

Sharing A Vision
October, 2013

Count Me In!
Early Intervention & Child Care:
A Partnership that Works!

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My “Bag of Tricks” For Children and Families In Early Intervention

Early Childhood Inclusion: A Summary

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

Background

Today an ever-increasing number of infants and young children with and without disabilities play and learn together in a variety of places—homes, early childhood programs, and neighborhoods, to name a few. Promoting development and belonging for every child is a widely held value among early education and intervention professionals and throughout our society. Early childhood inclusion is the term used to reflect these values and societal views. However, the lack of a shared national definition has created some misunderstandings about inclusion. The DEC/NAEYC joint position statement offers a definition of inclusion. It also includes recommendations for how the joint position statement can be used to improve early childhood services for all children.

Definition of Early Childhood Inclusion

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.

What is meant by Access, Participation, and Supports?

Access – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.

Participation – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.

Supports – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.



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Recommendations for Using this Position Statement to Improve Early Childhood Services

The following recommendations describe how the joint position statement can be used by families and professionals to shape practices and influence policies related to inclusion.

1. Create high expectations for every child, regardless of ability, to reach his or her full potential.
2. Develop a program philosophy on inclusion to ensure shared assumptions and beliefs about inclusion, and to identify quality inclusive practices.
3. Establish a system of services and supports that reflects the needs of children with varying types of disabilities and learning characteristics, with inclusion as the driving principle and foundation for all of these services and supports.
4. Revise program and professional standards to incorporate key dimensions of high quality inclusion.
5. Improve professional development across all sectors of the early childhood field by determining the following: who would benefit from professional development on inclusion; what practitioners need to know and be able to do in inclusive settings; and what methods are needed to facilitate learning opportunities related to inclusion.
6. Revise federal and state accountability systems to reflect both the need to increase the number of children with disabilities enrolled in inclusive programs as well as to improve the quality and outcomes of inclusion.



Suggested citation

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http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion_Summary

Gathering Information from Child Care Provider(s) for:

Child's Name: _____ DOB: _____

Daily Schedule	What Does the Child Care Provider hope that the child will be able to do, how will they participate?	Notes/Comments	Support Needed? Y or N
Arrival & Free Play			
Centers			
Clean-Up			
Mealtimes			
Outside			
Circle			
Nap			
Transitions			
Departure			



Identifying Child Care/Classroom Routines and Activities

Teaching and learning opportunities occur throughout the day. We'd like to hear about your typical daily schedule so we can identify routines and activities that are both comfortable and convenient to you and fun and engaging for _____. _____'s intervention will be planned to occur as much as possible within typical daily routines.

- ★ What times/days does _____ attend?

- ★ What are the routines/activities that occur on a scheduled basis in your program?
Morning _____ Afternoon _____

- ★ What activity occurs on a less than regular basis (e.g., library volunteer reader once a week)?

- ★ What routine/activity does _____ enjoy?

- ★ Describe the typical sequence from start to finish. (Identify one of the child's preferred routines/activities.) Based on information shared in the description, consider these additional questions as appropriate:
 - What do you think makes this routine enjoyable to _____?
 - What does _____ usually do during the routine/activity?
 - What specific strengths or needs does _____ have in this routine/activity?
 - What are your (teacher's) expectations of the children during this routine/activity?
 - What do you (teacher) do during the routines/activity?
 - How do you let the children know what is expected in each routine/activity?



- How many other children participate in this routine/activity?
- How do they interact with _____?
- ★ What routine/activity(s) does _____ not like?
- ★ What makes this routine/activity difficult or uncomfortable for _____?

Additional questions that may provide useful information:

- What does _____ usually do during the routine/activity?
- What are your (teacher's) expectations during the routine/activity?
- What do you (teacher) do during the routine/activity?
- How do you let _____ know what is expected in this routine/activity?
- How many other children participate in this routine/activity?
- What do they do?
- How do they interact with _____?
- ★ Are there better times for you during the day or locations that are more comfortable for intervention routines?
- ★ What are the family's main concerns or goals for _____?
- ★ Are these congruent with yours?
- ★ What strategies do you use to communicate with _____'s family about expectations and outcomes between child care and home? (Gather information from as many careproviders as appropriate.)

SUMMARY INFORMATION

Potential Outcomes

What to do

Careprovider & Child Routines

Who & Which Routine

Good Times & Places

When & Where

(Adapted from Woods Cripe; Woods Cripe & Venn)



Tip Sheets

Embedded Learning and Universal Design

Universal Design

Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for additional adaptation or specialized design.

--Ron Mace

Examples of Universal Design

- Curbs adjusted for wheelchairs
- Accessible doors
- Closed captioning and communication systems (hands free)
- Audio books

Universal design for Learning (UDL)

The difference between universal design for learning and universal design is that universal design makes information and materials available to children, where as universal design for learning takes into account an actual gain in knowledge or skills.

Universal design for learning includes curriculum, teaching strategies, and assessment modifications and adaptations that are implemented not for one child, but universally for the group, knowing that not only will one child benefit but other children as well. This can include multiple means of representation, expression, and engagement.

Examples of UDL

- Offering three different mediums to obtain the same knowledge, such as a hands-on activity, a reading activity, and a listening center activity, all giving the same content but through different learning experiences or styles.
- For children without disabilities, UDL makes things easier.

- For children with disabilities, UDL makes things possible.

Embedded Learning

Embedded learning is specifically designed practices that are used to promote children's engagement, learning, and independence in everyday activities, routines, and transitions in the classroom, home, and community.

--CONNECT, FPG-UNC

Examples of Embedded Learning

- Incorporation of a counting activity into snack time
- Using trays to designate space/possession
- Using color coding on materials and stations to assist children with where things go



For more information on universal design and embedded learning, visit

www.inclusivechildcare.org

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Clipboard Strategies & Supports for:

Child's Name: _____ DOB: _____

Daily Schedule	Child's Outcome for Access & Participation	Supports Needed to achieve this outcome	Who is responsible?
Arrival & Free Play			
Centers			
Clean-Up			
Mealtimes			
Outside			
Circle			
Nap			
Transitions			
Departure			



Inclusion Planning Checklist: Center-Based Early Care and Education Programs

This checklist is a tool for providing collaborative services when including infants, toddlers, or preschoolers with disabilities and their families in center-based early care and education programs, such as Early Head Start, Head Start, child care, and family child care. The checklist provides suggestions for activities that should take place to create responsive and effective inclusive environments; it is divided into four sections: 1) Build Relationships, 2) Gather and Share Information and Resources, 3) Develop and Implement Plans, and 4) Review and Evaluate Services.

Instructions:

Each team member should complete the checklist, identifying his or her role in the achievement of each of the activities. Team members should then consider what they need from each of the other team members to meet their responsibilities. Team members can then discuss the roles and responsibilities of each member in implementing the activities for successful inclusion.

Task #1 Build Relationships	My Role:	What I Need from Others:
<p>a. Whenever possible, arrange to meet with all team members before the child’s first visit. Get pictures of providers and exchange telephone numbers, email addresses, and other contact information.</p> <p>b. Ensure that family members feel comfortable about leaving their child in your care by establishing a trusting relationship with the family.</p> <p>c. As a team, discuss your philosophies about disability, intervention, and inclusion.</p> <p>d. Determine what the family most wants for their child from the program, such as:</p> <ul style="list-style-type: none"> • Child care • Chances for their child to play and learn with other children • Therapy to be delivered at the center • Respite care • Other: 	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>



Task #2 Gather and Share Information and Resources	My Role:	What I Need from Others:
<p>a. Develop a system for ongoing communication between family members and service providers.</p> <p>b. Ensure that all team members know who the main contact person is, such as the service coordinator or the special education coordinator.</p> <p>c. Make available to all team members appropriate medical and developmental information.</p> <p>d. Ensure that all staff and other family members are aware of strategies necessary to support the child in all his or her environments, including outdoor settings.</p> <p>e. Openly address any insecurity that the staff may have about working with the child, and make sure that all questions from family members and staff are clearly answered on an ongoing basis.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p>	<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p>



Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<p>a. Work together on the Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) to develop a plan that addresses the individualized needs of the child within the context of the family; to clarify what services are to be provided and by whom; and to define when and where those services will be delivered.</p> <p>b. Identify who needs to be involved in developing the IFSP or IEP and what specific role they might play. An example of a team might include:</p> <ul style="list-style-type: none"> • The family • Early care and education staff: <ul style="list-style-type: none"> • Home visitor • Child care provider/Family child care provider • Teachers • EHS/HS Disabilities coordinator • EHS/HS Education coordinator • Administrator/director • Nutritionist • Cooks • Other: _____ 	<p>a.</p> <p>b.</p>	<p>a.</p> <p>b.</p>



Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<ul style="list-style-type: none"> • Specialists: <ul style="list-style-type: none"> • Part C service provider • Public health nurse • Occupational therapist • Physical therapist • Speech and language pathologist • Health care providers, including family doctors and specialists • School special education staff • Others: _____ • Others: <ul style="list-style-type: none"> • Sunday school teachers • Extended Family • Friends <p>c. Determine how the IFSP/IEP and any other plans for the child and family can be implemented as a single integrated plan. Identify common goals and strategies.</p> <p>d. Determine what, if any, staff training is needed. Provide needed training.</p>	<p>c.</p> <p>d.</p>	<p>c.</p> <p>d.</p>



Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<p>e. Agree to each team member’s role, determine strategies to prepare all members for their responsibilities, and support them in their role.</p> <p>f. Meet as a group before and after the IFSP/IEP meeting so that everyone understands the child’s outcomes/goals, why they were selected, and what their roles are in working towards the outcomes/goals.</p> <p>g. Assure that staff have opportunities to practice new skills with supervision.</p> <p>h. Assure that there is a system in place to include all staff in the flow of information among all members of the early care and education team.</p> <p>i. Determine when the next IFSP/IEP meeting will be held.</p>	<p>e.</p> <p>f.</p> <p>g.</p> <p>h.</p> <p>i.</p>	<p>e.</p> <p>f.</p> <p>g.</p> <p>h.</p> <p>i.</p>



Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<p>j. Consider any accommodations and adaptations that might be necessary. For example, you may need to obtain a locked cabinet for medicine, or an adapted chair or dish. Do what is necessary to make the needed accommodations and adaptations.</p> <p>k. Make sure that the responsibilities among staff members are coordinated in order to provide all children with the appropriate level of attention. (In most cases, extra staff is not necessary, but sometimes rethinking staff responsibilities and schedules is helpful.)</p> <p>l. Make sure that staff members understand the child’s IFSP/IEP outcomes/goals, the rationale behind them, and their role in working towards those outcomes/goals.</p>	<p>j.</p> <p>k.</p> <p>l.</p>	<p>j.</p> <p>k.</p> <p>l.</p>



Task #3 Develop and Implement Plans	My Role:	What I Need from Others:
<p>m. Consider how the child’s IFSP outcomes or IEP goals will be incorporated into the daily routines and activities.</p> <p>n. Make sure that the center staff members feel supported and prepared, and that their roles with the child, family, and other providers are made clear to all parties.</p> <p>o. Make sure that the appropriate staff members participate in the IFSP/IEP meeting at the family’s invitation.</p>	<p>m.</p> <p>n.</p> <p>o.</p>	<p>m.</p> <p>n.</p> <p>o.</p>





Task #4 Review and Evaluate Services	My Role:	What I Need from Others:
<p>a. Maintain communication with the family and service providers, making adjustments to the plan, as needed.</p> <p>b. Engage in ongoing dialogue with the family and the service providers to assure that the child's and family's changing needs are appropriately addressed.</p> <p>c. Develop a system to monitor how outcomes/goals are addressed throughout the day and how the progress is noted.</p>	<p>a.</p> <p>b.</p> <p>c.</p>	<p>a.</p> <p>b.</p> <p>c.</p>

Task #4 Review and Evaluate Services	My Role:	What I Need from Others:
<p>d. As a team, evaluate:</p> <ul style="list-style-type: none"> • Adaptations and accommodations for the child • Staff training and support • The flow of information among all parties • How interagency agreements affect day-to-day practice • Staffing patterns and schedules • IFSP outcome or IEP goal implementation and progress • Staff participation in IFSP/IEP meetings and the revisions you make based on child evaluation results. <p>e. Develop plans to sustain services and supports when there are program or staffing changes and/or as the child or family experiences changes.</p>	<p>d.</p> <p>e.</p>	<p>d.</p> <p>e.</p>



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Early Intervention and Child Care: Resources

Books

Creating Inclusive Learning Environments for Young Children: What to Do on Monday Morning

Clarissa Willis

Corwin Press, 2009

Call Number

LC 4015 .W734 2009

This handbook gives preschool and kindergarten teachers the tools to support all young learners by building relationships and providing positive classroom experiences.

Children With Special Needs in Early Childhood Settings

Carol Paasche, Lola Gorrill, and Bev Strom

Thomson/Delmar Learning, 2004

Call Number

LC 4019.3 .P111c 2004

The purpose of this resource book is to child care personnel to recognize children whose physical, social, emotional, speech and language, overall communication skills, and/or cognitive development is different from that of other children of their age; to support those working with young children in knowing what questions to ask and what symptoms to look for.

The ABCs of the ADA: Your Early Childhood Program's Guide to the Americans with Disabilities Act

Karren Wood and Victoria Rab

Paul H Brookes, 2009

Call Number

KF 2042 .D3 W876z 2009

Helps educators and administrators understand and comply with the new law through clear definitions, practical strategies and useful scenarios. Includes guidelines on making program accommodations and writing policies and procedures to foster appropriate learning environments. Instructs administrators on how to work collaboratively with educators, special education systems and families. Offers important updates on key legislation changes.

Transdisciplinary Teaming in Early Intervention /Early Childhood Special Education

Jennifer Kilgo

ACEI, 2006

Call Number

LC 4019.3 .T7 2006

This book contains a variety of topics involving partnerships and teams in the EI field. Articles include: Overview of transdisciplinary teaming in early intervention, How to establish successful, A Case study: the Gonzales family – as well as what others should know about early childhood special .What others should know about general early childhood educators.

Videos

Just Being Kids: Supports and Services for Infants and Toddlers and their families in everyday routines, activities and places.

50-minute DVD

JFK Partners and Early Childhood Connections, 2001

Call Number

WS 350.6 .J96sud 2001

Presents six stories that demonstrate recommended practices, as a therapist or early childhood specialist who works collaboratively with a family establishing meaningful goals for their children with special needs.

Learning Through Observation: Five Video Vignettes to Spark Reflection and Discussion

65-minute DVD

Zero to Three, 2003

Call Number

BF 722 .L438 2003

Non-narrated footage of real-life interactions between staff of infant-family programs and families in situations such as an occupational therapist's home visit with a child with special needs, morning drop-off at a child care center, professional supervision, home visit with a Spanish-speaking family (in Spanish), and an Early Head Start home visit.

Child care and Children with Special Needs

60-minute DVD

Video Active Productions, 2000

Call Number

HV 1570 .C45 2000dvd

This program explains how the Americans with Disabilities Act affects child care programs. It includes two segments that demonstrate how programs are making inclusion work in conventional settings.

Web Resources

Inclusion: What It Is and What It Isn't

An early child care program that practices inclusion is designed to assess and address the interests, strengths, and needs of each child.

Website:

<http://www.ccplus.org/newsletters/13.4newsletter.pdf>

Inclusion in Early Childhood Programs

High quality inclusive care includes access, participation, and supports.

<http://www.unce.unr.edu/publications/files/cy/2010/fs1067.pdf>

Center for Inclusive Child Care

The Center for Inclusive Child Care has an excellent website. It is a comprehensive resource network supporting inclusive care for children in community settings. The website includes several Podcasts, recommended web links and resource articles.

<http://www.inclusivechildcare.org/>

(Under the tab "Tipsheets", find this useful resource: "A Guide for Parents' Questions When Seeking Child Care for Children with Special Needs")

"Checklists for Providing/Receiving Early Intervention Supports in Child Care Settings"

By Dathan D. Rush and M'Lisa L. Shelden, *CASEtools*, September 2012, Volume 6 Issue 4

http://www.fipp.org/Collateral/casetools/CASEtool_vol6no4.pdf

Scale for the Assessment of Teachers' Impressions of Routines and Engagement (SATIRE)

By Beth T. Clingenpeel & R.A. McWilliam (2003)

<http://www.siskin.org/downloads/SATIRE.pdf>

FACETS: Identifying Child Care/Classroom Routines and Activities

<http://facets.lsi.ku.edu/pdf/Identifyingchildcarerout.pdf>

SpecialQuest: Inclusion Planning Checklist: Center-Based Early Care and Education Programs

http://www.specialquest.org/sqtm/inc_plan_chklist_center.pdf

RBI Report Form

http://www.siskin.org/downloads/RBI_Report_Form.pdf

Participation –Based Services: Assessment of Family Activities & Routines

<http://jeffline.tju.edu/cfsrp/pdfs/Assessment%20of%20Caregiver%20Activities%20and%20Routines.pdf>

Journal Articles

Supporting Inclusive Care and Education for Young Children with Special Needs and Their Families: An International Perspective. Elaine Frankel. (2004).

Childhood Education, 80(6), 310 -316.

Focuses on the inclusion of young children with special needs into community child care centers, preschools; and kindergartens. Provision of effective programs for children with special needs and their families; Impact of care and education services on children; Factors that influence the inclusion of children with special needs in early childhood settings.

Impact of Trainings on Child Care Providers' Attitudes and Perceived Competence Toward Inclusion What Factors Are Associated With Change? Mary Baker-Ericzen, Mary Mueggenborg and Mary Shea. (2009).

Topics in Early Childhood Special Education, 28(4), 196-208.

This study examined a comprehensive modularized inclusion training program provided to 1,298 diverse early child care providers (center-based, family home, and license exempt settings) on providers' attitudes and perceived competence toward inclusion. Second, factors (number of trainings attended and provider characteristics) associated with positive changes were examined.

Child care for children with and without disabilities: The provider, observer, and parent perspectives.

L. Knoche, C. Peterson, C. Edwards and H. Jeon. (2006) *Early Childhood Research Quarterly* 21(1), 93-109.

This article describes a study which investigated the characteristics of child care providers in inclusive and non-inclusive center-based classrooms and family child care homes, the observed quality of care in a subset of these programs, and families' perceptions of quality and satisfaction with child care services.

Parents' Selection Factors When Choosing Preschool Programs for Their Children with Disabilities.

Karen Glenn-Applegate, Jill Petimonti and Laura Justice. (2011). *Child & Youth Care Forum* 40(3), 211-231.

Parents, including parents of children with disabilities, are often challenged to find preschools that meet their families' various needs and desires. Research on preschool quality is prevalent, but these studies rarely consider how parents perceive quality. This descriptive study asked what parents value most when choosing a preschool for their child with disabilities.

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The content of this resource list does not necessarily reflect the views or policies of the Illinois Early Intervention Clearinghouse, the University of Illinois at Urbana-Champaign, or the Illinois Department of Human Services. The opinions, resources, and referrals provided are intended for information purposes only and should not be considered or used as a substitute for medical advice, diagnosis, or treatment. We advise parents to seek advice regarding their child's health or medical conditions from a physician or other qualified health care provider.