

Wisconsin UNITES:

Understanding the Need for Inclusive Training and Educational Support

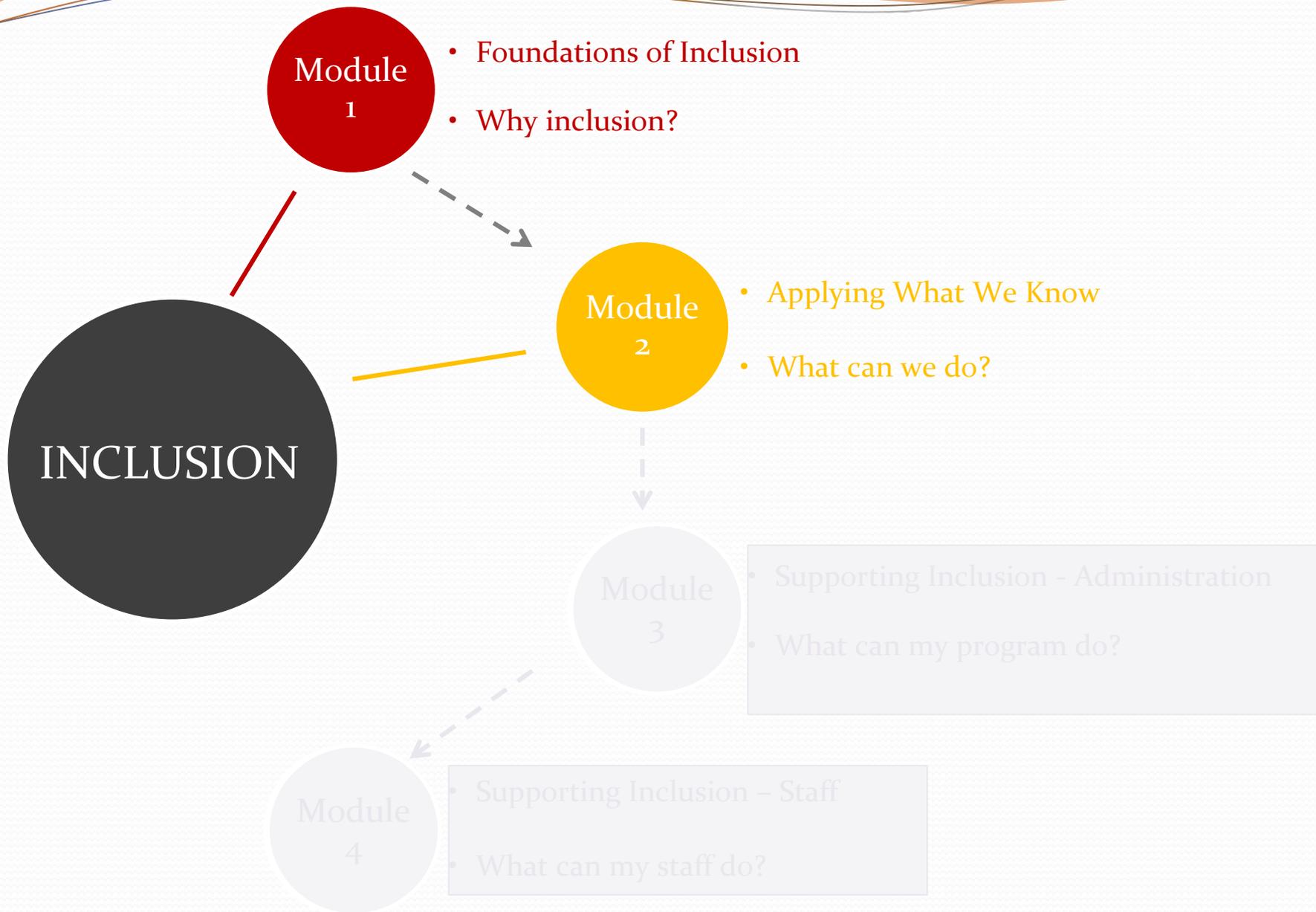
Module 2

Applying What WE Know



Before We Begin:

- The following are resources to have available as you make your way through this module.
 - [DHHS and DOE Joint Statement on Inclusion \(2015\)](#)
 - [What's Working – Inclusion Efforts in WI \(2016\)](#)
Department of Children and Families
 - [A Thinking Guide to Inclusive Child Care \(2008\)](#)
Disability Rights Wisconsin



Module 2: Applying What We Know

- Section 1: The Challenges We Face
- Section 2: The Changes We Can Make
- Quiz



Section 1: The Challenges We Face

- Federal Inclusion Policy
 - Summary of research findings
 - The challenges to inclusion
 - Our attitudes and beliefs
 - The path ahead
- Inclusion Efforts in Wisconsin
 - DCF Inclusion Survey 2016
 - Recommendations for states and Wisconsin's response



Review: Federal Inclusion Policy

U.S. Department of Health and Human Services

U.S. Department of Education

Policy Statement on Inclusion of Children with Disabilities in
Early Childhood

September 14, 2015

- The purpose of this policy statement is to *set a vision and provide recommendations* to States, local educational agencies (LEAs), schools, and public and private early childhood programs *for increasing the inclusion* of infants, toddlers, and preschool children with disabilities in *high-quality* early childhood programs.

Resource for review:

[DHHS and DOE Joint Statement on Inclusion 2015](#)

Activity

Thinking about the challenges to inclusion



- Take a few minutes to write down what you think are some of the barriers or challenges to having children with disabilities in your child care program?
- Looking at your list, order your responses from easiest to overcome or change to the hardest to overcome or change
- What makes some challenges more difficult than others?

Federal Inclusion Policy

Summary of Research Findings

- Identified Challenges to Inclusion
 - Attitudes and beliefs
 - Lack of staffing, training, and expertise within the early childhood workforce
 - Lack of comprehensive services and supports being delivered in early childhood programs
 - Limited time and commitment to build partnerships



The Challenges To Inclusion

Do any of these sound familiar?



- We don't have special education degrees, so how are we supposed to know how to include children with disabilities?
- We need specific training before we'd feel comfortable enough to include a child with
- I don't have time to individualize activities to meet the needs of every child in my program.
- I've never been asked to participate in any of the child's special education meetings. I don't even know what they're working on!

The Challenges to Inclusion

Do any of these sound familiar?

- I'm afraid that having children with disabilities in my program will take time and attention away from the other kids.
- I know some things about disabilities, like autistic kids won't look you in the eyes and they like trains.
- Kids with disabilities aren't able to participate in the same activities as the other children.

Fact

If you've heard or felt any of the things said in these statements.....
you're not alone.

The Challenges To Inclusion

Our attitudes and beliefs



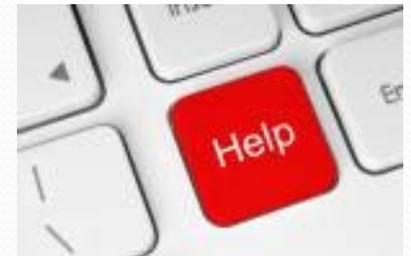
“The most frequently reported barrier to early childhood inclusion, that has remained largely **unchanged** over the past several decades, are *attitudes and beliefs*.”

Resource for review:

[Barton, E. E., & Smith, B. J. \(2015\). *Preschool Inclusion Challenges and Solutions: A National Survey*](#)

Our Attitudes and Beliefs

- Our mistaken beliefs and negative attitudes about inclusion are often influenced by:
 - Misinformation about the feasibility of inclusion (It's too difficult. We'll never be able to do that.)
 - Fear of the unfamiliar (I don't know how to. I'm scared to work with them.)
 - Resistance to changing our current practices (That's not the way I was taught to do things. What's wrong with the way we've always done things?)



Our Attitudes and Beliefs

- Our mistaken beliefs and negative attitudes about inclusion are often influenced by:
 - Our stereotypes of children with disabilities
(They can't learn like the other kids. All kids with a particular disability are the same.)
 - Worry that attention and resources will be diverted away from typical peers
(They always need someone around to help them.)
 - A lack of awareness of the *benefits* of inclusion for *ALL* children

Resource for review:

[DCF Early Childhood Inclusion Tip Sheet: Power of a Positive Attitude](#)

The Path Ahead

How do we overcome these challenges?



- Addressing these challenges “requires a **community-wide partnership** that brings families, advocates and self-advocates, developmental specialists, early childhood programs, schools, LEAs, and community and State leaders together **to build a culture of inclusion**, supported by the empirical and legal foundations of inclusion.”

Resource for review:

[*DHHS and DOE Joint Statement on Inclusion 2015*](#)

The Path Ahead

Partnering to build a Nationwide culture of inclusion

- What WE need to do:
 - Address myths, misconceptions, and stereotypes about children with disabilities
 - Provide access and support to high-quality inclusive early childhood programs
 - Highlight the universal benefits of inclusion for all
 - Communicate and promote inclusion as a shared responsibility (Federal, State, local, and neighborhood)
 - Celebrate diversity in all its many forms



The Path Ahead

Building a culture of inclusion

- It is critical that an inclusive early childhood system considers the following principles:
 - *Access* refers to the removal of barriers, as well as the use of a wide range of learning opportunities, activities and environments to accommodate and respond to individual differences
 - *Participation* refers to the range of strategies used to promote a child's learning, engagement, and sense of belonging
 - *Support* refers to the broader aspects of the early childhood system that supports inclusion, such as Professional Development and opportunities for collaboration between families, programs, and professionals

Inclusion Efforts in Wisconsin DCF Inclusion Survey 2016



- 302 providers across 40 counties completed the survey
- Findings
 - 67% of child care providers indicated currently caring for children with special needs
 - 78% of child care providers indicated having cared for children with special needs in the past.
 - 42% of providers feel capable or very capable of caring for children with special needs.

Resource for review:

[What's Working: Inclusion Efforts in WI \(2016\)](#) - WI Department of Children and Families

DCF Inclusion Survey 2016

Challenges to inclusion in WI

- That means 58% of providers feel they **are not capable or only somewhat capable** of caring for children with special needs!
 - Why is this?
 - Lack of training opportunities?
 - Challenges communicating with parents or special educators?
 - Lack of resources, including access to specialized equipment?
 - Services being provided outside of the child care program?
 - Lack of specialized education?

These challenges are similar to those found at the Federal level.

DCF Inclusion Survey 2016

What providers say is working

- “Therapists come during the child’s day here at the center to work with the child and give staff recommendations on how to handle situations.” (Services delivered in **natural environments**)
- “Because I know this child inside and out, I’m able to plan activities.” (**Individualized** understanding of skills and needs)
- “Small class sizes and four-year degree teachers in early childhood.” (Reduced teacher to child ratios and a **well-educated workforce**)

Federal Recommendations for States and Wisconsin's Response



- Implement Statewide supports for children's social-emotional and behavioral health
 - [Wisconsin's Pyramid Model](#)
- Ensure State quality rating frameworks include assessments with indicators that apply to children with disabilities
 - [Environment Rating Scales \(ERS\)](#)
 - Early Childhood (ECERS)
 - Family Child Care (FCCERS)
 - Infant/Toddler (ITERS)
 - [Inclusive Classroom Profile \(ICP\)](#)

Federal Recommendations for States and Wisconsin's Response



- Build incentive structures to reward high-quality inclusive early childhood programs
 - [YoungStar Quality Rating and Improvement System](#)
- Build a coordinated early childhood professional development (PD) and technical assistance (TA) system
 - [The Registry](#)
 - [Wisconsin Early Childhood Association](#) (WECA)
 - [Supporting Families Together Association](#) (SFTA)

Activity

Personal Reflection

- Watch the following video by award-winning photojournalist Dan Habib, entitled *Disabling Segregation*.

- [Dan Habib's TEDx talk](#)



- When finished, move on to the next slides for some reflection questions.

**Want more information about Dan Habib and his many disability related projects?
Visit <http://www.includingsamuel.com/dan-habib>

Activity cont.

Personal Reflection

- Think about the questions Dan asked the audience in the initial moments of his talk. He began by asking you to picture yourself back in your grade school classroom.
 - Do you see any kids with disabilities working or hanging out together?
 - As a kid, did you have a best friend (or even just know someone your age) who had a disability?
- Why do you think the majority of people would answer both of the above questions “No?”
 - Where were the kids with disabilities? And why were they there?
 - Did separating them help you to understand them better?
 - Were you scared or nervous when you did have contact with a peer who had a disability?

Activity cont.

Personal Reflection



- Now, think of an experience that you've had within the last year that included a child with a disability.
 - Where did this experience take place?
 - Child care center? Grocery store? A park?
 - How did you feel about this experience?
 - Was it awkward or did it seem somewhat normal?
 - Why do you think this is?
 - Are any of the uncomfortable feelings you had as a child still present today?
 - Which ones?

“The self is not something ready-made, but something in continuous formation through choice of action.”

---John Dewey

Activity cont.

Personal Reflection

One last thing.

Think about the children in your program.

That's it.

Just think about them.

“Children are likely to live up to what you believe of them.”
---Lady Bird Johnson

Section 2:

The Changes You Can Make

- Person First Language
- Building Partnerships
- Seeing One's Ability, Not Their (Dis)Ability



Person First Language

What is it?

- It's just that. Putting the person first, **then** describing who they are.
- Think about your own child for a moment (or someone that means a lot to you). Do they struggle with anything? Is it their fault that they struggle with this thing?
- Now how would you feel if people referred to that special someone in your life as the thing they struggle with?
 - E.g.: Slow reader Timmy or Uncoordinated Barbara

Describing words, used often enough, become defining words.

Person First Language

Words DO Matter!

Watch the following clips.

[National Inclusion Project](#)

[I Am A Person](#)



- How did the above clips make you feel?
 - Maybe a bit uncomfortable?
- Now, think about it from the point of view of a child with a disability.

Person First Language

What can you do?

Instead of saying this....	Try saying this....
That autistic boy	The boy who has autism.
They're Downs	She's a person with Down Syndrome.
The disabled	People with disabilities.
A special ed. student	A student who receives special education services.
Retard or They're retarded	A person with an intellectual or developmental disability.
He's in a wheelchair	Oh, that's my friend Jack.

Resources for review:

[People First Language – Kathie Snow](http://www.disabilityisnatural.com) (www.disabilityisnatural.com)

Building Partnerships

- Inviting parents to talk
 - An inclusive attitude
 - Gathering USABLE information
 - The questions you ask
- Talking with parents
 - The information you share
 - How you share information



Resource for review:

[*A Thinking Guide to Inclusive Childcare*](#)

Mark Sweet, Disability Rights Wisconsin

Inviting Parents to Talk

An Inclusive **ATTITUDE**

- An Inclusive child care begins with an Inclusive attitude
 - Having a genuine curiosity about children
 - Actively wondering about and learning from a child's unique perspective
 - Being flexible about the ways children develop and participate
 - Asking questions about how a child might be supported, not separated



An inclusive attitude means being genuine, flexible, and supportive when talking with parents

Inviting Parents to Talk

Gathering **USABLE** information



- As a provider, the information you receive from a parent can provide you with insight into their child's personality, behaviors, abilities, etc. This information should be functional and used to support the child.
- But are the questions you're asking parents really providing you with **USABLE** information? To answer this, think about the following:
 - What kind of questions are you asking?
 - What kind of information are you hoping or searching for?
 - Is there an underlying purpose to what and why you're asking a particular question?

Inviting Parents to Talk

Gathering **USABLE** information

Think about the following questions and decide how they might be received by the parent.

- Does your child have a special need?
 - Purpose: To include them **or** reject them?
- Is your child toilet trained?
 - Purpose: To support them **or** disapprove of them?
- Is your child able to write their name?
 - Purpose: To find their strengths **or** their weaknesses?



Inviting Parents to Talk The **QUESTIONS** you ask



- Questions that support an inclusive attitude:
 - Require more than a simple Yes or No answer
 - Provide you with usable information
- Compare these questions with the ones from the previous slide
 - What are some things that your child is really good at?
 - What kinds of situations does your child find difficult or stressful?
 - How does your child let you know if they are not feeling well or need something?
 - When your child is upset, what types of things comfort them or help them to calm themselves?

Talking With Parents

Sharing concerns



- If you have concerns about a child in your program, there are a two important questions you should ask yourself before talking with the family or parent:
 - 1) **What** information are you going to share?
 - 2) **How** are you going to share the information or concerns you have?

Talking With Parents

WHAT information you share



- Part of knowing and learning about a child is collecting data and information about their development on an ongoing basis
 - This (usable) information should be specific and individualized to the child
 - It should help you answer the question, “Who is this child?”
 - It should help the parents understand how their child acts and interacts while in *your program*

Talking With Parents

WHAT information you share



- When talking to parents about their child, keep in mind:
 - Your **purpose** (Is it to inform? To gather information? Are you asking for help with something?)
 - Your **message** (What are you wanting to accomplish? What's your goal?)
 - Your **attitude** (How are you feeling about the conversation? Are you upset or concerned about something the child did? Are you excited about a new skill they learned?)
 - Your **words** (Is it an informal conversation? Should you be more professional? Are your words accusatory?)

Talking With Parents

HOW you share information

- Helpful Tips
 - Approach the conversation as a *caring reporter*
 - Be truthful, but compassionate
 - Be empathetic: Think about how the parent might feel after receiving the information
 - Be specific with what you share
 - Share detailed examples of things you've observed
 - When do the concerns you have tend to occur?
 - In what situation do they typically occur?
 - Ask for and listen to the parents' perspective
 - Try not to become defensive
 - Actively listen to what they are saying or telling you
 - What usable information are they sharing?



Seeing One's Ability Not their (Dis)Ability or (In)Ability

- One of the most influential things you can do to promote an inclusive child care program is to look at every child as CAPABLE

Remember

- Everyone has strengths; look for them and nurture them
- Keep a positive attitude; look for solutions instead of problems
- Be flexible, creative, and purposeful in all that you do
- Genuinely believe that we are more alike than different
- Be respectful of every child
- Encourage a sense of belonging

Inclusion is Seeing Everyone's Ability

"Being disabled should not mean being disqualified from having access to every aspect of life."

-- Emma Thompson

thinkinclusive.us

"Different but not less".
Temple Grandin

"MY
ABILITY
IS STRONGER
THAN MY
DISABILITY"

Quote sqr

You're not disabled by the disabilities you have, you are able by the abilities you have.

Over Pinterest

"Nothing is impossible. The word itself says 'I'm possible!'"
-Audrey Hepburn

"There is no greater disability in society, than the inability to see a person as more."

-Robert M. Hensel

The only disability in life is a bad attitude.
-Scott Hamilton

SPARKPEOPLE

The worst thing about a disability is that people see it before they see you.

Easter Seals

meethville.com

Don't
DISmy
ABILITY

The problem is not the person's disability...

The problem is society's view of the person's abilities.

See the
Person
Not the
Disability

A COMMUNITY THAT EXCLUDES
EVEN ONE MEMBER IS NO
COMMUNITY AT ALL.

Severly.org

Quiz

- Question #1:
 - Which is **not** an example of person first language?
 - A – People with developmental disabilities
 - B – They have Downs.
 - C – A student who receives special education services
 - D – He's a boy with autism.

Quiz

- Question #2:
 - What is the most frequently reported barrier to early childhood inclusion?
 - A – Lack of training
 - B – Not enough time
 - C – Weak partnerships with special education providers
 - D – Our attitudes and beliefs

Quiz

- Question #3:
 - According to the DCF Inclusion Survey, what percentage of providers “are not capable or only somewhat capable” of caring for children with special needs?
 - A – 58%
 - B – 42%
 - C – 100%
 - D – 80%

Quiz

- Question #4:
 - As we move toward a culture of inclusion, what principles should an inclusive early childhood system consider?
 - A – Diversity and race
 - B – Access, participation, and support
 - C – Strengths, needs and abilities
 - D – Training and support

Quiz

- Question #5:
 - Which of the following would not play a part in creating an inclusive attitude?
 - A – Genuine curiosity about children
 - B – Actively wondering about a child's point of view
 - C – Knowing that some children will have limitations
 - D – Being flexible about the ways a child develops

Quiz

- Question #6:
 - When talking to parents about their children, you should think about....
 - A – Your message
 - B – Your purpose
 - C – Your words
 - D – All the above

Quiz

- Question #7:
 - As a child care provider, if you ask questions that support an inclusive attitude, you will be gathering what kind of information?
 - A – Cognitive
 - B – Biased
 - C – Usable
 - D – Simple

Quiz

- Question #8:
 - Can all children learn?
 - A – Yes
 - B – No

Answer Key

- Question #1: B
- Question #2: D
- Question #3: A
- Question #4: B
- Question #5: C
- Question #6: D
- Question #7: C
- Question #8: A