Wisconsin UNITES:
Understanding the Need for Inclusive Training and Educational Support

Module 1
Foundations of Inclusion

Wisconsin Department of
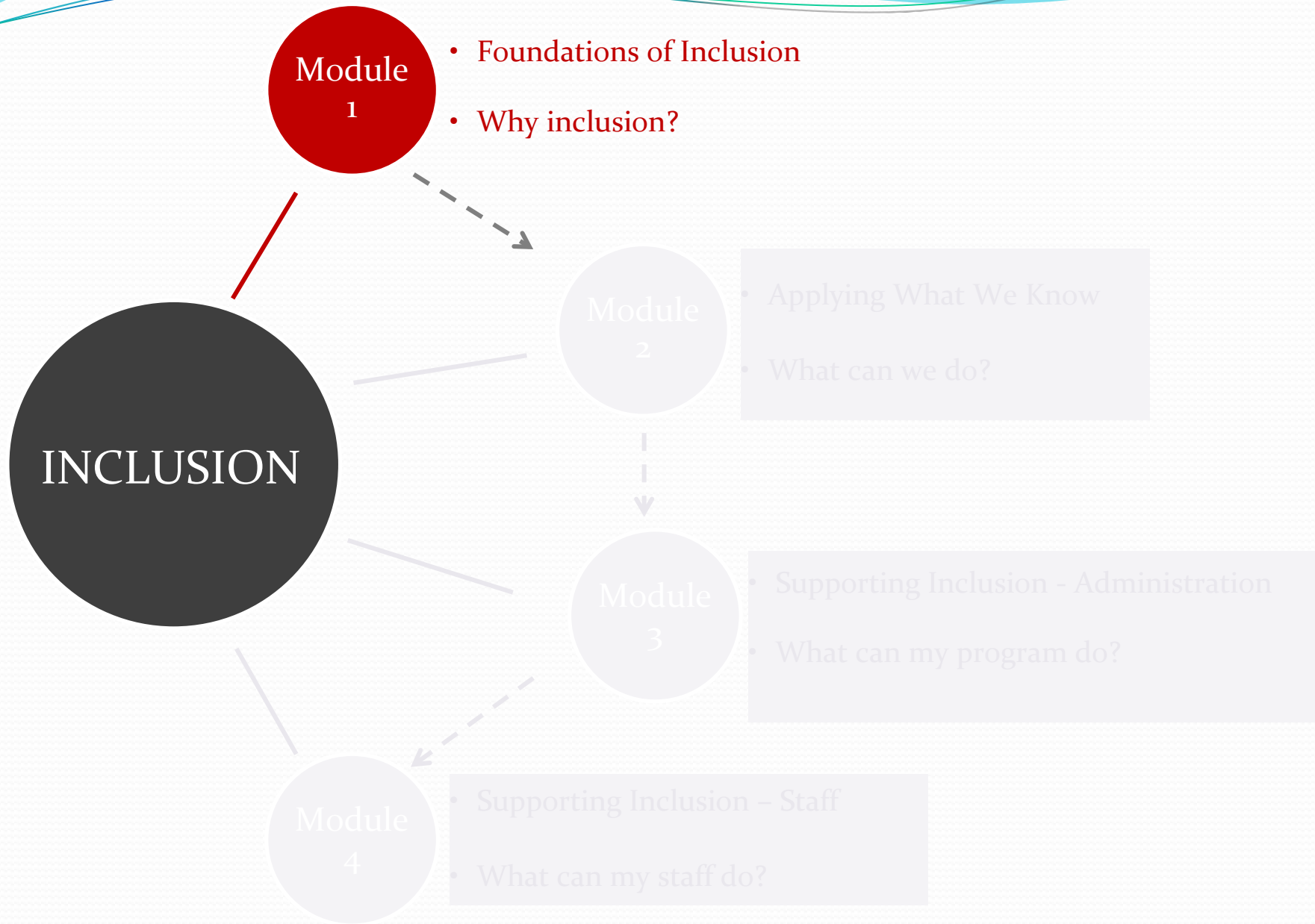Children and Families

Before We Begin:

- Please print and have the following documents available:
  - [CONNECT - Foundations of Inclusion Video Discussion Questions](#)
  - A copy of your program's policies and procedures and/or handbook
    - Don't have any written policies? The following resources may help:
      - [Sample Policy Handbook - Child Care Information Center](#)
      - [Sample Staff Handbook – ND CCR&R](#)

You Might Also Want:

The following is a short list of resources that may be helpful as you make your way through the module.

- [Tom Copeland's ADA Handout](#)

- [Commonly asked questions about child care and ADA](#)

- [ADA Q&A – Child Care Providers](#)

- http://www.parentcenterhub.org/repository/idea/
  (Information on the Individuals with Disabilities Education Act from the Center for Parent Information and Resources)

Module 1

- Foundations of Inclusion

- Why inclusion?

INCLUSION

Module 2

- Applying What We Know

- What can we do?

Module 3

- Supporting Inclusion - Administration

- What can my program do?

Module 4

- Supporting Inclusion – Staff

- What can my staff do?

Module 1: Foundations of Inclusion in Early Care and Education

- Section 1: The Fundamentals of Inclusion

- Section 2: Federal Laws

- Section 3: Policy History and Research

- Section 4: The Benefits of Inclusion

- Quiz

Section 1: The Fundamentals of Inclusion

- Defining Inclusion
- Foundations of Inclusion
  - Activity

Defining Inclusion

- It was the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) in 2009 that first put a definition to inclusion

  - Main purpose was to establish a common understanding of the key practices and supports that are necessary to achieve high-quality inclusive programs

- Six years later, in 2015, the Departments of Education (DOE) and Health and Human Services (DHHS) issued a joint statement building on principles set forth in the above definition

Defining Inclusion

- Key points:

    o Inclusion represents the right of all children to participate in a broad range of activities and experiences as full members, regardless of ability

    o Inclusive experiences promote positive social relationships, an increased sense of belonging, and positive learning opportunities in all areas of development

    o Inclusion means holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations

    o Inclusion applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities

Activity
Foundations of Inclusion

1. Look over the CONNECT - Foundations of Inclusion Video Discussion Questions worksheet you printed

2. Watch the CONNECT - Foundations of Inclusion Video from North Carolina's Frank Porter Graham Child Development Institute
(Can also be found on YouTube)

3. Complete the discussion questions worksheet

Reflection:
Take a few minutes to talk about the video and discussion questions.
What did you learn and how will you use the information in your program or job?

Section 2: Federal Laws

- Americans with Disabilities Act (ADA)
- Individuals with Disabilities Education Act (IDEA)
  - Main elements
  - Part B
  - Part C
- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, government services, public accommodations (Title III), commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services.

www.ada.gov

Note:
Child care programs are considered a public accommodation and therefore need to ensure that the children in their care have equal opportunities and equal access.

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What does this mean for me as a child care provider?

1. You cannot discriminate against a *person (child) with a disability* on the basis of their disability

Important Definition

- **Person with a disability**

A person who has a physical or mental impairment that substantially limits one or more major life activity.

Note: This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability, but are regarded as having a disability.

Resource for review:
Tom Copeland's ADA Handout

What does this mean for me as a child care provider?

2. You must make *reasonable* modifications or accommodations to your policies and practices in order to include children with disabilities into your program

Important Definition
- **Reasonable**

What is reasonable depends on the individualized assessment of the child's needs and the program's ability to accommodate those needs. Should be addressed on a case-by-case basis.

What does this mean for me as a child care provider?

3. You must generally make your facilities *accessible* to persons with disabilities.

Important Definition

- **Accessible**

*Refers to the characteristic that products, services, and facilities can be **independently** used (or accessed) by people with a variety of abilities or disabilities.*

Activity

Child Care and ADA

- Review and discuss the following sample questions and/or situations. Do your answers match those from the law?

Resources for review:

ADA Q&A - Child Care Providers
Think Big Start Small - Together Children Grow (Wisconsin Child Care Information Center (CCIC) / 1-800-362-7353)
 https://dcf.wisconsin.gov/ccic

Question:

I have some children in my child care center that have special needs (e.g., developmental, health, etc.). What kinds of accommodations would I be required to make under ADA?

Answer:

Accommodations can come in many shapes and sizes and should be individualized to the needs of each child. It's important to remember that accommodations should be designed and used to allow all children, especially those with special needs, to participate and have access to the curriculum, activities, and routines within your program.

For example, you may need to provide visuals, such as pictures or signs, to help a child who has difficulty processing words. Many times you'll find that the accommodations you make for one child actually make learning more functional for all kids.

Remember, accommodations don't have to be complicated and expensive. In fact, many of the most effective solutions come about through simple creative brainstorming.

Resource for review:
Adapting the Child Care Environment for Children with Special Needs

Question:

I'm a family child care provider and I received a call from a parent with a child who's in a wheelchair who would like to enroll in my program. Do I have to accept the child and remodel my home to accommodate their needs?

Answer:

Before we answer this question, it's vital that we keep in mind the poss(abilities) that each child brings to your program and not just the difficulties that we may perceive.

When we talk about physical changes needing to be made to a structure in order to accommodate a child with a disability, the ADA requires that providers make a good faith effort to accommodate the needs of any family interested in enrolling in their program.

This is a good place to bring up a key aspect of working with families, and that is how important it is to build honest relationships. In this case, it means taking the time to sit down with the family and having a conversation around the specific needs of the child and whether your program will be able to meet those needs. If there are costs involved in making the necessary accommodations, providers must consider whether they would pose an undue burden or hardship to their program. This is another time when being creative and resourceful can be extremely useful.

Question:

Can a child care provider refuse to accept a child with a disability who is not toilet trained?

Answer:

In the past, many children with disabilities were turned away from child care centers and preschools because of specific requirements that said children had to be toilet trained by a specific age.

The ADA, however, states that the requirements to attend a program or center cannot have the effect of screening out people with disabilities. A requirement that says a child must be toilet trained by a certain age can have this effect because many children with disabilities will never have bowel or bladder control as a result of their disability.

For this reason, it is unlawful to deny a child a spot in your program based on the fact that they aren't toilet trained.

Question:

A family with a child with a disability has enrolled in my child care center. The child has some specific needs that I think are going to be expensive. Can I charge them more for the care I will provide?

Answer:

Under the ADA, it is unlawful for centers to impose added charges on individuals with disabilities or their families in order to cover the costs of measures necessary to ensure non-discriminatory treatment (e.g., making necessary accommodations, removing barriers, providing interpreters, etc.).

The law states that such costs should be passed on to all families attending your center as you would for any other overhead cost.

Individuals with Disabilities Education Act (IDEA)

- The Individuals with Disabilities Education Act (IDEA) was originally enacted by Congress in 1975.

- It is a four-part (A-D) piece of American legislation that makes sure that students who have a disability are provided with a Free Appropriate Public Education (FAPE) that is specific to their individual needs.

- The law 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.

Resources for review:
http://idea.ed.gov/
http://www.parentcenterhub.org/repository/idea/
http://www.wifacets.org/

Part C – Infants and Toddlers with Disabilities (Ages birth-3)

- Serves children with:
  - Developmental delays – WI defines this as having a delay of at least 25% in one area of development
  - A physician-diagnosed condition with a high probability of developmental delay
  - Atypical (unusual) development that adversely affects overall development

Resource for review:
WI diagnosed conditions and atypical development guidance

Part C – Infants and Toddlers with Disabilities (Ages birth-3)

- Provides a specific set of requirements for states regarding:
    - o Assessment
    - o Eligibility
    - o Individualized Family Service Plans (IFSP)
    - o Service delivery

- Parents should be equal partners in every aspect of the special education process. For this reason, the plans of service for an infant or toddler are centered around the activities and needs of the "whole family."

Part C – Infants and Toddlers with Disabilities (Ages Birth-3)

- Early intervention services:
  - Should be selected in collaboration with the parents
  - Should take place in *natural environments*

Important Definition

- **Natural Environments**

  Settings that are natural or typical for the child's same-aged peers who do not have disabilities (e.g., home, community play groups, child cares, etc.)

Resources for review:
Key Terms to Know in Early Intervention (Part C)

Part B – School-Aged Children with Disabilities (Ages 3-21)

- Part B is the foundation upon which special education and related services rest

- Provides a specific set of requirements for states regarding:
  - Evaluation
  - Eligibility
  - Individualized Education Programs (IEP)
  - Placement (e.g., Least Restrictive Environment)

Resource for review:
10 Basic Steps in Special Education

Part B – School-Aged Children with Disabilities (Ages 3-21)

- WI Special Education Eligibility and Areas of Impairment

  - Autism
  - Intellectual Disabilities
  - Emotional Behavioral Disabilities
  - Hearing Impairments
  - Other Health Impairment
  - Orthopedic Impairment
  - Significant Developmental Delay
  - Specific Learning Disabilities
  - Speech and Language Impairments
  - Traumatic Brain Injury
  - Visual Impairments

Resource for review:
Wisconsin State Legislature – Administrative Code – Eligibility

Main Elements of IDEA

- Individualized Family Service Plan (IFSP) – Ages Birth-3

  A strengths-based plan of care for the infant/toddler with a developmental delay or disability. The plan is based on a child and family assessment of strengths and needs, as well as the results of multidisciplinary evaluations administered by qualified professionals. It is a legal document that describes the child's developmental level, family concerns and priorities, outcomes, and early intervention services

- Individualized Education Program (IEP) – Ages 3-21

  A legal document that is written using the results from a comprehensive set of assessments. It describes a child's special education needs, annual goals and objectives, special education and related services and placement in the least restrictive environment. IDEA requires that an IEP be written according to the *individual needs of each child*

Resources for review:
Key Terms to Know in Special Education

Main Elements of IDEA

- Free and Appropriate Public Education (FAPE)
  The requirement that schools provide each student with a disability an education that is individualized and designed to meet that child's unique academic and functional needs. It provides them with access to the general education curriculum so that they are able to meet the expectations established for all children.

- Least Restrictive Environment (LRE)
  To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled.
  LRE is a foundational element of inclusion.

- Procedural Safeguards
  A written set of rights designed to protect children with disabilities and their families. They include the right to: participate in all meetings, examine educational records, obtain an independent educational evaluation and mediation and other methods of conflict resolution.

Main Elements of IDEA

- ## Prior Written Notice
  The purpose of these notices is to inform the parents of a proposed (or refused) activity or action.

- ## Parent and Teacher/Provider Participation
  A good family-provider partnership is key for a student to receive the education necessary for success. Parents and teachers/providers need to be willing to work together and communicate to determine the best ways of working with and providing information to a student. Best practice recommends that the family and the teacher partner together as part of the IEP team to determine goals and objectives and to discuss other important considerations for the individual child.

- ## Child Find
  All school districts within a state must have a clear set of policies and procedures in place to locate, identify and evaluate all children who may need special education services.

Activity

Child Care and IDEA

- Explore the resources listed on the following slide. When finished, use your new knowledge to help you work through the sample situations and questions.

IDEA Resources

- Wisconsin Department of Health Services Part C: Birth to 3 Program

- Wisconsin Department of Public Instruction Part B: Special Education

- US Department of Education Website

- Center for Parent Information and Resources
  Part B
  Part C
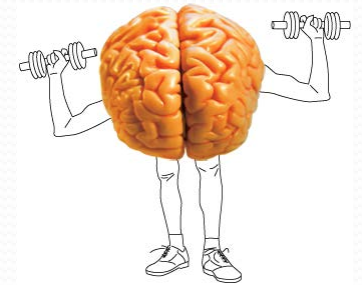
Situation

I've been observing a 2-year-old in my family child care program for the last few weeks. I have some concerns about her behavior and she hasn't met some of the milestones that her peers have.

What I should do?

Answer

If you are noticing anything unusual with one of the kids in your care, the first thing you should do is have an honest discussion with the family. Share with them the specific concerns you are having and what solutions you have tried. Ask if they've noticed anything similar at home? Make sure you are actively listening to what the parents are telling you. Have an open conversation.

It might not happen immediately, but at some point it might be necessary for you to share with them information about the referral process. This can sometimes be a difficult conversation to have, which is why it's so important to build strong relationships with the families in your program. Remember, the most important thing is to get the child the help and support necessary to be successful.

WI Referral Agencies:

Early Intervention (Birth to 3):
Primary point of referral = County you live in
Locate your specific county program by clicking:
https://www.dhs.wisconsin.gov/birthto3/contacts/countycontacts.htm

Early Childhood Special Education (ECSE - Age 3-21):
Primary point of referral = Local school district
Call your local school district if you are having concerns about your child's development

Situation

We have a 3 ½-year-old in our group child care center who has an IEP. I'm the teacher in that room and I'd really like to be a part of his upcoming IEP meeting, but I'm not sure if I'm allowed to.

Answer

The IEP team has certain representatives (members) that must attend a child's special education meeting and those that are at the discretion of the parent (participants). As a child care provider you could attend the IEP meeting as a participant, but you would first need permission from the parent(s) of the child in your program.

Sometimes it can be difficult for a parent to let you into this part of their life, but as an individual who has knowledge of the child's day-to-day interactions, you have important information that you can share with the IEP team. This is where the importance of building relationships with the families in your program comes into play.

If you are willing to take the time to begin a conversation and ultimately build a relationship with the parents of the children in your program, the outcomes will surely benefit everyone involved.

Situation

I'm a family child care provider and there is a little boy in my program who has a lot of difficulty dealing with change. He has a lot of tantrums and will hit if you get too close to him. He has an IEP, but it hasn't been shared with me. I'm afraid that the other children may be scared or hurt by his actions. I'd feel better if I could have a separate area in my house where he can be safe.

Can I do that?
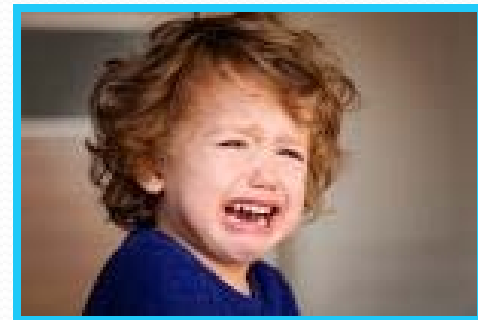
Answer

Working with children who display difficult behaviors can be overwhelming, but having the child in an area separate from the other children is not the solution, especially when the child has an Individualized Education Program (IEP).

It's unfortunate that you have not been a part of the child's IEP meetings because this would be a place for you to learn about the child's needs, as well as strategies the team is using to assist the child when he becomes anxious or has trouble controlling his body. Also, you have a lot of important information you could add to the discussion.

The first thing you should do is have a conversation with the child's parents where you share your concerns. You might find that the parent can provide you with some tips that they use to help their child in difficult situations. It would also be appropriate to ask the parent for a copy of the child's IEP, as well as if you could participate as a part of the IEP team. You being a participant on the team would be a win/win for everyone.

Summary of IDEA for Child Care Providers

- Part C covers infants and toddlers from birth until their third birthday

- Part B covers children with special needs ages 3-21

- Your participation in a child's IEP or IFSP meeting is up to the family. Their permission is necessary for you to attend. For this reason, building a relationship with the families of the children in your care is key!

- Special educational services listed in a child's IEP or early intervention services listed in a child's IFSP may occur at your center. They will be provided by a licensed service provider that is a part of your Local Education Agency (LEA)

Summary of IDEA for Child Care Providers

- A child with a disability can not be confined to a specific room or restricted from participating in group activities that are developmentally appropriate for the child's age

- If you have concerns about a child's behaviors or development, or if a family shares concerns with you about their child, make sure to take the time to talk with and listen to them. Share with them the contact information for making a referral

  Birth to 3
  http://www.mch-hotlines.org/wisconsin-first-step
  https://www.dhs.wisconsin.gov/birthto3/index.htm
  https://www.dhs.wisconsin.gov/birthto3/contacts/countycontacts.htm

  ECSE 3-21
  https://dpi.wi.gov/sped

Wisconsin **First Step**
For children
with special needs

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g with implementing regulations found in title 34 CFR Part 99) is a Federal law from 1974 that gives parents certain rights in respect to their child's education records. The law applies to all schools that receive funding under an applicable program of the U.S. Department of Education.

Resource for review:
Confidentiality Requirements Applicable to EC Programs

Family Educational Rights and Privacy Act (FERPA)

Under the FERPA law, parent's have the right to:

- Inspect and review their child's educational records
- Have records amended or corrected if they believe them to be inaccurate or misleading
- Consent to disclosure or release of information from a student's educational record

What does this mean for me as a child care provider?

- If a parent would like the school to release information to the child care provider, the parent *must* provide the school district with written permission in the form of a Consent to Release or Exchange of Information form.

Why would I, as a child care provider, need to have access to something from a child's school record?

If a child in your care has an IEP meeting coming up and you have been asked by the parents to attend, it will be important for you to have access to a copy of the child's previous IEP and any progress notes so you can fully participate in the meeting.

If the parent has a copy of the documents, they can personally provide them to you. If they don't, they may ask you to contact the school for the documents you need. In this case, the parent would need to have provided the school with a signed exchange of information form. Otherwise, the school won't have the right to share that information with you.

Health Insurance Portability and Accountability Act (HIPAA)

- In 1996, The HIPAA Privacy Rule, also called the Standards for Privacy of Individually Identifiable Health Information, provided the first nationally recognized set of regulations for the use or disclosure of an individuals (including a child's) health information.

Resource for review:
Health Information Privacy

What does HIPAA mean for me as a child care provider?

- All medical information (this includes information about a child's disability) is confidential and cannot be released to anyone *without written consent* from the child's parent/guardian

- If a parent gives you or your center a copy of a child's medical information you are *required to protect the privacy* of that individuals information

HIPPA and Wisconsin Child Care Regulations

Wisconsin child care providers must comply with all Federal and State laws and are prohibited from discriminating on the basis of age, race, color, sexual orientation, creed, disability, or national origin or ancestry.

Wisconsin State Administrative Codes:

- [DCF 202](#) for Child Care Certification
- [DCF 250](#) for Licensing Rules for Family Child Care
- [DCF 251](#) for Licensing Rules for Group Child Care
- [DCF 252](#) for Licensing Rules for Day Camps

Resource for review:
[Administrative Rules – Early Care and Education](#)

FERPA vs. HIPAA
What's the difference?

- The Family Educational Rights and Privacy Act (FERPA) prevents the disclosure of personally identifiable information in a student's education record

- The Health Insurance Portability and Accountability Act (HIPAA) prohibits the disclosure of protected health information

- Both laws require consent from the parent before information can be shared

- These laws could effect you if you are asked to take part in a child's IFSP or IEP meeting. In order for the school to share a child's educational information (e.g., IEP/IFSP, Educational Assessments, etc.) or health information (e.g., an outside assessment, the child's medical records, etc.) with you the child's parent/guardian would need to give consent for that information to be shared

Section 3: Policy History and Research

- 2009 - Joint Position Statement from Division for Early Childhood (DEC) and National Association for the Education of Young Children (NAEYC)

- 2015 - Joint Policy Statements from US Departments of Education and Health and Human Services

Resource for review:
DEC and NAEYC Joint Position Statement 2009
DHHS and DOE Joint Statement on Inclusion 2015

Policy History - 2009

Division for Early Childhood (DEC)
The National Association for the Education of Young Children (NAEYC)
A Joint Position Statement on Early Childhood Inclusion
April 2009

- "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 … 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*."

Policy History - 2009 Main Purpose

- The lack of a shared national definition was adding to misunderstandings about inclusion (clarification was necessary)

- Having a common understanding of what inclusion means is important for determining what types of practices and supports are necessary to achieve high quality inclusion

- To create a blueprint or a way for identifying the key components (access, participation and supports) of high quality inclusive programs

Policy History - 2015

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, from the U.S. Departments of Education (DOE) and Health and Human Services (DHHS), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs."

Policy History - 2015 Main Purpose

- To set an expectation for high-quality inclusion in early childhood programs

- To increase public understanding of the science and research that supports meaningful inclusion of children with disabilities, from the earliest ages, in early childhood programs

- To highlight the legal foundations that support inclusion in high-quality early childhood programs

Policy History - 2015 Main Purpose

- To provide recommendations to States, LEAs, schools, and early childhood programs for increasing inclusive early learning opportunities for all children

- To identify free resources for States, programs, early childhood personnel, and families to support high-quality individualized programming and inclusion of children with disabilities in early childhood programs

Activity

- Take out a copy of your program's handbook and spend a couple minutes looking at the different policies or statements that you use to define your program.

    o Do any of them reflect the values and expectations that are recommended in the previous set of slides?

        ▪ Creating a sense of belonging and membership for all kids
        ▪ Promoting positive social relationships and friendships between all kids (both typically developing and those with special needs)
        ▪ Helping all kids to reach their full potential
        ▪ Highlighting the benefits and importance of inclusion

Activity cont.

- If your center doesn't currently have a statement about the inclusion of all children, regardless of ability, take some time to think about why that is.

  - How could a statement about inclusion change the way you look at the children in your care?

  - How do you think the parents of the children in your care would feel about an inclusion statement?

  - Do the resources discussed in this module help your center feel better informed and equipped to include children more fully? If not, what types of information do you feel would help and do you know where to find it?

Resources for review:
Child Care for Children with Special Needs

Section 4: The Benefits of Inclusion

This module has shared information on where inclusion began, it's foundations and the laws (ADA, IDEA, FERPA and HIPAA) that support and detail how inclusion will be interpreted in our child care programs, schools, places of business, etc.

But ultimately, inclusion is more than just a set of laws and recommendations; it should be a way of life.

So let's take a look at some important WHY's for inclusion.

Resources for review:
Fact Sheet on Inclusion Research
Benefits of Inclusion

Why Inclusion?

Everyone **Benefits from Inclusion**

Benefits For Children with Special Needs:

- Friendships
- Positive social-emotional skills (the ability to identify and understand one's own feelings)
- Access to peer models for learning academic, social and behavior skills
- Greater access to the general education curriculum
- Increased opportunities to learn from shared experiences
- Improved language and communication skills
- Increased opportunities to practice skills in natural environments
- Held to higher expectations

Why Inclusion?

Everyone Benefits from Inclusion

Benefits For Children without Special Needs:

- Friendships
- Increased sensitivity toward individual differences
- Provided with opportunities to become the teacher or a role model of skills and behaviors
- Practice being resourceful and creative when they or their peers encounter obstacles
- Develop a positive view of themselves and of others
- Increased opportunities to learn from shared experiences

Why Inclusion?

Everyone Benefits from Inclusion

Benefits For Child Care Providers:

- Increased knowledge of the services and resources available in the community
- Increased understanding and acceptance toward individual differences and diverse populations
- Opportunities to expand skills, knowledge and professional competence
- Development of an effective teamwork philosophy
- Increased confidence in working with all children
- Improved understanding of the diversity found in a child's development

Why Inclusion?

Everyone Benefits from Inclusion

Benefits For Parents of Children with Special Needs:

- Increased participation in their child's care
- Opportunity to have siblings attend the same center or school
- Increased opportunities to be included in the community
- Improved relationships with child care staff
- Opportunity to meet and share knowledge and experiences with others
- Provides a vision of a typical life for their child
  - One in which their child is accepted, supported and included

Why Inclusion?

Everyone Benefits from Inclusion

Benefits For Parents of Children without Special Needs:

- Opportunity to meet and learn about the experiences of families with a different story
- Opportunity to provide their children with an experience free from discrimination
- Opportunity to develop positive attitudes about people with additional needs
- Opportunity to share positive attitudes with others about those with varied abilities

Why Inclusion?

Why Not?

Quiz

- Question #1:
  - Under this Federal law, you must make reasonable accommodations to your policies and practices in order to include children with disabilities into your program.
    - A – Individuals With Disabilities Education Act (IDEA)
    - B – Free and Appropriate Public Education (FAPE)
    - C – Americans with Disabilities Act (ADA)
    - D – Wisconsin Child Care Regulations

Quiz

- Question #2:
  - What age group does Part C of the Individuals with Disabilities Education Act cover?
    - A – Children ages 3-21
    - B – Infants and toddlers age birth-3
    - C – Children over age 21
    - D – College age students

Quiz

- Question #3:
  - Each state must have effective policies and procedures to ensure that all children with disabilities are located, identified and evaluated. What IDEA term does this refer to?
    - A – Prior Written Notice
    - B – Procedural Rights and Safeguards
    - C – Child Find
    - D – Individualized Family Service Plan

Quiz

- Question #4:
  - What Wisconsin-specific child care licensing rule provides regulation information for Group Child Care programs?
    - A – DCF 251
    - B – DCF 202
    - C – DCF 250
    - D – DCF 252

Quiz

- Question #5:
  - A child's Individualized Education Program (IEP) contains information about a child's...
    - A – Special Education services
    - B – Goals and objectives
    - C – Placement in the Least Restrictive Environment
    - D – All the above

Quiz

- Question #6:
  - Under the Individuals with Disabilities Education Act, what main element is the platform on which the idea of Inclusion is built?
    - A – Free and Appropriate Public Education
    - B – Prior Written Notice
    - C – Parent and Teacher Participation
    - D – Least Restrictive Environment

Quiz

- Question #7:
  - In both 2009 and 2015 there were policy statements released about inclusion in early childhood programs. One of the main ideas that is stated in both is that there is a need to identify and support inclusion in _____ early childhood programs.
    - A – New
    - B – High-quality
    - C – Healthy
    - D - Happy

Quiz

- Question #8:
  - Research shows that Inclusion benefits _____.
    - A – Just Children with Special Needs
    - B – Just Parents of Children with Special Needs
    - C – Everyone
    - D – Just Children without Special Needs

Answer Key

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