Inclusion Works!
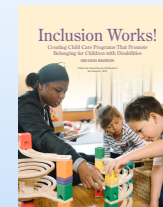## Creating Child Care Programs That Promote Belonging for Children with Disabilities

Based on the book and materials funded by the California Department of Education, Early Learning & Care Division and developed collaboratively with Linda Brault, WestEd

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Information in this PowerPoint is from 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 are on the Map to Inclusion & Belonging website

https://cainclusion.org/camap/map-project-resources/inclusion-works/

➢ Book has been recently updated and has videos accompanying the revision!

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Chapters in Inclusion Works!

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

➢ Appendices

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Chapter 1 Highlights

➢ **Understanding Inclusion**
- Sets the tone of the book
- Includes definitions of terms
- New edition references the DEC/NAEYC Inclusion Joint Position Statement and three key principles of early childhood inclusion to be utilized collectively in identifying high-quality early childhood programs and services
  - Access
  - Participation
  - Support

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Key Elements

- Access
  - More than just getting in
  - Programs are more **access**ible to ALL children when they incorporate "Universal Design" and "Universal Design for Learning"
- Participation
  - Individualized accommodations and supports can ensure full and active participation
- Supports
  - Services are to be integrated with the general education services and require an infrastructure

Belonging is Strengthened and Enhanced Through These Elements

- I Belong! is a tool for self-assessment based on these three elements
- The questions can guide conversations, particularly as programs work to promote true belonging through inclusion

I Belong! Checklist for Promoting Inclusive Practice for Children with Disabilities or Delays

Created by Linda Brault and Kai Kaiser, BEGINNING TOGETHER

Use this checklist to assess your program's inclusive practices for young children. These indicators will help you think about and plan for ways to promote authentic belonging in your setting. Think about or discuss with your teaching team as you consider each step.

	Yes or No?	Next Steps:
Access:		
We believe that all children can learn, and we have high expectations for every child to maximize his/her potential.		
We demonstrate respect for all children through words and actions (use people-first language, individualized care routines, etc.).		
We design the environment to encourage children's exploration and autonomy, including the use of supportive positioning and/or adaptive equipment, as needed.		
We incorporate Universal Design for Learning (UDL) principles and practices into daily routines and experiences.		
Participation:		
We create an atmosphere of belonging for all children and families.		
We promote social awareness and positive social relationships between children.		
We design and modify learning experiences to encourage children's participation to the best of their ability.		
We provide additional time and opportunities for children to practice skills.		
Supports:		
We work in partnership with families and specialists to incorporate early intervention services/therapies into a child's daily routines and experiences.		
We acknowledge and build upon children's strengths and interests.		
We strengthen our knowledge and skills through professional development experiences.		

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Chapter 2
A Rationale

- **Chapter 2 provides a rationale for inclusive child care**
  - Attitude is still a big barrier
  - Belonging is the key
  - Benefits happen for all
  - Children experience a range of disabilities and delays, with many being in the area of communication and learning
  - Many fewer children with significant disabilities
  - Learning about individual children is an important concept

Fear is the Biggest Barrier

- Not fear OF the child
- Fear FOR the child
- With knowledge, this fear fades and competence blooms
- You can be successful at including children with disabilities or other special needs in your program
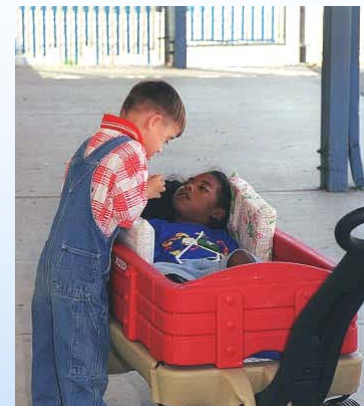
Can I Include Children?

Absolutely! Most of you already are. Here are some things to know:

➢ You probably will not need to make major modifications to your program to do so

➢ You may be able to receive assistance and support for the changes you do need to make

➢ You will find that building an inclusive child care program will be rewarding for all the children, families, and staff in your child care program—and for you

Focus on the Individual Child
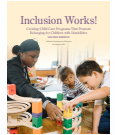
➢ Teachers often want to learn "everything they can about _____ (autism, cerebral palsy, etc.)

➢ In fact, there is such variability in how a disability impacts an individual person, one can NEVER learn everything

➢ It is best to get to know the child and talk with the parents and family members

➢ Ask "How does her {anxiety disorder or Down syndrome or…} impact her development? What has worked well at home or in other settings?

Chapter 3 Highlights

➢ **Chapter 3 compares inclusive child care and quality child care**

  • Quality is the foundation of providing inclusive care

  • Programs can promote their inclusive practice

  • New in the revised edition: Universal Design!

Keys to Quality

… the key to a high-quality program is what happens inside the classroom or family child care home, namely the interactions that take place between the teacher and child. In a high-quality program, teachers engage children with learning strategies that are tailored to the age of the child and use an appropriate curriculum to structure the learning experience. A variety of supports are needed to facilitate these interactions so that high-quality teaching and learning can occur. As such, the quality of an early childhood program is dependent on the following three key factors. … interpersonal interactions … physical environment … [and] program support structure.

Center for American Progress (2017)

For Children with Disabilities, Key Indicators

1. A positive and healthy learning environment
2. The right number and mix of children and adults
3. Trained and supported personnel
4. A developmental focus on the child
5. Parents treated as partners

Child Care Aware

California MAP to Inclusion & Belonging *Making Access Possible*

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Universal Design

➤ "The term 'universal design' means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies."

➤ Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

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Universal Design for Learning

WHAT DOES IT MEAN?

Multiple Means of Engagement

Multiple Means of Representation

Multiple Means of Demonstration

www.cast.org

Environment, curriculum, and activities that are inclusive of EVERYONE

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The Universal Design for Learning Guidelines — CAST | Until learning has no limits

Provide multiple means of **Engagement** Affective Networks The "WHY" of Learning	Provide multiple means of **Representation** Recognition Networks The "WHAT" of Learning	Provide multiple means of **Action & Expression** Strategic Networks The "HOW" of Learning
Access — Provide options for **Recruiting Interest** • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	Provide options for **Perception** • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	Provide options for **Physical Action** • Vary the methods for response and navigation • Optimize access to tools and assistive technologies
Build — Provide options for **Sustaining Effort & Persistence** • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	Provide options for **Language & Symbols** • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	Provide options for **Expression & Communication** • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance
Internalize — Provide options for **Self Regulation** • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	Provide options for **Comprehension** • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	Provide options for **Executive Functions** • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress
Goal — Expert learners who are... **Purposeful & Motivated**	**Resourceful & Knowledgeable**	**Strategic & Goal-Directed**

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.
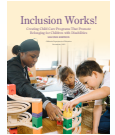
Chapter 4 Highlights

➢ **Chapter 4 provides factors that support inclusion**

- Vision and champions help
- Success happens child-by-child, day-by-day
- Introduces common modifications, adaptations, and supports

Creating a Culture of Inclusion & Belonging

➢ Start with the assumption that all children are competent

➢ Adapt the environment so that it is accessible, developmentally appropriate, challenging, and based on the needs and interests of each child

➢ While there may be a need to support a child's mastery of a specific skill, keep the whole child in mind, particularly the child's social-emotional experience

Peter Mangione

Questions to Ask as You Make Modifications

➢ Does the child have an opportunity to be in control of the learning experience?

➢ Is there a balance between adult-initiated learning and child-initiated learning?

➢ Can the child make choices while learning the skill?

➢ Is the child able to initiate his/her own efforts to practice the skill, with support given by the child care provider?

➢ Is the child initiating and participating in activities with peers?

➢ Is the child gaining self-confidence and showing the joy of accomplishment while learning?

➢ Is there room in the activity for the child to make discoveries?

Peter Mangione

Chapter 5 Highlights

➢ **Chapter 5 discusses identifying and finding help for the child and the staff in the setting**

- Talking with and supporting parents when concerns arise
- Overviews of the primary systems for accessing services
  - Health and medical system
  - Early Intervention/Special Education system

Chapter 6 Highlights

➢ **Chapter 6 covers Collaborating for Inclusion**
  - When including a child with a disability, it is important to work closely with the child's family as well as any specialists who are providing service
  - Family members are the first and most important resource
  - Special educators, early interventionists, speech therapists, and other specialists bring essential expertise
  - Early educators have much to contribute to the collaboration

Successful Collaboration Elements

➢ Respect for family members' knowledge and experience with the child

➢ Clear and regular communication

➢ Time reserved for collaboration

➢ Shared vision in the program

➢ Collaboration in support services including Individual Education Plan (IEP) meetings

Chapter 7: Common Modifications, Adaptations & Supports

(In order of use in Preschool Classrooms)

1. **Environmental support** (Li's story on page 58)
2. **Materials adaptation** (Danny's story on page 63)
3. **Activity simplification** (Carlos's story on page 65)
4. **Child preferences** (Luke's story on page 68)
5. **Special equipment** (Jessie's story on page 70)
6. **Adult support** (Andrea, Jamal & Tamika's stories on page 73; Jazmine's story on page 76)
7. **Peer support** (Sofia's story on page 79)
8. **Invisible support** (Erica's story on page 81)

Appendixes Highlights
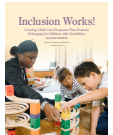
➢ **Appendix A – Laws that Apply** (page 87)
  - Federal and California laws
➢ **Appendix B – Glossary** (page 93)
  - Includes definitions of special education terms
➢ **Appendix C – Laws that Apply** (page 98)
  - Sample forms
  - Letter for families when supporting a child
➢ **Appendix D – Enrollment in Special Education** (page 100)
  - December 2019 California Data