**Evidence-based Practices That Support Inclusion: Resources for Professional Development**

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1. **What do we mean by inclusion?**

DEC/NAEYC. (2009). *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).* Chapel Hill: The University of North Carolina, FPG Child Development Institute.

[**http://community.fpg.unc.edu/resources/articles/Early\_Childhood\_Inclusion**](http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion)

1. **What are the evidence-based practices that support inclusion?**

National Professional Development Center on Inclusion. (2011). *Research synthesis points on practices that support inclusion.* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Available at **http://community.fpg.unc.edu/npdci**

1. **Resources that support evidence-based practices for access**
2. **Resources that support evidence-based practices for participation**
3. **Resources that support evidence-based practices for systemic support**
4. **CONNECT modules: Resources for addressing evidence-based practices that support inclusion** [**http://connect.fpg.unc.edu**](http://connect.fpg.unc.edu)
5. **Putting access, participation, and supports into action**

Maine example

Australia example

**References**

* Buysse, V., & Wesley, P. W. (Eds.). (2006). *Evidence-based practice in the early childhood field*. Washington, DC: Zero to Three.
* Buysse, V., Wesley, P. W., Snyder, P., & Winton, P. (2006). Evidence-based practice: What does it really mean for the early childhood field? *Young Exceptional Children, 9*(4), 2-11.
* Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137–148.

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| **Universal Design (UD) / Universal Design for Learning (UDL)***UD and UDL support access to early care and education environments through the removal of physical and structural barriers (UD) and the provision of multiple and varied formats for instruction and learning (UDL).* |
| **Why Do It?*****The evidence base*** | * Division for Early Childhood. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. *Tables 1 and 2*. Missoula, MT: Author. [**http://www.dec-sped.org/uploads/docs/about\_dec/position\_concept\_papers/Prmtg\_Pos\_Outcomes\_Companion\_Paper.pdf**](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf)
* National Center on Universal Design for Learning. Universal Design for Learning Research Evidence (organized by practice)[**http://www.udlcenter.org/research/researchevidence/**](http://www.udlcenter.org/research/researchevidence/)
* UDL Guidelines[**http://www.udlcenter.org/aboutudl/udlguidelines**](http://www.udlcenter.org/aboutudl/udlguidelines)
 |
| **Read** **About It*****Books, chapters, and articles***  | * Conn-Powers, M., Cross, A.F., Traub, E.K., & Hutter-Pishgahi, L. (2006, September). The universal design of early education: Moving forward for all children. *Beyond the Journal: Young Children on the Web*. [**http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf**](http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf)
 |
| **See for** **Yourself*****Videos and demonstrations*** | * Afterschool for All [**http://www.udlcenter.org/resource\_library/videos/fromthefield**](http://www.udlcenter.org/resource_library/videos/fromthefield)
* Building Inclusive Childcare Universal Design for Learning video

[**http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm**](http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm)* National Center to Improve Practice (NCIP): Early Childhood Guided Tour [**http://www2.edc.org/NCIP/tour/toc.htm**](http://www2.edc.org/NCIP/tour/toc.htm)
* UDL Principles and Practice [**http://www.youtube.com/user/UDLCAST#p/f/0/pGLTJw0GSxk**](http://www.youtube.com/user/UDLCAST#p/f/0/pGLTJw0GSxk)
* National Center on Universal Design in Learning videos [**http://www.udlcenter.org/resource\_library/videos/udlcenter/**](http://www.udlcenter.org/resource_library/videos/udlcenter/)
 |
| **Find it** **Online*****Websites*** | * Association on Higher Education and Disability: Universal Design

 [**http://www.ahead.org/resources/universal-design/resources**](http://www.ahead.org/resources/universal-design/resources)* Center for Applied Special Technology (CAST): Transforming education through universal design for learning [**http://www.cast.org/**](http://www.cast.org/)
* IRIS Center. (n.d.). *Universal design for learning: Creating a learning environment that challenges and engages all students*. [**http://iris.peabody.vanderbilt.edu/udl/**](http://iris.peabody.vanderbilt.edu/udl/)
* National Center on Universal Design for Learning [**http://www.udlcenter.org/**](http://www.udlcenter.org/)
* Supporting Early Literacy Through Universal Design & Assistive Technology[**http://depts.washington.edu/hscenter/family-literacy-2**](http://depts.washington.edu/hscenter/family-literacy-2)
* Toolkit on Universal Design for Learning[**http://www.osepideasthatwork.org/UDL/index.asp**](http://www.osepideasthatwork.org/UDL/index.asp)
* Universal Design Education Online [**http://www.udeducation.org/**](http://www.udeducation.org/)
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| **Assistive Technology (AT)***AT interventions involve a range of strategies to promote a child’s access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment. Combining AT with effective teaching promotes the child’s participation in learning and relating to others.* |
| **Why Do It?*****The evidence base*** | * Campbell, P. H., Milbourne, S., Dugan, L. M., & Wilcox, M. J. (2006). A review of evidence on practices for teaching young children to use assistive technology devices. Topics in Early Childhood Special Education, 26(1), 3-13.
* Trivette, C. M., Dunst, C. J., Hamby, D. W., & O’Herin, C. E. (2010). Effects of different types of adaptations on the behavior of young children with disabilities. Tots n Tech Research Institute. Research Brief 4(1). [**http://tnt.asu.edu/files/Adaptaqtions\_Brief\_final.pdf**](http://tnt.asu.edu/files/Adaptaqtions_Brief_final.pdf)
* Tots-n-Tech Research Institute [**http://tnt.asu.edu/**](http://tnt.asu.edu/)
 |
| **Read** **About It*****Books, chapters, and articles***  | * Mulligan, S. (2003). Assistive technology: Supporting the participation of children with disabilities. *Beyond the Journal: Young Children on the Web.* [**http://journal.naeyc.org/btj/200311/assistivetechnology.pdf**](http://journal.naeyc.org/btj/200311/assistivetechnology.pdf)
* Sadao, K. C., & Robinson, N. B. (2010). *Assistive technology for young children: Creating inclusive learning environments*. Baltimore, MD: Paul Brookes.
 |
| **See for** **Yourself*****Videos and demonstrations*** | * CONNECT Module 5: Assistive Technology [**http://community.fpg.unc.edu/connect-modules/learners/module-5**](http://community.fpg.unc.edu/connect-modules/learners/module-5)
* Early Childhood and Assistive Technology PowerPoint presentation [**http://www.fctd.info/powerpoints**](http://www.fctd.info/powerpoints)
* Family Center on Technology and Disability presentations on Assistive Technology. [**http://www.fctd.info/powerpoints**](http://www.fctd.info/powerpoints)
* Tots-n-Tech Research Institute [**http://tnt.asu.edu/**](http://tnt.asu.edu/)
* Use of Assistive Technology in Early Intervention webinar [**http://www.aucd.org/template/event.cfm?event\_id=2825&id=740&parent=740**](http://www.aucd.org/template/event.cfm?event_id=2825&id=740&parent=740)
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| **Find it** **Online*****Websites*** | * AT for infants/toddlers [**http://www.scoe.net/seeds/resources/at/atInfants.html**](http://www.scoe.net/seeds/resources/at/atInfants.html)
* AT for preschool [**http://www.scoe.net/seeds/resources/at/atPreschool.html**](http://www.scoe.net/seeds/resources/at/atPreschool.html)
* Assistive technology for infants, toddlers, and young children [**http://www.nectac.org/topics/atech/atech.asp**](http://www.nectac.org/topics/atech/atech.asp)
* CONNECT Module 5: Assistive Technology

 [**http://community.fpg.unc.edu/connect-modules/learners/module-5**](http://community.fpg.unc.edu/connect-modules/learners/module-5)* Supporting Early Education Delivery Systems (AT for Infants/Toddlers, AT for Preschool, Training Modules, AT Toolkit) [**http://www.scoe.net/seeds/resources/at/at.html**](http://www.scoe.net/seeds/resources/at/at.html)
* Tots-n-Tech Research Institute [**http://tnt.asu.edu/**](http://tnt.asu.edu/)
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| **Embedded Instruction and Other Naturalistic Interventions***Embedded instruction and naturalistic intervention strategies address specific developmental or learning goals within the context of everyday activities, routines, and transitions at home, at school, or in the community.* |
| **Why Do It?*****The evidence base*** | * Frontczak, K. L., Barr, D. M., Macy, M., & Carter, A. (2003). Research and resources related to activity-based intervention, embedded learning opportunities, and routines-based instruction: An annotated bibliography. *Topics in Early Childhood Special Education, 23*, 29-40.
* Research evidence on embedded instruction for early learning [**http://www.embeddedinstruction.net/node/18**](http://www.embeddedinstruction.net/node/18)
* Trivette, C. M., Dunst, C. J., Hamby, D. W., & O’Herin, C. E. (2010). Effects of different types of adaptations on the behavior of young children with disabilities. *Tots n Tech Research Institute. Research Brief 4*(1). [**http://tnt.asu.edu/files/Adaptaqtions\_Brief\_final.pdf**](http://tnt.asu.edu/files/Adaptaqtions_Brief_final.pdf)
 |
| **Read** **About It*****Books, chapters and articles*** | * Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul Brookes.
* Grisham-Brown, J., & Pretti-Frontczak, K. (2011). *Assessing young children in inclusive settings: The blended practices approach*. Baltimore, MD: Paul Brookes.
* Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Paul Brookes.
 |
| **See for** **Yourself*****Videos and demonstrations*** | * Center on the Social and Emotional Foundations for Early Learning (videos) [**http://csefel.vanderbilt.edu/**](http://csefel.vanderbilt.edu/)
* CONNECT Module 1: Embedded Interventions

[**http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction**](http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction)* CONNECT Module 5: Assistive Technology

[**http://community.fpg.unc.edu/connect-modules/learners/module-5/introduction**](http://community.fpg.unc.edu/connect-modules/learners/module-5/introduction)* Division for Early Childhood (DEC). (2006). *DEC recommended practices toolkits*. Missoula, MT: Author.
* Edelman, L. (2001*). Just being kids: Supports & services for infants and toddlers and their families in everyday routines, activities & places*. Denver: Western Media Products.
* Embedded Learning Opportunities (videos, PowerPoints) [**http://depts.washington.edu/hscenter/elo**](http://depts.washington.edu/hscenter/elo)
* Project INTEGRATE. (n.d.). *Integrating therapies into classroom routine.* Order from Robin McWilliam **robin.mcwilliam@siskin.org**
 |
| **Find it** **Online*****Websites*** | * Center on the Social and Emotional Foundations for Early Learning (modules) [**http://csefel.vanderbilt.edu/**](http://csefel.vanderbilt.edu/)
* Embedded Instruction for Early Learning [**http://www.embeddedinstruction.net/**](http://www.embeddedinstruction.net/)
* CONNECT Module 1: Embedded Interventions

[**http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction**](http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction)* CONNECT Module 5: Assistive Technology

[**http://community.fpg.unc.edu/connect-modules/learners/module-5/introduction**](http://community.fpg.unc.edu/connect-modules/learners/module-5/introduction) |

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| **Scaffolding Strategies***Scaffolding strategies are structured, targeted approaches that can be used with children who require more intensive supports across a wide variety of teaching and learning contexts, and in combination with other approaches. Scaffolding strategies include modeling, response prompting, variations of prompting and modeling, peer supports, and corrective feedback*. |
| **Why Do It?*****The evidence base*** | * Division for Early Childhood (DEC). (2007). Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation. [**http://www.dec-sped.org/uploads/docs/about\_dec/position\_concept\_papers/Prmtg\_Pos\_Outcomes\_Companion\_Paper.pdf**](http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf)
* Overton, S. (2011). Peer relationships as support for children with disabilities: An analysis of mothers' goals and indicators for friendship. [**http://foa.sagepub.com/content/17/1/11.refs**](http://foa.sagepub.com/content/17/1/11.refs)
* Dunlap, G., & Powell, D. (2009). Promoting social behavior of young children in group settings: A summary of research. [**http://www.challengingbehavior.org/do/resources/documents/roadmap\_3.pdf**](http://www.challengingbehavior.org/do/resources/documents/roadmap_3.pdf)
 |
| **Read** **About It*****Books, chapters, and articles*** | * Campbell, P. H., Milbourne, S. A., & Kennedy, A. A. (2012). *CARA’s kit for toddlers: Creating adaptations for routines and activities*. Baltimore: Paul Brookes.
* CONNECT Module 1: Embedded Interventions

[**http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction**](http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction)* Milbourne, S.A., & Campbell, P.H. (2007). *CARA’s kit: Creating adaptations for routines and activities*. Missoula, MT: DEC. [**http://www.dec-sped.org/Store/Additional\_Resources**](http://www.dec-sped.org/Store/Additional_Resources)
* Tools of the Mind [**http://www.mscd.edu/extendedcampus/toolsofthemind/about/booksandarticles.shtml**](http://www.mscd.edu/extendedcampus/toolsofthemind/about/booksandarticles.shtml)
 |
| **See for** **Yourself*****Videos and demonstrations*** | * *CONNECT Module 1: Embedded Interventions*

[**http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction**](http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction)* Greenberg, J. (2002). *Learning language and loving it: The teaching tape and user’s guide*. Toronto, Canada: The Hanen Centre.
* Reading Rockets’ *Toddling Toward Reading"--Program 10* – view/order at [**http://www.readingrockets.org**](http://www.readingrockets.org)
* Strong, B.E., & Tweedy, J. (2005). *Song of our children*. Boulder, CO: Landlocked Films.
 |
| **Find it** **Online*****Websites*** | * Center for Early Literacy Learning Practice Guides with Adaptations [**http://www.earlyliteracylearning.org/pg\_tier2.php**](http://www.earlyliteracylearning.org/pg_tier2.php)
* CONNECT Module 1: Embedded Interventions

[**http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction**](http://community.fpg.unc.edu/connect-modules/learners/module-1/introduction)* Carter, E. W., Cushing, L. S., & Kennedy, C. H. (n.d.). What are peer support arrangements? [**http://specialchildren.about.com/od/inclusion/a/peersupport.htm**](http://specialchildren.about.com/od/inclusion/a/peersupport.htm)
 |
| **Tiered Models of Instruction / Intervention***Tiered models of instruction offer a framework that can be used in early childhood to help practitioners connect children’s formative assessment results with specific teaching and intervention strategies* |
| **Why Do It?*****The evidence base*** | * Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment, 23*(4), 381-394.
* Gersten, R., Beckman, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to intervention (RTI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. [**http://ies.ed.gov/ncee/wwc/publications/practiceguides/**](http://ies.ed.gov/ncee/wwc/publications/practiceguides/)
* Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. [**http://ies.ed.gov/ncee/wwc/publications/practiceguides/**](http://ies.ed.gov/ncee/wwc/publications/practiceguides/)
 |
| **Read** **About It*****Books, chapters, and articles*** | * Buysse, V., & Peisner-Feinberg, E. (2010). Recognition & Response: RTI for pre-k. *Young Exceptional Children, 13*(4), 2–13.
* Fox, L., Carta, J., Strain, P. S., Dunlap, G., & Hemmeter, M. L. (2010). Response to Intervention and the Pyramid Model. *Infants and Young Children, 25*(1), 3-13.
* National Professional Development Center on Inclusion. (2012). *Response to intervention (RTI) in early childhood: Building consensus on the defining features.* Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. [**http://npdci.fpg.unc.edu/resources/response-intervention-rti-early-childhood-building-consensus-defining-features**](http://npdci.fpg.unc.edu/resources/response-intervention-rti-early-childhood-building-consensus-defining-features)
* National Center for Learning Disabilities. Roadmap to Pre-K RTI: Applying response to intervention in preschool settings. [**http://www.sst4.org/\_upload/Early%20Childhood%20resources/RoadmaptoPrekRTI.pdf**](http://www.sst4.org/_upload/Early%20Childhood%20resources/RoadmaptoPrekRTI.pdf)
 |
| **See for** **Yourself** | * CONNECT Module 7: Tiered Approaches to Supporting Social –Emotional Development [**http://connect.fpg.unc.edu/**](http://connect.fpg.unc.edu/)
 |
| **Find it** **Online*****Websites*** | * [The Center for Response to Intervention in Early Childhood](http://www.google.com/url?sa=t&rct=j&q=center%20early%20childhood%20rti&source=web&cd=1&ved=0CBsQFjAA&url=http%3A%2F%2Fwww.crtiec.org%2F&ei=ixy8ToDtOYS3twfHo7ieBw&usg=AFQjCNELC7IubpjXV7zCBlhvFZw0NJQ1Cw&cad=rja) (CRTIEC)[**http://www.crtiec.org/**](http://www.crtiec.org/)
* CONNECT Module 7: Tiered Approaches to Supporting Social –Emotional Development [**http://connect.fpg.unc.edu/**](http://connect.fpg.unc.edu/)
* National Center on RTI [**http://www.rti4success.org**](http://www.rti4success.org)
* Resources on Response to Intervention [**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-RTI-Resources.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-RTI-Resources.pdf)
* Resources on Response to Intervention in Early Childhood[**http://www.nectac.org/topics/RTI/RTI.asp**](http://www.nectac.org/topics/RTI/RTI.asp)
* Response to Intervention in Early Childhood [**http://npdci.fpg.unc.edu/resources/articles/RTI-EC**](http://npdci.fpg.unc.edu/resources/articles/RTI-EC)
* RTI Action Network [**http://www.rtinetwork.org/**](http://www.rtinetwork.org/)
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