Care Settings
- 3. Creating Inclusive Child Care Programs
- 4. Identifying and Finding Help
- 5. Collaborating for Inclusion
- 6. Examples of Inclusive Child Care Strategies
- 7. Appendices



Trainer Notes for Slide 9

The chapters in *Inclusion Works!* presents the key areas covered by the book. The Introduction is important to read as it provides an orientation to the book and defines terms and phrases often used in the book.

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**Intro & Chapter 1
Highlights**



- Ø **Introduction**
 - Sets the tone of the book
 - Includes definitions of terms
- Ø **Chapter 1 provides a rationale for inclusive child care**
 - Belonging is the key
 - Benefits for all
 - Learning about individual children



Trainer Notes for Slide 10

Introduction: The purpose of the hand book is to help child care providers learn strategies to promote inclusion and sense of belonging for all children. Major modifications to a program or facility will probably not be needed to include children with disabilities or other special needs. Assistance and support for significant changes may be available. An inclusive child care program is rewarding for all children, families and staff in the program. The biggest barrier to including a child with a disability seems to be fear.....not fear of children with special needs, but fear on the part of the provider physically hurting the child or not meeting perceived needs. With knowledge, however, fear fades and confidence blooms.

Chapter 1: All families and their children want to be accepted and included in their community regardless of their abilities. Children with disabilities and other special needs benefit from the stimulation and interaction with children who are typically developing and likewise typically developing children benefit as they learn about respecting and valuing other people regardless of ability. Turning children away from a child care program solely because they have a disability or special need is a violation of the American's with Disabilities Act.

Although learning about a particular disability may help a child care provider understand some of the needs of a child with that disability, it's more important for the provider to focus on the unique needs and abilities of the particular child they are serving. Every child is different and the variations within one label are tremendous.

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**Chapter 2 & 3
Highlights**



- Ø **Chapter 2 compares inclusive child care and quality child care**
 - Quality is the foundation of providing inclusive care
 - Programs can promote their inclusive practice
- Ø **Chapter 3 provides factors that support inclusion**
 - Vision and champions help
 - Success happens child by child, day by day
 - Introduces common modifications, adaptations and supports



Trainer Notes for Slide 11

Chapter 2: There is little difference between high quality child care and inclusive child care. Quality child care is evident when each child grows and learns, families feel confident and secure and providers are qualified and stable. Key indicators of quality inclusive child care are a part of all quality programs.

Programs can promote inclusive practices by using wording in their brochures that emphasize welcoming all children or embracing diversity. The use of “person first” language promotes respect for diversity. This means putting the person before the disability such as saying “a child with autism” as opposed to “an autistic child.”

Chapter 3: Factors identified that help make inclusion a success include one or more staff who are passionate about inclusion, a vision of inclusion, state and national policies that prompt inclusion, additional training, support for collaboration and support for inclusion from the community.

There is no magic formula for inclusion. Success happens one child at a time, one day at a time as each unique challenge is met with creativity and caring relationships.

Common modifications, adaptations and supports are introduced in this chapter. They include: (1) Environmental Support (2) Materials Adaptation (3) Activity Simplification (4) Child Preferences (5) Special Equipment (6) Adult Support (7) Peer Support (8) Invisible Support. You’ll learn more about each of these in *Chapter 6*.

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Chapter 4 & 5 Highlights



- Ø **Chapter 4 discusses identifying and finding help for the child and the setting**
 - Talking with and supporting parents when concerns arise
 - Systems overviews
- Ø **Chapter 5 focuses on the collaboration needed to make inclusion work**
 - Family members are essential partners
 - Working with specialists



Trainer Notes for Slide 12

Chapter 4: Child care providers are often the first to notice a child who is learning, communicating or developing differently from other children. Additional help for the child may be needed from a health-care provider or a specialist. Talking with parents about concerns for a child is best done within in the context of a trusting relationship, with careful planning and documentation of observations that warrant concern. First find out how the parents see their child. Parents need assurance that the child care provider’s intent is to support the development of their child. Child care providers can help to support the family in accessing appropriate services and being familiar with the available resources. If the family declines services, child care providers can continue to support the family by helping them to understand the information they receive, listening to the parents and continuing to care for the child. There are systems of care available through local special education agencies and early intervention.

Chapter 5: To effectively meet the needs of a child with different abilities collaboration with the families and specialists is essential. Respect for the family members’ knowledge and experience, regular communication, and time set aside for collaboration are a few of the elements needed for collaboration. Child care providers are important contributors to collaboration and can be most effective when they are open to learning, follow through on recommendations for modifications, are familiar with community resources and continue to gather information. Childcare providers can gain valuable information from specialists and may interact with them as part of a team or directly with permission from the parents.

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**Chapter 6
Highlights**



1. **Environmental support** (Li's story on page 34)
 - Altering the physical, social, or temporal environment to promote participation, engagement, and learning
2. **Materials adaptation** (Danny's story on page 38)
 - Modifying materials to promote independence
3. **Activity simplification** (Carlos's story on page 40)
 - Simplifying a complicated task by breaking it into smaller parts or reducing the number of steps
4. **Child preferences** (Luke's story on page 42)
 - Capitalizing on a Child's Favorite Activities



Trainer Notes for Slide 13

Chapter 6: This chapter offers real life case studies that illustrate unique strategies that programs have used to meet the needs of children. Although a variety of strategies are used in each case, one primary strategy is highlighted for each.

One of the best ways to engage the audience and have them begin to become familiar with the book is to ask them to read about one of the 8 strategies and share the highlights and insights that they gain from the case study they read.

Divide the audience into 9 groups (there are two case studies for Strategy 6*) and assign each group a case study. Ask them to take a few minutes to read the case study and then discuss what they read with their group. Have each group select a representative to report back to the large group on the highlights of their case study and the insights of the group. Give them about 30 minutes to do this.

** The reason there are two case studies for Strategy 6 is because adult support is often the first strategy people think of when considering inclusion, often in the form of a "one-on-one aide." In reality, that level of support is rarely needed and there are many other ways that adults can be a support to children.*

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Chapter 6 Highlights



5. **Special equipment** (Jessie's Story on page 44)
 - Using adaptive devices to facilitate participation
6. **Adult support** (Andrea, Jamal & Tamika's stories on page 46; Thomas's story on page 49)
 - Employing direct adult intervention to support a child's efforts
7. **Peer support** (Sofia's story on page 52)
 - Using classmates as models to help children learn
8. **Invisible support** (Erica's story on page 54)
 - Arranging naturally occurring events to assist inclusion



Trainer Notes for Slide 14

This note is repeated from the previous slide

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Slide 15

Time to Review

- Read over your assigned section
- What are the highlights you want to share with others?
- Can you think of other examples you have seen or used?



Trainer Notes for Slide 15

This slide can be shown while the participants are reading and discussing the assigned sections.

When the groups are ready, facilitate the share back of highlights from each of the 9 case studies on strategies.

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MAP Project Resources

“Reports and Useful Documents”
(On the blue menu click on the above)

- The Americans with Disabilities Act and Child Care (ADA): A Parent's Guide
- Bridges Newsletter: Summer 2005 Issue
- MAP Training PowerPoints: (Downloadable with notes)
 - Talking with Parents
 - Overview of Early Start (updated 2011)
 - Transition
- CDE Related Documents: ECE Competencies: Chapter on Special Needs and Inclusion; [Inclusion Works!](#) (downloadable)



Trainer Notes for Slide 16

The MAP Project has developed resources that complement the *Inclusion Works!* book. On the blue menu go to “Reports and Useful Documents.” This page contains several downloadable documents and training PowerPoints that provide additional information on key topics found in the book.

“The Americans’ with Disabilities Act Child Care (ADA): A Parent’s Guide” is a downloadable brochure that explains what the law says about the inclusion of children with disabilities in child care settings.

The Bridges Newsletter: Summer 2005 Issue provides of overview of California Early Start, early intervention services for children from birth to five.

MAP Training PowerPoints, complete with notes gives detailed guidance on Talking with Parents When Concerns Arise; An Overview of Early Start (updated with changes in law as of October 2009); and Transition from early intervention to preschool services when a child turns age 3.

Several California Department of Education publications are also available for download on this page. The newest publication, Early Childhood Educator Competencies has a chapter on Special Needs and Inclusion. The book, *Inclusion Works!*, is available for download here.

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The slide features a header banner with the text "California MAP to Inclusion & Belonging Making Access Possible" and a row of five small images showing diverse people. The main text in the center reads "Visit the Map Website! Thank you!" followed by the name "Linda Brault" and the email address "lbrault@wested.org".

**Visit the Map Website!
Thank you!**

Linda Brault
lbrault@wested.org

Trainer Notes for Slide 17

Join the mailing list on the MAP website to get updates on inclusion and belonging resources through the MAP Newsletter. Check out other resources under Inclusive Practice. For questions email map@wested.org.