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

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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

MAP's Purpose

➤ 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

➤ Provides comprehensive resources related to children with disabilities useful to families and professionals

➤ Actively seeks to meet the needs of all stakeholders – welcome suggestions, questions and input

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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

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www.cainclusion.org

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**

**Getting to Know
Inclusion Works!**

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

**Intro & Chapter 1
Highlights**

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

**Chapter 2 & 3
Highlights**

➤ **Chapter 2 compares inclusive child care and quality child care**
  • Quality is the foundation of providing inclusive care
  • Programs can promote their inclusive practice
➤ **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

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**Chapter 4 & 5
Highlights**

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

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

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

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?

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)

Visit the Map Website!
Thank you!

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