



What's Working: Inclusion Efforts in WI



WISCONSIN DEPARTMENT OF
CHILDREN AND FAMILIES



Agenda

Introduction

Survey Results

Identified Needs

DCF & Race to the Top Updates

Resources

Discussion



Dissemination

18 Agencies Received the Survey link via Email

- WI Child Care Administrators Association (WCCAA)
- WI Family Child Care Association (WFCCA)
- WI Afterschool Network (WAN)
- WI Afterschool Association (WAA)
- Black Child Development Institute (BCDI)
- Caregivers Helping Influence Learning and Development - Oshkosh (CHILD)
- Child Care Association of Regulated Early Childhood Professionals - Neenah (CARE)
- Child Care Advocates Council (CCAC) - Wisconsin Rapids
- Helpful Energetic Artistic Responsible Teachers Family Child Care - Appleton (HEART)
- Milwaukee Child Care Alliance
- WI Inter-Tribal Child Care Association
- Children Are Our Specialty (CHAOS)
- Watertown Area Child Care Providers (WACCP)
- WI Early Childhood Association (WECA)
- Supporting Families Together Association (SFTA)
- City of Madison Accreditation
- Satellite
- WI Alliance for Infant Mental Health (WI-AIM)

Distribution Letter

Dear YoungStar Partners and Early Childhood Professionals:

We'd like to ask for your assistance in disseminating the survey link on Early Childhood Inclusion to the members of your organization.

This survey is to be completed primarily by child care providers, administrators and/or directors.

The survey was developed by Wisconsin Race to the Top (RTTT) Early Learning Challenge. Race to the Top (RTTT) is a federal grant that has been awarded to Wisconsin to implement large scale, system changes to improve child outcomes and reduce the (school) readiness gap.

One of Race to the Top's many initiatives is to increase efforts in assisting and supporting child care providers to care for children with special needs and disabilities.

<https://www.surveymonkey.com/s/ECEInclusionSurvey>

We'd like to thank you in advance for completing and disseminating this survey! Your answers will help to guide the efforts of our Early Childhood Inclusion work group.

Sincerely,

YoungStar, Race To The Top
Department of Children and Families



Survey

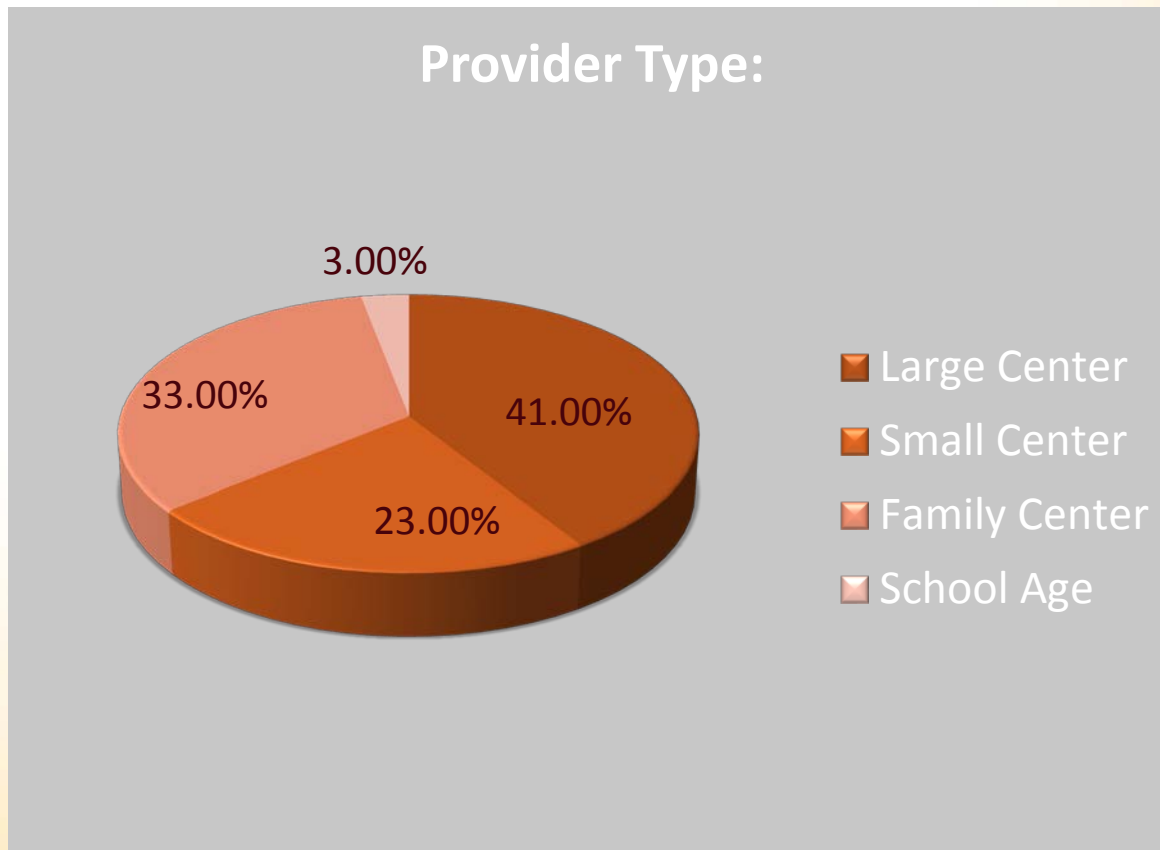
- 19 Questions Related to Inclusion
- 12 Questions Related to Professional Development

Sample Questions

1. Do you have children with any of the following currently enrolled in your program?
 - a) Special Needs
 - b) Disabilities
 - c) Both
 - d) Neither
2. If yes, how many children in your care have special needs and/or disabilities?
FILL IN
3. If you do not have children with special needs or disabilities currently enrolled, have you in the past?
 - a) Yes
 - b) No
4. How do you define the term “Inclusion”?
FILL IN

Participation

302 providers completed the survey



Providers by County – 40 Counties *(not all listed)*

- 65 – Dane; 21%
- 18 – Marathon, Winnebago; 5%
- 17 – Outagamie; 5%
- 16 – Milwaukee; 5%
- 15 – La Crosse; 4%
- 10 – Rock; 3%
- 9 – Wood, St Croix, 2%
- 7 – Brown, Eau Claire, Green and Manitowoc; 2%
- 5 – Columbia, Dodge, Fond du lac; 1%
- 4 – Calumet, Sheboygan, Jefferson; 1%





67 %

Currently

78%

Not currently, have in the past

Providers Caring for Children with Special Needs and Disabilities

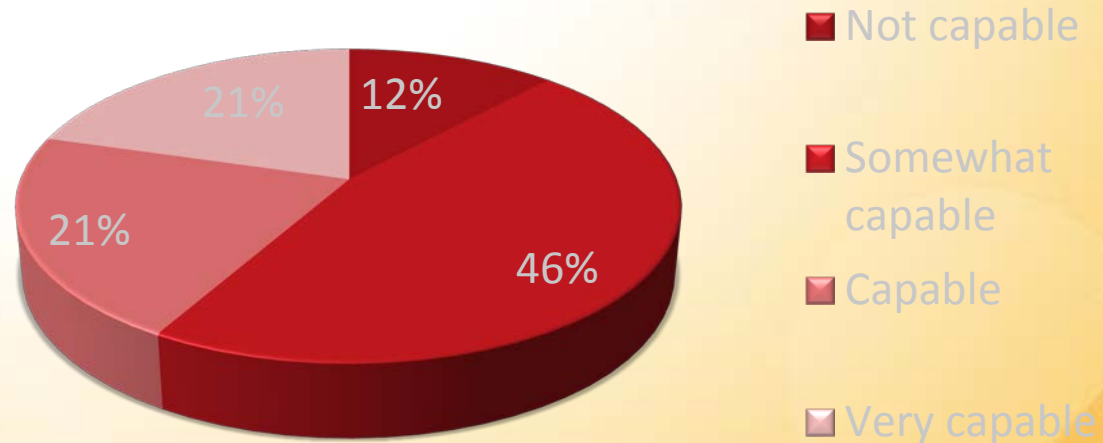
Children In Program Not Identified

138 (45.7%) of providers answered “Yes”



Comfort/Capability Level Providing Care

58% of providers feel they are not or only somewhat capable of caring for children with special needs!



Top Resources Contacted with Questions about a Child with a Special Need or Disability

- **Public School System – 88 providers; 39%**
- **Birth to Three – 74 providers; 33%**
- **CCR&R/FRC – 32 providers; 14%**
- **Specialist/Therapist – 28 providers; 12%**
- **Parents and Family – 23 providers; 10%**



Other Resources

- WECA – 4 providers
- Child Find, Rainbow Project – 3 providers
- Inclusion Credential – 2 providers
- Collaborating Partners – 1 providers
- Unaware of any resources – 5 providers



Think Big. Start Small. Together – Children Grow

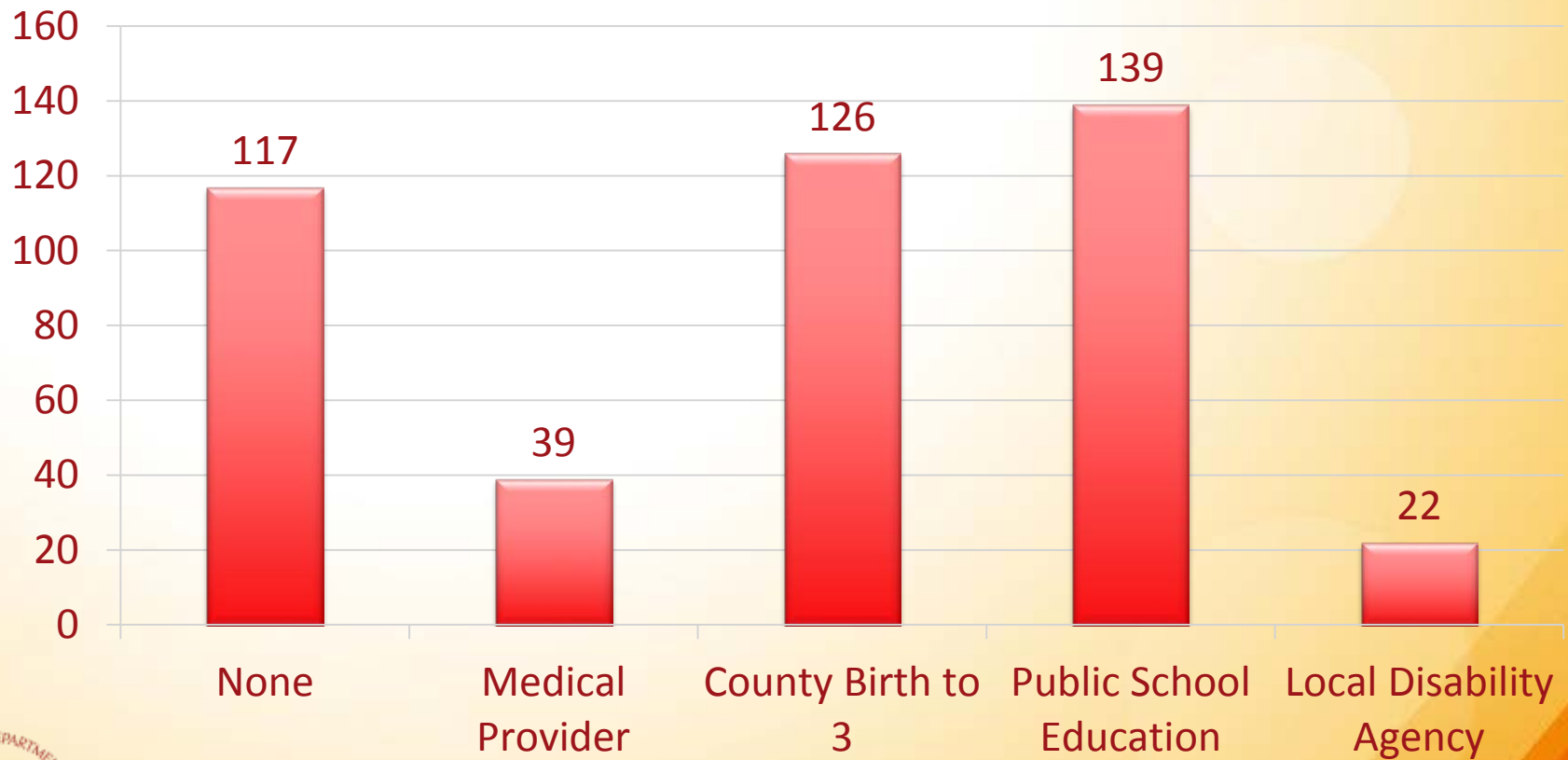
87.9% of providers were NOT familiar with Together Children Grow Book

8% familiar with book but do not use!

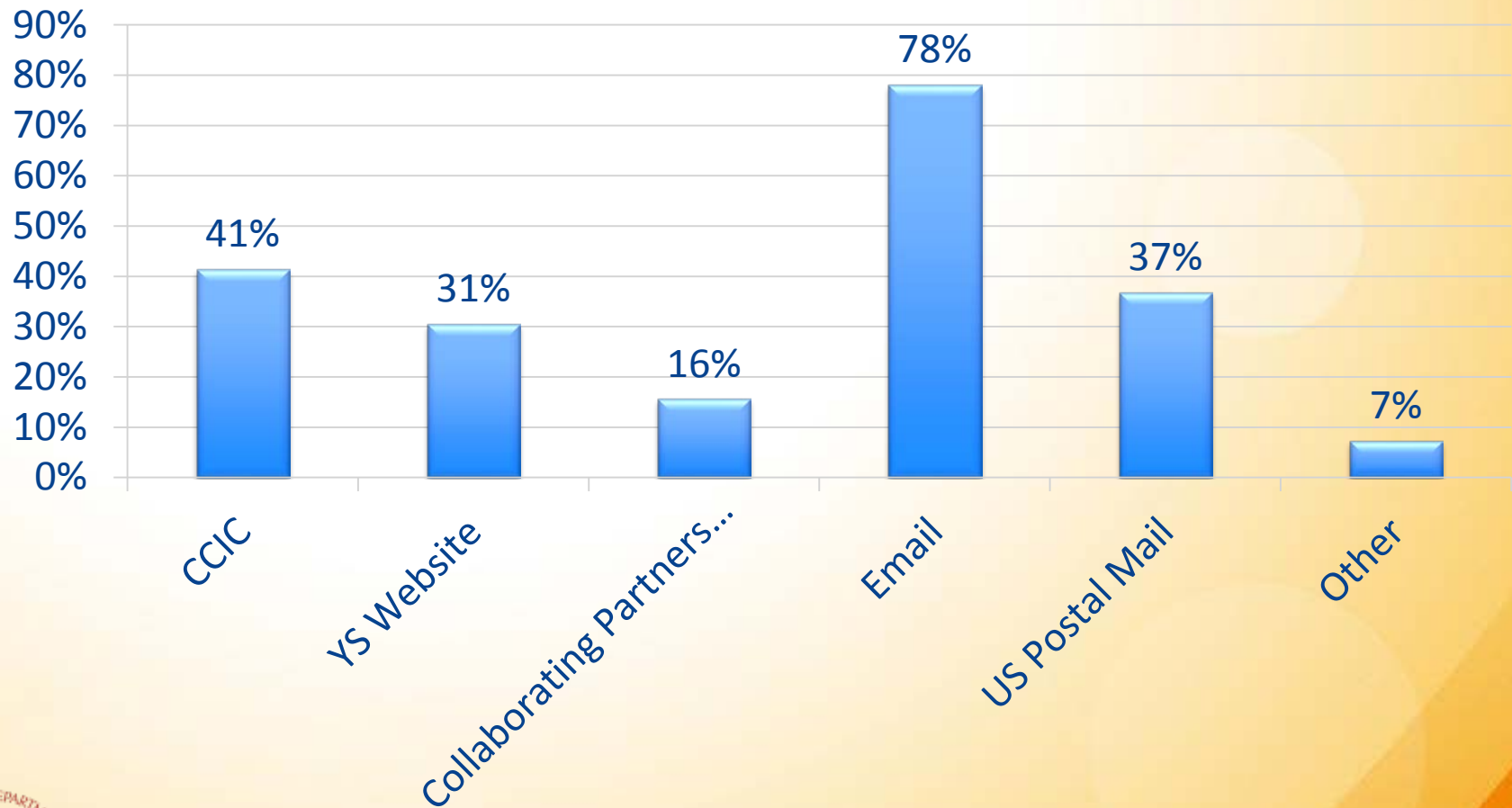


Technical Assistance

TA Sources Used



Preferred Method of Receiving Information



Preferred Training - Days and Times

1. Week days in the evening
2. Saturdays
3. Week days during the day



Preferred Training - Time of the Year

1. Fall (Sept-Nov)
2. Spring (Mar-May)
3. Winter (Dec-Feb)
4. Summer (Jun-Aug)



What's Working?



- Birth to 3 services provided at the center
- Special Education services provided at the child care center
- Learning from parents
- Getting to know the child as an individual

“Therapists come during the child’s day here at the center to work with the child and give staff recommendation on how to handle situations.”

“Small class sizes and four year degree teachers in early childhood or special ed. degree.”

“Because I know this child inside and out, I'm able to plan activities.... If there's ever an activity that he won't want to do, I make sure to have something that will interest him...while the rest of the group does the planned activity.”

What's Not Working?

- Lack of communication from and with parents
 - Lack of transparency about child's needs
- Limited resources and lack of tools and equipment: weight vests and blankets
- Training
- Birth to 3 services working only with child and not staff
- Special education services received outside of the child care



“Public school does not show interest in early intervention unless it is at the public school sites.”

Most Helpful Training and Technical Assistance

- In-person training (TA) at my program
- Therapist to provide services in my program
- Training or Best Practices Videos
- Online Training and Resources
- Consultation calls
- Program Self Assessment Tools



Additional Needs

- Training, affordable, in-service (staff and parent)
- Improved communication with parents
- List of parent and family resources
- OT and sensory tools
- Support
- Money
- Equipment and materials
- Access to IEP
- Participate in IEP
- Consultation
- Onsite Technical Assistance
- One-on-one with child
- Seminars
- Additional Staff
- Education
- Environment - space, supplies
- Peer to Peer Networking
- Training in identifying children who need to be referred (screening)
- Caring for medical needs of children
- Managing Challenging Behaviors

What does this tell us?



- What are the biggest needs of providers?
- What can we do as a team to meet these needs?
- What can each of our programs do?
- What policies, procedures or practices can be implemented, improved, or expanded to include assistance and support to child care providers?
- How do we better connect providers to resources that are available, lesser known or less accessible due to geographic location, technology, or financial abilities?

Variables to Take into Consideration when Reviewing Results

- Those that responded had access to a computer
- Survey was in English Only
- Survey does not take into account Race, Ethnicity or Income level



DCF Inclusion Projects

- Disabilities Webinars- in collaboration with MECA
- “Inclusion Practices for Young Children” Online Training Modules- in collaboration with DPI
- DCF Inclusion [Web Pages](#)
- Early Childhood Inclusion Institute
 - “Creating A State-wide Culture of Inclusion”
 - September 27-28 at Chula Vista

DCF Inclusion Website

The screenshot shows the homepage of the Wisconsin Department of Children and Families' YoungStar Program Early Childhood Inclusion website. The header includes the state logo and navigation links. The main content area features a sidebar with a table of contents for 'Early Childhood Inclusion' topics like 'About', 'What You Need to Know', and 'Getting Started'. The main text area is titled 'Early Childhood Inclusion - Home Page' and contains introductory text about the program's goals and a contact information box for the 'Wisconsin First Step Information and Referral Hotline'.

WISCONSIN DEPARTMENT OF CHILDREN AND FAMILIES

youngstar

Early Childhood Inclusion

Early Childhood Inclusion - Home Page

For children with special needs and disabilities, being educated with typically developing peers is key to their educational and life-long success! Child care providers who offer quality care in an inclusive environment create a solid foundation for the success of all children.

At the Wisconsin Department of Children and Families, we want all child care programs to feel confident in the quality of care provided to children with special needs and disabilities. We also want parents to know that YoungStar programs are able and willing to care for all children!

The YoungStar Inclusion web pages provide helpful tips and resources for child care providers and families.

If you have concerns or questions about a child's development (physical, social-emotional, or cognitive), contact: **Wisconsin First Step Information and Referral Hotline** at 1-800-642-STEP (7377) or **Child Find**.

To find more information about screening and early identification, please visit our Collaborating Partners - **Screening/Early Identification: Family Resources** or **Child Find** pages.

Report Child Care Fraud

If you suspect Child Care Fraud, be a part of the solution. You may remain anonymous. Please fill out the Child Care Fr...

This screenshot displays the 'Getting Started: Positive Beginnings' page. It features a sidebar with the same 'Early Childhood Inclusion' navigation menu. The main content area is titled 'Getting Started: Positive Beginnings' and includes an introductory paragraph about the importance of early relationships. It also contains two columns of advice: 'What can a family do?' and 'What can a provider do?', each with a list of practical steps for supporting a child's development.

WISCONSIN DEPARTMENT OF CHILDREN AND FAMILIES

youngstar

Getting Started: Positive Beginnings

During the first days and weeks that a child with special needs is in child care, parents and providers can do much to help get things off to a good start. Above all, it is important for parents and providers to think of their relationship as a partnership. Research shows that all children benefit when adults form cooperative and supportive relationships around children's needs.

If you have concerns or questions about a child's development (physical, social-emotional, or cognitive) contact: **Wisconsin First Step Information and Referral Hotline** at 1-800-642-STEP (7377).

What can a family do?

Your child care provider is effective to the degree that you are willing to share useful information.

- Give the provider clear instructions for any special techniques or equipment needed for use with the child. Put the instructions in writing and demonstrate how to use the equipment.
- Explore how to build these special techniques or equipment into the class routine.
- Share information about techniques that work at home.
- Plan your schedule so that you can spend a little extra time on-site with the child during the first days of care to help him or her get used to the new surroundings and to help providers get to know the child.
- Find out what help and support may be available to you or the child care provider through programs such as Birth to 3, local schools, Head Start and other agencies.

What can a provider do?

You are most effective when you work in partnership with the child's family and with other professionals who are supporting the child's success.

- Budget time to speak or meet with any specialist: that the child may already be working (specialists are professionals or experts skilled and knowledgeable in providing prescribed services; examples of specialists are therapists and staff from Birth to 3, school district, and Head Start).
- Ask the family and specialists for clear, written information about special techniques or equipment required for the child's care. Become familiar with the information.
- Make the child feel welcome from the first day. Introduce him or her to classmates. Have special equipment and accommodations prepared and explain them to the classmates.
- Welcome family members and invite them to spend time on-site while the child gets used to it.

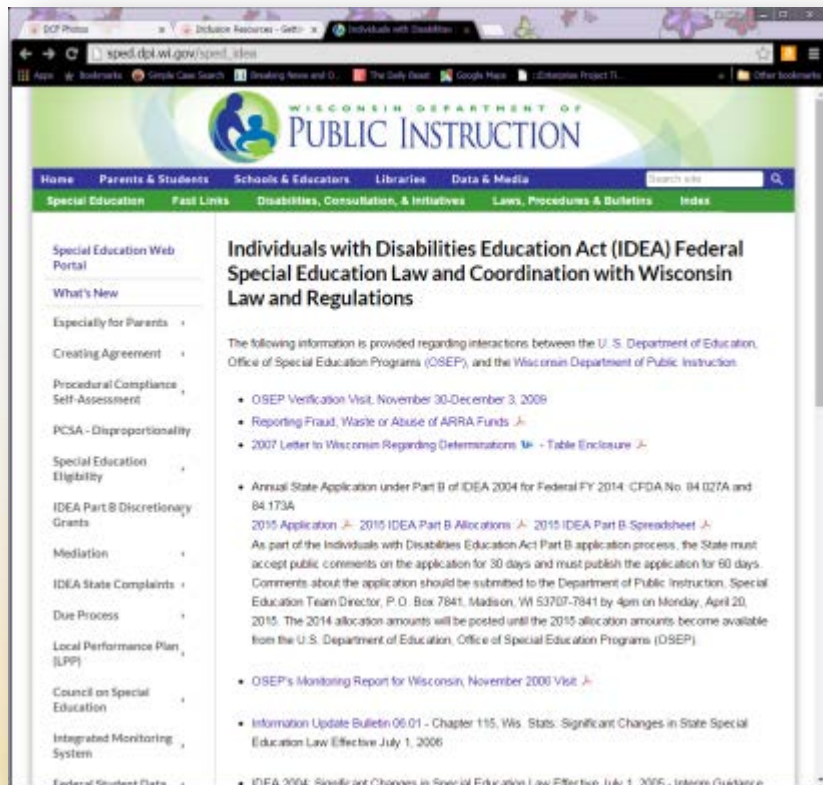
Report Child Care Fraud

If you suspect Child Care Fraud, be a part of the solution. You may remain anonymous. Please fill out the Child Care Fr...

<http://dcf.wisconsin.gov/youngstar/eci/default.htm>

Review of Inclusion References and Resources

<https://sped.dpi.wi.gov>



The screenshot shows the Wisconsin Department of Public Instruction's Special Education website. The header includes the state logo and navigation links for Home, Parents & Students, Schools & Educators, Libraries, and Data & Media. A sidebar on the left lists various resources like 'Special Education Web Portal', 'What's New', and 'Creating Agreement'. The main content area is titled 'Individuals with Disabilities Education Act (IDEA) Federal Special Education Law and Coordination with Wisconsin Law and Regulations'. It provides information about the interaction between the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Wisconsin Department of Public Instruction. Key points include OSEP verification visits, reporting of fraud, and the 2015 IDEA Part B application process.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Home Parents & Students Schools & Educators Libraries Data & Media

Special Education Fast Links Disabilities, Consultation, & Initiatives Laws, Procedures & Bulletins Index

Special Education Web Portal

What's New

Especially for Parents

Creating Agreement

Procedural Compliance Self-Assessment

PCSA - Disproportionality

Special Education Eligibility

IDEA Part B Discretionary Grants

Mediation

IDEA State Complaints

Due Process

Local Performance Plan (LPP)

Council on Special Education

Integrated Monitoring System

Federal Student Data

Individuals with Disabilities Education Act (IDEA) Federal Special Education Law and Coordination with Wisconsin Law and Regulations

The following information is provided regarding interactions between the U. S. Department of Education, Office of Special Education Programs (OSEP), and the Wisconsin Department of Public Instruction.

- OSEP Verification Visit, November 30-December 3, 2008
- Reporting Fraud, Waste or Abuse of ARRA Funds
- 2007 Letter to Wisconsin Regarding Deletions
- Annual State Application under Part B of IDEA 2004 for Federal FY 2014: CFDA No. 84 027A and 84 173A
- 2015 Application
- 2015 IDEA Part B Allocations
- 2015 IDEA Part B Spreadsheet

As part of the Individuals with Disabilities Education Act Part B application process, the State must accept public comments on the application for 30 days and must publish the application for 60 days. Comments about the application should be submitted to the Department of Public Instruction, Special Education Team Director, P.O. Box 7841, Madison, WI 53707-7841 by 4pm on Monday, April 20, 2015. The 2014 allocation amounts will be posted until the 2015 allocation amounts become available from the U.S. Department of Education, Office of Special Education Programs (OSEP).

- OSEP's Monitoring Report for Wisconsin, November 2008 Visit
- Information Update Bulletin 06.01 - Chapter 115, Wis. Stats. Significant Changes in State Special Education Law Effective July 1, 2006
- IDEA 2004: Significant Changes in Special Education Law Effective July 1, 2005, Intentional Guidance

<https://www.collaboratingpartners.com>



The screenshot shows the Wisconsin Early Childhood Collaborating Partners (WECCP) website. The header features a colorful logo and navigation links for Home, About, Contact, and Listserv. A sidebar on the left lists various resources like 'Professional Guidance', 'Child Development', and 'Child Read/Screening'. The main content area is titled 'Welcome to Wisconsin Early Childhood Collaborating Partners (WECCP)'. It includes a mission statement, a vision statement, and a list of participating organizations. A quote at the bottom reads: 'To the world you may be one person, but to one person you may be the world'.

Wisconsin Early Childhood Collaborating Partners

HOME ABOUT CONTACT LISTSERV

Professional Guidance

Child Development

WI Model Early Learning Standards

WI Pyramid Model

Curriculum/Assessment

Literacy/Math/Other Content Areas

Health and Wellness

Diversity

Child Read/Screening

Children with Disabilities

Family Partnerships

4K Community Approaches

Councils & Partnerships

Welcome to Wisconsin Early Childhood Collaborating Partners (WECCP)

Mission: All children will be healthy, nurtured, safe and successful.

Vision: Wisconsin communities, agencies, associations, and state government will work together as a system of high quality comprehensive early childhood services for all children and families.

Wisconsin Early Childhood Collaborating Partners include the Departments of Children and Families, Public Instruction and Health Services and related early childhood organizations and agencies.

June 27
WI Infant and Early Childhood Mental Health Summer Institute, Pyle Center, Madison

ECSE After School Special Handouts/Webinar Recordings

Now!
2015 Presenting Early Childhood Conference Handouts & Powerpoints

Supporting language and early literacy professional development resources

"To the world you may be one person, but to one person you may be the world"

<http://csefel.vanderbilt.edu>



The screenshot shows the Parent Center Hub website. The header includes the site name and a navigation menu with links like HOME, RESOURCES, FIND YOUR PARENT CENTER, PTACS, and WORKSPACES LOG IN. A search bar is also present. The main content area features a 'Featured Resource' section with the title '"ADVANCING EQUAL ACCESS!" Celebrating the 25th Anniversary of the Americans with Disabilities Act'. Below the title is a paragraph of text and a link to find out more about the events. At the bottom, there are four small images representing different resources: a person reading, children playing, a map of the United States, and a person using a laptop.

Center for Parent Information and Resources

HOME | RESOURCES | FIND YOUR PARENT CENTER | PTACS | WORKSPACES LOG IN

Search

Featured Resource

"ADVANCING EQUAL ACCESS!" Celebrating the 25th Anniversary of the Americans with Disabilities Act

On Friday, July 24, 2015, in celebration of the 25th Anniversary of the landmark Americans with Disabilities Act (ADA), the U.S. Department of Education's Office for Civil Rights will bring together policy and program leaders, community organizations, and youth to examine current implications of the ADA's implementation and cross-cutting issues with other federal civil rights laws, and plant the seeds for the next 25 years of achieving new milestones to advance civil rights for people with all types of disabilities.

Find out more about the events planned for the day and where to RSVP here.

Resources | Find your parent center | Parent technical assistance centers | Just for Parent Centers



The screenshot shows the CSEFEL website. The header includes the site name and a navigation menu with links like Home, About, and Contact. The main content area features a 'Resources by Type' section with a list of resources. Below this is a 'Resources by Group' section with a list of resources. At the bottom, there are four small images representing different resources: a person reading, children playing, a map of the United States, and a person using a laptop.

Center on the Social and Emotional Foundations for Early Learning

Home | About | Contact

Resources by Type:

- Chat Sessions
- Decision Making Guidelines
- En Español
- Family Tools
- Research Syntheses
- Practical Strategies
- State Planning
- Training Kits
- Training Modules
 - Infant/Toddler
 - PreSchool
 - Pre-K Parent Modules
 - Infant/Toddler Parent Modules (PWT)
- Videos
- What Works Briefs

Resources by Group:

- For States
- For Trainers/Coaches
- For Families
- For Teachers/Childcare

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. We have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.

State Partnerships

Visit our states page to find more information about any of our state partners or new resources and information for all states.

State Partners: California, Colorado, Hawaii, Iowa, Maryland, Massachusetts, Nebraska, North Carolina, Tennessee, Vermont, and Wisconsin.

Stay Connected to CSEFEL: sign up for our electronic updates

Pyramid Model
Promoting Social and Emotional Competence in Infants and Young Children
Enlarged Image | View Presentation
Spanish Image | Spanish Presentation

Order Materials (pdf) | For States | For Families | For Trainers/Coaches | For Teachers/Childcare

<http://www.parentcenterhub.org>

DCF Photos | Inclusion Resources - Gettin' | Birth to 3 Program | Wisconsin

<https://www.dhs.wisconsin.gov/health-care-coverage/health-care-coverage/birth-3-program>

Apps | Bookmarks | Simple Case Search | Breaking News and O... | The Daily Beast | Google Maps | Enterprise Project Ti... | Other bookmarks

WISCONSIN DEPARTMENT of HEALTH SERVICES

Search Wisconsin DHS

About DHS | Data & Statistics | Diseases & Conditions | Health Care & Coverage | Long Term Care & Support | Prevention & Healthy Living | Partners & Providers | Certification, Licenses & Permits

Topics A-Z: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Home | Health Care & Coverage | Health Care Coverage | Birth to 3 Program

AIDS/HIV Health Insurance Premium Subsidy Program

Birth to 3 Program >

Care4Kids

Children's Long-Term Support Waivers

Chronic Disease Programs

Family Care Options for Long-Term Care

Family Care Partnership Program

ForwardHealth

Birth to 3 Program

Print | Email | ShareThis



BIRTH TO 3

The first three years are the most important building blocks of your child's future. Birth to 3 is a federally-mandated program (Part C of the Individuals with Disabilities Education Act) that supports families of children with delays or disabilities under the age of three.

For more information on the Birth to 3 Program, select from the following menu:

<https://www.dhs.wisconsin.gov>

<http://idea.ed.gov>

DCF Photos | Inclusion Resources - Gettin' | IDEA - Building The Legacy | Wisconsin

idea.ed.gov

Apps | Bookmarks | Simple Case Search | Breaking News and O... | The Daily Beast | Google Maps | Enterprise Project Ti... | Other bookmarks

ED.gov U. S. Department of Education
Promoting educational excellence for all Americans

Building the Legacy: IDEA 2004



Part B
(ages 3-21)
[Click Here to Enter](#)



Part C
(ages birth-2)
[Click Here to Enter](#)

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under



<http://connect.fpg.unc.edu/connect-courses>

<http://depts.washington.edu/hscenter/>

The screenshot shows the homepage of the Frank Porter Graham Child Development Institute's CONNECT Courses. The header features the institute's name and logo, along with a search bar. A sidebar on the left contains navigation links: Home, News, Resources, About CONNECT, Our People, and CONNECT Factsheet. The main content area is titled "CONNECT Courses" and includes a welcome message, a quote from a draft policy statement, and information about the courses. A magnifying glass icon is used to highlight the "Now Available" section, which mentions a free introductory course and 7 low-cost, CEU-granting courses. A "GO TO COURSE OFFERINGS" link is provided at the bottom of the main content area.

Frank Porter Graham
Child Development Institute

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

CONNECT Courses

Welcome to CONNECT Courses! This series of eight self-paced and self-guided courses uses an approach that focuses on and responds to the challenges faced each day by those working with young children and their families in a variety of learning environments and inclusive settings.

"All young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with appropriate support in meeting high expectations."

Draft Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs, U.S. Department of Health and Human Services & U.S. Department of Education

About CONNECT Courses

Each course integrates CONNECT Modules' rich content and innovative 5-Step Learning Cycle with an engaging and interactive approach to online learning.

Learn about specific research-based practices through real life dilemmas, video demonstrations, discussions with other learners, quizzes, and much more.

Now Available: the free introductory Foundations of Inclusion course, as well as 7 low-cost, CEU-granting courses. All are self-paced.

GO TO COURSE OFFERINGS

Who Should Participate?

The screenshot shows the homepage of the Head Start center for inclusion. The header features the center's name and logo, along with a search bar. A sidebar on the left contains navigation links: about us, for teachers and classroom staff, for disabilities coordinators, for supervisors and coaches, for trainers, for family service providers, for families, classroom visuals & supports. The main content area is titled "Head Start center for inclusion" and includes a welcome message, a quote from a draft policy statement, and information about the center. A "Now Available" section highlights a free introductory course and 7 low-cost, CEU-granting courses. A "GO TO COURSE OFFERINGS" link is provided at the bottom of the main content area.

Head Start center for inclusion

Head Start center for inclusion

We are funded by the Office of Head Start

Our overarching goal is to increase the competence, confidence, and effectiveness of personnel in Head Start programs to include children with disabilities. Look here for training materials, tools for teachers and coordinators, as well as other resources.

Now Available
15-minute!

What's New!

Visual Supports: "How To" Directions

Click to see the latest addition to Visual Supports. Learn how to make and how to use the cornucopia of visual aids HSCI has available

Spanish Embedded Learning Opportunities

ELO module additions include Spanish-translated Supervisors Guide, Tips for Teachers, and more.

Spanish Curriculum Modifications

Discussion

