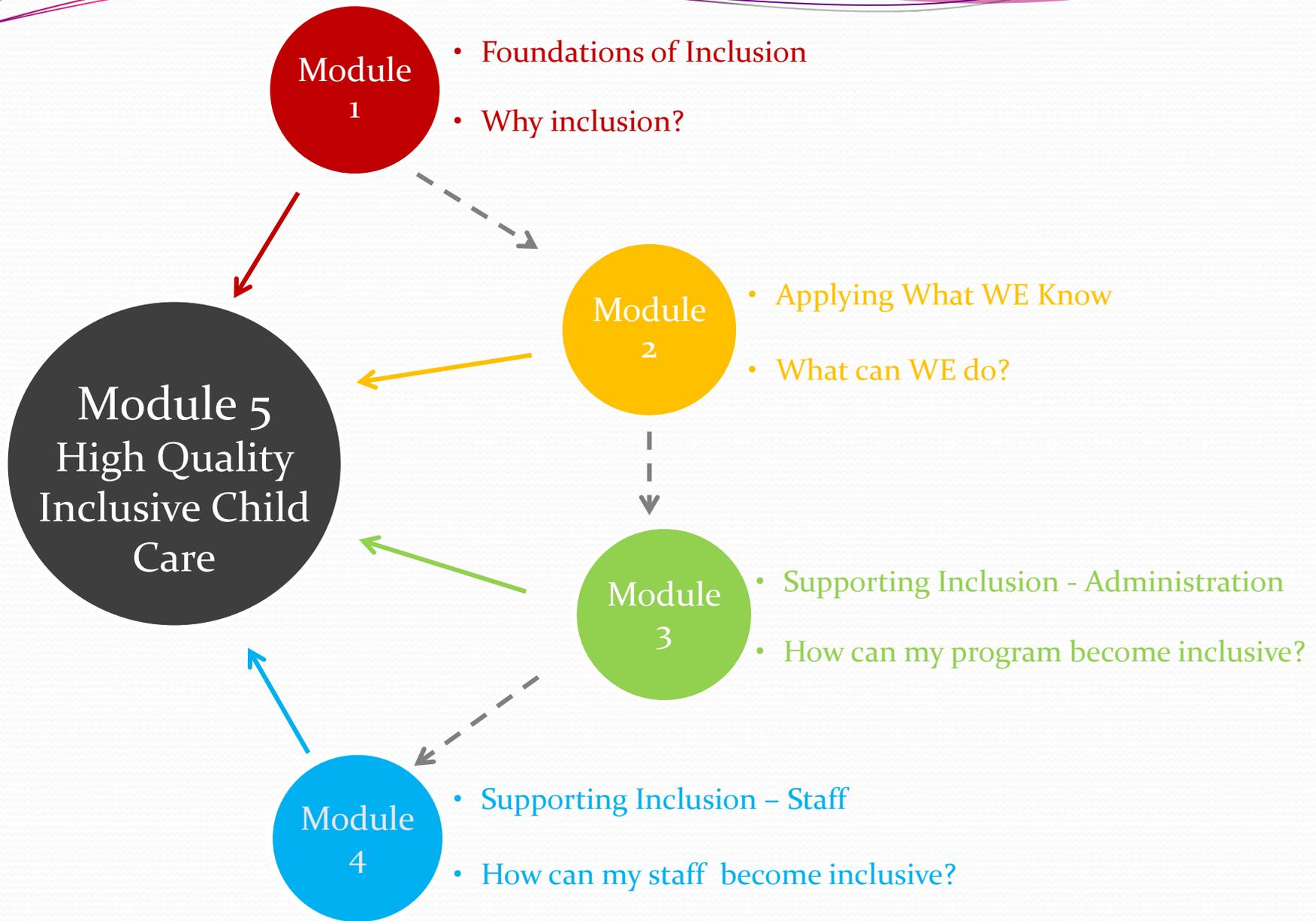




Wisconsin UNITES: Understanding the Need for Inclusive Training and Educational Support

Module 5

This Is High-Quality Inclusive Child Care



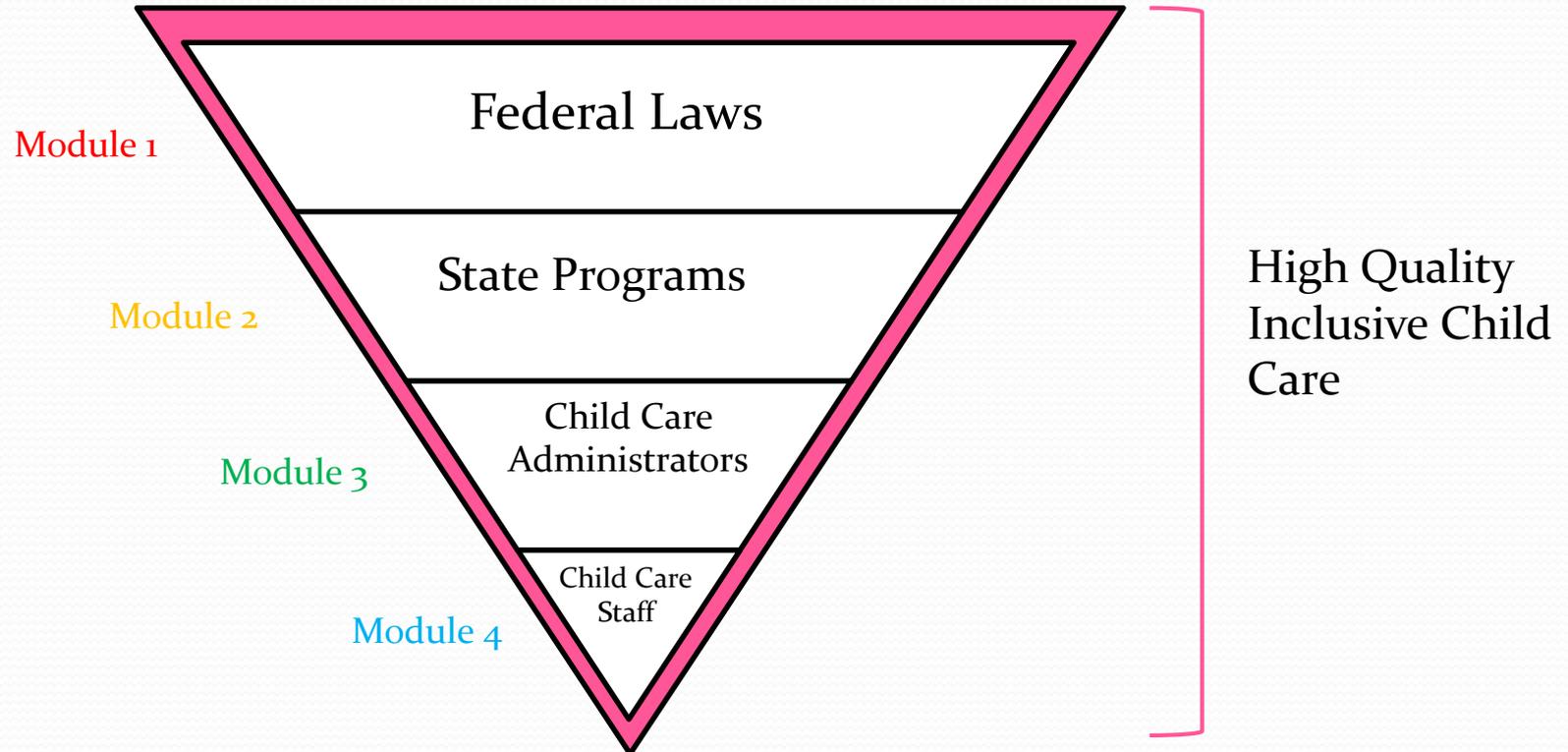
Module 5: This Is High-Quality Inclusive Child Care

- Section 1: What have we learned?
 - Module 1 – Laws and policies support inclusion
 - Module 2 – Wisconsin supports inclusion
 - Module 3 – Our programs support inclusion
 - Module 4 – Inclusive practices support all children
- Section 2: Where are we going?
 - Inclusion Badge
- Section 3: What's new?
 - New resources



Section 1: What have we learned?

- The Wisconsin UNITES Framework



Module 1 – Recap

Module
1

Foundations of Inclusion
Why inclusion?

- Laws Support Inclusion
 - Americans with Disabilities Act (ADA)
 - Individuals with Disabilities Education Act (IDEA)
- Policies Support Inclusion
 - Division for Early Childhood (DEC) and National Association for the Education of Young Children (NAEYC)
 - US Departments of Education and Health and Human Services

Laws Support Inclusion



- The most important fact that was pointed out within the first Wisconsin UNITES module is that there are laws, policies and position statements that have been written to help define and support the inclusion of children with disabilities in all aspects of our culture, including their care and education.

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.

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

CHILD CARE



1. You cannot discriminate against a *person/child with a disability* on the sole basis of their disability
2. You must make *reasonable* modifications or accommodations to your policies and practices in order to include children with disabilities into your program
3. You must generally make your facilities *accessible* to persons with disabilities.

Resource for review:

[Tom Copeland's ADA Handout](#)

[ADA Q&A - Child Care Providers](#)

[Together Children Grow](#)

[ADA Tip Sheet](#)

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 piece of American legislation that ensures that students with 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 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/resources/idea-2004-info>

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

- Wisconsin's Part C/Early Intervention program is housed in the [Department of Human Services \(DHS\)](#)
- An Individualized Family Service Plan (IFSP) is developed for a child that meets specific categorical criteria
- An IFSP contains family outcomes and includes the services that will be provided
- Services should take place in [natural environments](#)
- Parents need to be equal partners in every aspect of the special education process



Resource for review:

[WI diagnosed conditions and atypical development guidance](#)
[Key Terms To Know in Early Intervention \(Part C\)](#)

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



- Wisconsin's Early Childhood Special Education and Part B program is housed in the [Department of Public Instruction \(DPI\)](#)
- Part B is the foundation upon which special education and related services rest
- An Individualized Education Plan (IEP) is developed for a child who meets specific categorical criteria
- A main component of Part B is that a child with a disability should be educated in the [Least Restrictive Environment \(LRE\)](#)

Resource for review:

[10 Basic Steps in Special Education](#)

Policies Support Inclusion

- 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](#)

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”
- “The desired results of inclusive experiences includes 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.*”



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.”

Policies Support States



- The second Wisconsin UNITES module focused on the fact that Our attitudes and beliefs around inclusion haven't changed much over the past several decades.

So what can be done to overcome this stagnation? The Federal Inclusion Policy discussed in the first module has recommendations for States, and Wisconsin has responded.

Federal Inclusion Policy

Challenges to Inclusion

- 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



Resource for review:

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

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.”

The Path Ahead



for



Recommendations for State Action

- Create a state-level interagency taskforce
- Ensure state policies support high-quality inclusion
- Set goals and track data
- Ensure quality rating frameworks are inclusive
- Strengthen accountability and build incentive structures
- Build a coordinated early childhood Professional Development system
- Implement statewide supports for children's social-emotional and behavioral health
- Raise public awareness

The Path Ahead

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 removing barriers (both physical and assumed) to full participation for all
 - **Participation** refers to the strategies used to promote a child's learning, development, and sense of belonging
 - **Support** refers to the broader system that makes the above efforts possible, including program/family partnerships and professional development opportunities

Wisconsin Supports Inclusion

DCF Inclusion Survey 2016



- Survey completed by 302 providers across 40 counties
- 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*](#)

Wisconsin Supports Inclusion

DCF Inclusion Survey 2016

- 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 aren't that different than what is being found at the Federal level.

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

- Create a state-level interagency taskforce
 - Statewide Inclusion Committee co-chaired by DCF, DPI, and DHS
- 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)

Module 3 - Recap

Module 3

Supporting Inclusion – Administration
How can my program support inclusion?

- Child Care Administrators Support Inclusion
 - An Inclusive Philosophy
 - An Inclusive Program
- My Program Supports Inclusion
 - The Improvement Puzzle
 - Self-assessment
 - Quality Improvement Plan
 - Professional Development



Administrators Support Inclusion



- The third Wisconsin UNITES module focused on the important steps that an administrator or director of a child care program can follow in order to support the inclusion of children with special needs. This process begins with a philosophy that sees all children as capable and gifted. It continues with the creation of policies and practices that filter down and impact all levels of the child care program.

An Inclusive Philosophy

Implementing the principles of inclusion

- *The defining features of inclusion that can be used to create and identify high-quality early childhood programs are:*
 - *Access*
 - *Participation*
 - *Support*



Resources to review:

[DEC & NAEYC Joint Statement on Inclusion](#)

[Quality Inclusive Practices Checklist – Heartland Equity and Inclusion Project](#)

[Writing an Inclusion Policy – Healthy Child Manitoba](#)

An Inclusive Philosophy

The main principles of inclusion

- Principle #1 – Access
 - Strategies supporting access include the removal of physical barriers, as well as promoting a wide range of learning opportunities, activities, and environments that *accommodate* and *respond* to individual differences.

Sample Statement:

Our program supports the full inclusion of children who may require additional supports and/or adaptations due to a physical, cognitive, social, or emotional need.



An Inclusive Philosophy

The main principles of inclusion



- Principle #1 – Access
 - Strategies and/or evidence-based practices that support Access:
 - [Developmentally Appropriate Practice \(DAP\)](#)
 - The practice of meeting young children where they are (by stage of development), both as individuals and as part of a group
 - [Universal Design for Learning \(UDL\)](#)
 - Providing *multiple means* for children to learn, express their understanding and engage in learning activities
 - [Assistive technology](#)
 - Any item (from high to low tech) that supports a child's ability to actively participate in their home, child care program, school or community
 - [Adaptations/Accommodations](#)
 - Changes to activities, materials, routines and/or instruction that support the individual needs of a child and enable them to access and benefit from learning opportunities

An Inclusive Philosophy

Incorporating the principle of Access

- Some questions to ask of your program and practices:
 - Do you present information and content in ways that support a variety of different learning styles?
 - Is the physical environment set up to welcome and support the unique abilities of all children?
 - Do you adapt routines and activities based on the needs of the individual children in your program?
 - Are the additional needs of a child (e.g., visuals, a wheelchair, special educators or therapists, assistive technology, etc.) supported and even welcomed?
 - Do you use developmentally appropriate teaching practices to meet the needs of and appropriately challenge the children in your program?

An Inclusive Philosophy

The main principles of inclusion

- Principle #2 – Participation
 - Strategies supporting participation include using a range of instructional approaches and interactions that *promote* engagement, learning and a sense of belonging for every child.

Sample Statement:

We believe that each child deserves an environment and experiences that promote growth in all areas of development.



An Inclusive Philosophy

The main principles of inclusion



- Principle #2 – [Participation](#)
 - Supporting strategies and/or evidence based practices:
 - [Embedded instruction and naturalistic interventions](#)
 - Addressing specific developmental or learning goals within everyday activities, routines, and transitions
 - [Differentiated instruction](#)
 - Designing instruction or activities based on student's interests and ability
 - [Scaffolding strategies](#)
 - Providing support and guidance while the child is learning something new or age-appropriate (e.g., modeling, encouraging, asking questions, prompting, etc.)
 - [Tiered models of instruction](#)
 - A framework used to connect a child's assessment results or teacher collected data to specific teaching or intervention strategies (e.g., Pyramid Model, RTI, etc.)

An Inclusive Philosophy

Incorporating the principle of Participation

- Some questions to ask of your program and practices:
 - Are a child's learning goals being embedded within daily, naturally occurring activities and routines?
 - Do you provide opportunities for children to play together so they develop strong, meaningful social relationships?
 - Do you assess/monitor the skills of the children in your care? Do you use that information to plan appropriate activities?
 - Do you know how to support and guide the children in your class or program as they learn a new skill?

An Inclusive Philosophy

The main principles of inclusion

- Principle #3 – Support

- The broader aspects of the early childhood system that support inclusion such as *Professional Development* and opportunities for *communication and collaboration* between, within and among professionals, programs and families.

Sample Statement:

We work and partner with parents and service providers who have valuable knowledge and expertise that should be shared in order to help each child be successful while in our care.



An Inclusive Philosophy

The main principles of inclusion

- Principle #3 – Support

- Supporting strategies or evidence based practices:
 - Professional Development opportunities
 - Adult training and learning opportunities for skill development
 - Resources: [The Registry](#), [YoungStar](#), [Collaborating Partners](#)
 - Models of collaboration and care
 - Resources: [Child Care Resource and Referral](#), [Training and Technical Assistance](#), [Practice-Based Coaching](#), etc.)
 - [Family and early childhood partnerships](#)
 - Families and early childhood care and education providers exchange information and work together in a cooperative manner



An Inclusive Philosophy

Incorporating the principle of Support

- Some questions to ask of your program and practices:
 - Do you acknowledge, respect and encourage input and communication from the families in your program?
 - Are you open to collaborating with parents and other service professionals in order to help every child in your program be successful?
 - Are Professional Development opportunities requested and taken advantage of by you or your staff so that you know the best methods for supporting every child in your program?
 - Do you request Technical Assistance in order to gain information and resources that will help you improve the way you work with the children in your program?

An Inclusive PROGRAM

- A program that establishes a comprehensive set of policies that are grounded in the core principles of access, participation and support will naturally be inclusive.
- ALL aspects of your program will be guided by these principles:
 - The way you interact with and care for children
 - How you include and partner with parents
 - The set up of the environment
 - The training of your staff
 - The way you manage behavior
 - How you partner with support staff
 - The activities you develop
 - Your attitude toward differences



An Inclusive PROGRAM

- High-quality inclusion is achieved when a program uses the main principles of access, participation and support to guide the development of policies that in turn directly inform and guide the practices at both the program and classroom levels.



Building An Inclusive Program

The improvement puzzle



Tools For Improvement: Piece 1

Self-assessment



- What is a self-assessment?
 - A tool that a program can use to **examine** and **improve** the services they provide to children and families
 - One goal of the process is to help providers take a closer look at the important **indicators of quality**
- Indicators of quality
 - Teacher/Provider/Director Educational Qualifications
 - Learning Environment & Curriculum
 - Business & Professional Practices
 - Health and Well-Being

We know that by making positive changes in the above areas, your program will grow in quality

Inclusive Self-Assessments Tools

- Only a select number of tools have inclusion as the main focus
 - [Inclusive Classroom Profile \(ICP\)](#)
 - Can be used as a supplement to a program-wide assessment (e.g., ECERS, ITERS, etc.) or as a self-assessment tool
 - Ordered around 12 research-based inclusive practices
 - Inclusion Checklists
 - [SpecialQuest Inclusion Planning Checklist](#)
 - [Preschool Inclusion Self-Checklist](#)
 - [Quality Inclusive Practices Checklist](#)



Resource to review:

[Quality Indicators of Inclusive Early Childhood Programs](#)
[10 Things to Look For](#) by Donna Nylander

Self-Assessments

Indicators of Quality - Inclusion



Effective components of quality inclusion and program “Look-Fors”

- Environment (Space, Materials, and Equipment)
 - Teachers and staff welcome and respect all children and families and use person-first language as a rule
 - Teachers intentionally organize the physical space and materials to accommodate individual needs and encourage interactions and communication

- Interactions
 - Teachers consistently encourage and support interactions between peers with and without disabilities
 - Teachers actively facilitate cooperative play, learning and problem solving
 - Teachers assist children during times of conflict by helping them find alternative, more appropriate ways to interact with their peers

Self-Assessments

Indicators of Quality - Inclusion



Effective components of quality inclusion and program “Look-Fors”

- Family Engagement
 - Teachers and staff foster *partnerships* and encourage the involvement and participation of families in all aspects of the program (e.g., exchanging and sharing information, participating in meetings and planning, encouraging communication, involvement with celebrations, etc.)

- Professional Development (PD)
 - Teachers and staff are given time to attend PD and receive administrative supports associated with high-quality implementation (e.g., Technical Assistance, coaching, collaboration, feedback, etc.)
 - Staff have scheduled planning time to specifically plan for individualization of activities and instruction

Self-Assessments Indicators of Quality - Inclusion



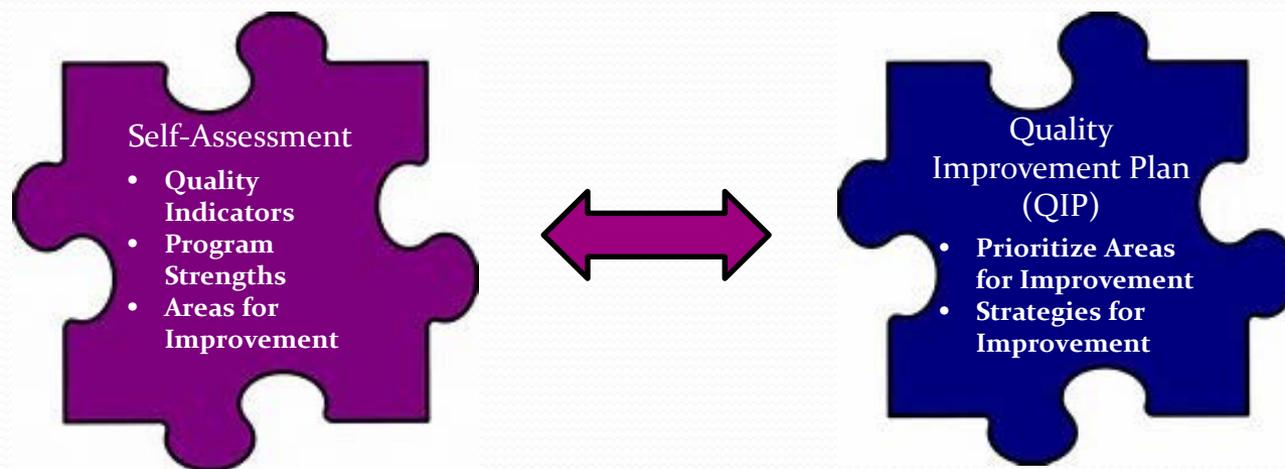
Effective components of quality inclusion and program “Look-Fors”

- Inclusive Services
 - Teachers have opportunities to collaborate with special education staff in order to ask questions, develop and discuss goals, and create plans for the integration of services into daily activities and routines
- Specialized Supports
 - Teachers make individualized adaptations and accommodations to activities and routines to support developmentally appropriate learning
- Program and Practice Evaluation
 - Staff collect data through frequent observations and evaluations in order to make decisions about improving goals and objectives

Tools for Improvement – Piece 2

Developing a Quality Improvement Plan

- What is a Quality Improvement Plan (QIP)?
 - A plan that outlines the strategies you'll use to work on the top 3 or 4 goals that you identified through the self-assessment process



Tools for Improvement – Piece 3

Effective Professional Development (PD)

- It's now time to:
 - Locate trainings, workshops, seminars, consultation or courses to help you gain information and develop the skills necessary to improve your programs practices



Professional Development Supporting inclusion



- To be effective, PD should include the following:
 1. **Content:** Workshops or trainings designed to support the gaining of knowledge and skills
 - Example: A training that provides information and discussion around the history, laws, and research that support inclusion
 2. **Practice:** Opportunities to observe and practice using the newly learned skills
 - Example: Workshops with live or video demonstrations of the skills being used, as well as opportunities to practice and connect the new skills to successful inclusion
 3. **Feedback:** Frequent and ongoing [coaching](#) opportunities that include observation, reflection and supportive feedback
 - Example: After a training, teachers are provided ongoing coaching in order to gain verbal or written feedback on their use of the new inclusive practice

An Inclusive Program



- As the administrator and/or owner of a child care program, you are the person who can set the tone for how your program will care for and support children with disabilities.
 - Will you embrace an Inclusive Attitude?
 - Will the policies you create be informed by the principles of inclusion (Access, Participation and Support)?
 - Will you use the pieces of the improvement puzzle to identify and address those areas of your program that could be strengthened?
 - Will you search out ways to partner with those people that are important to the growth and development of the children in your program (e.g., parents, specialists, families, etc.)?

Module 4 - Recap

Module 4

Supporting Inclusion – Staff
How can my staff support inclusion?

- Inclusive Changes Support Your Staff
 - Connecting Knowledge to Practice
 - The Implementation Problem
 - A New Professional Development Model
- Inclusive Practices Support All Children
 - Developmentally Appropriate Practice (DAP)
 - Universal Design for Learning (UDL)
 - DEC Recommended Practices
 - Evidence-based Practices



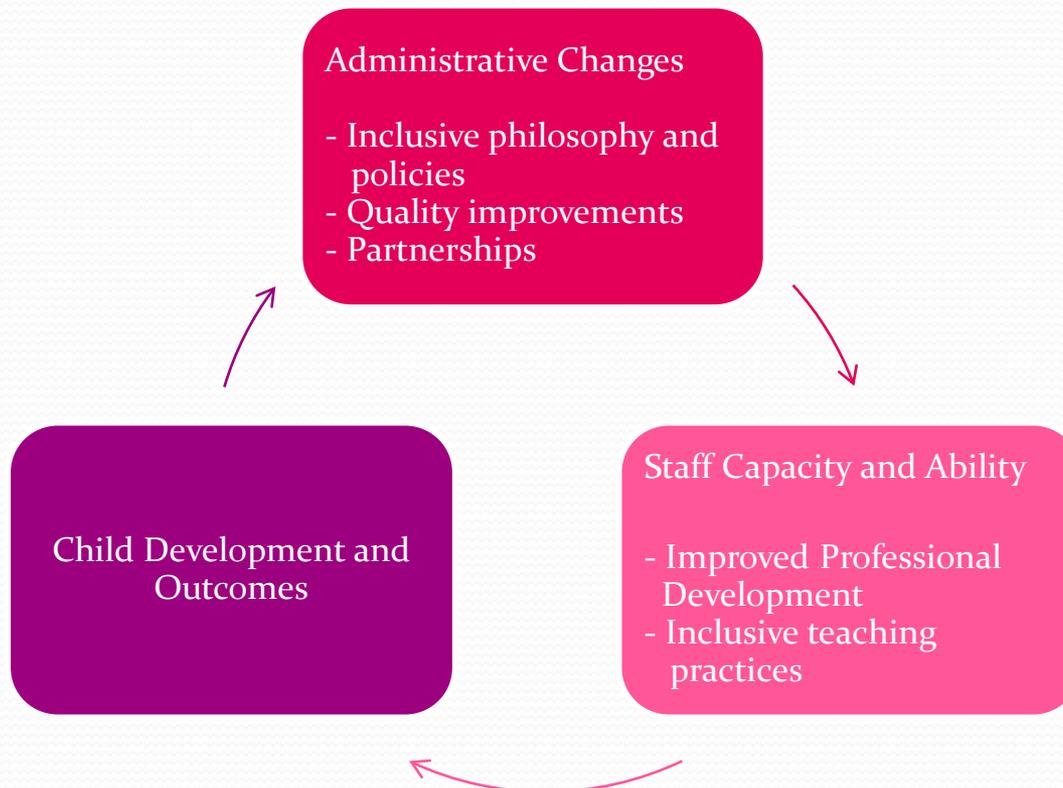
Inclusive Changes Support Staff and Children



- The fourth Wisconsin UNITES module began by stressing the importance of making sure that any and all inclusive changes be embraced and supported by **all levels** of the program. We concluded by focusing on the recommended teaching practices that best support the learning and inclusion of all children in your program.

Inclusive Changes Support Your Staff

- It's important that the changes that have been made at the program or administrative level ([Module 3](#)) filter down and support the learning and practices of your program staff



Connecting Knowledge to Practice

- Most Professional Development (PD) opportunities occur in a lecture or workshop-style model
 - Research shows that this model alone is ineffective and has little to no impact on student learning or teacher practice (in fact, only 10% of teachers transfer the skills learned in a workshop into practice)

One-time workshops assume the only challenge facing teachers is a lack of knowledge!

- But, following a workshop, if support (e.g., coaching and feedback) is given while a teacher is implementing a new skill, 95% of teachers transferred the new skill into their practice
- This tells us that we are shelving good information due to a lack of planning and support on how to help teachers *effectively implement* the new practice or technique

Resource to review:

[Teaching the teachers: Effective Professional Development](#)

Solving the Implementation Problem

Make the most of your Professional Development (PD)!



- **Before attending** a training:
 - Prioritize and match PD topics to your program/staff needs
 - Plan for and discuss how the new information and skills will be used and implemented
- Trainings should be attended by both management **AND** direct care staff
 - This will help with continuity, understanding, and buy-in
- **After attending** a training:
 - Administrators need to support staff during the implementation process by:
 1. Coaching or mentoring
 - Administrators, by participating in the training with staff, know the content of the training and are therefore more equipped to support and coach staff
 2. Observing staff practices and providing ongoing performance-based feedback

A New Professional Development Model

A continuous process that succeeds through planning and support, both in **what** will be learned and **how** new skills will be implemented

1)

PD matched and prioritized to needs of staff and/or program

2)

PD opportunities located and planned for

Attendance, time, and implementation discussed and planned for prior to attending

3)

Implementation of new skill(s) supported

- Time set aside for coaching and/or mentoring

4)

Continuous and ongoing feedback provided and used to improve practice

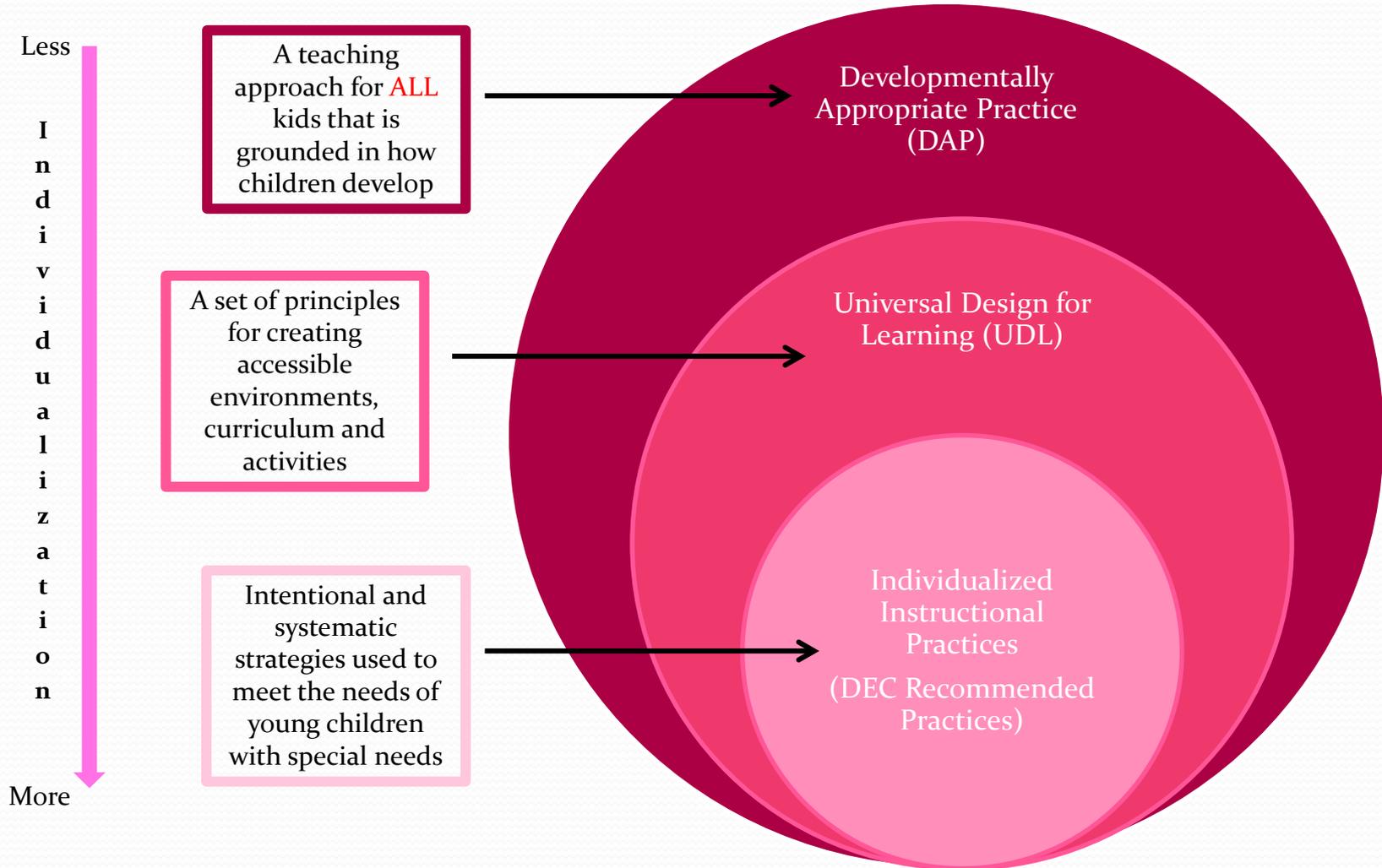
The Next Steps

- You've planned for and set aside time for attending PD.



- Deciding what practices or skills are necessary for your program and staff to become more inclusive can be difficult. The following teaching frameworks are a good place to start since they will provide you with not only a solid foundation, but also with a set of concrete practices that will help to support all children.

Inclusive Practices Support ALL Children



Developmentally Appropriate Practice (DAP)



- What is Developmentally Appropriate Practice (DAP)?
 - A framework designed to promote and support a young child's optimal learning and development
 - Grounded in both:
 - The research on child development and learning, and
 - The knowledge regarding educational effectiveness

Resource to review:

[*DAP in Early Childhood Programs Serving Children from Birth through Age 8 \(NAEYC\)*](#)

What is DAP?



- Try thinking of it this way:
 - On a daily basis you are asked to make hundreds of decisions about how children learn and what will help them to grow and progress.
 - But what really goes in to this decision making process?
 - In order to create a learning program that is both appropriate and engaging for the children you work with, you need to take what is **developmentally appropriate** (e.g., developmental milestones) and add to it the **unique needs** and **backgrounds** of each individual child. This is the DAP framework!
 - It allows you to design and adapt your curriculum and activities to they are supportive, engaging, challenging and, most importantly, achievable.

DAP

Three Core Considerations



- Before an early childhood educator or provider can help children achieve any kind of learning goal, it is important that they understand and consider the following:
 1. What is known about child development and learning
 2. What is known about the child as an individual
 3. What is known about the social and cultural contexts in which the child lives

DAP

Three Core Considerations



1. Knowing about child development and learning
 - Knowing what is typical or appropriate at each age and stage of development is crucial to:
 - Making predictions about what children at a particular age group will generally be able to do
 - Knowing what strategies and approaches will promote optimal learning
 - Making preliminary decisions about setting up the environment, promoting interactions, and designing activities

DAP

Three Core Considerations



2. Knowing about each child individually

- What we know and learn about specific children helps us understand them as individuals
 - Observing a child's play and how they interact with the physical environment, as well as with their peers, helps us learn about their interests, abilities, preferences, and developmental progress
 - Gathering information about a child's interests helps a teacher design and adapt activities that will better engage them in the learning process
 - Knowing each child as an individual allows a teacher to optimize a child's learning by responding to their unique needs

DAP

Three Core Considerations



3. Knowing what is socially and culturally important
 - Teachers must strive to understand the social values and cultural expectations that shape a child's home and community:
 - To ensure that learning experiences are meaningful, relevant and respectful
 - So the learning environment engages the child and matches their learning style
 - To support the rules and actions that influence how a child makes sense of the world around them (e.g., the language they use to interact, how they show respect, how they dress, what things make sense to them, etc.)

DAP – Building an Inclusive Program

- DAP involves teachers meeting young children where they are developmentally, as individuals and as part of a group, and helping them meet challenging, yet achievable learning goals.
- DAP defines 3 main principles that should be used as a guide when making decisions about young children's learning and development.
- A program that uses the DAP principles when designing environments and planning activities will naturally be inclusive, appropriate and meaningful.



Universal Design for Learning (UDL)

- A *framework* for teaching that:
 - Increases flexibility:
 - In the ways information is presented
 - In the ways children respond or demonstrate a skill
 - In the ways children show what they know (their knowledge and skills)
 - Decreases barriers:
 - In instruction by providing all children with appropriate accommodations and supports



UDL is not a one-size-fits-all curriculum

Resource to review:

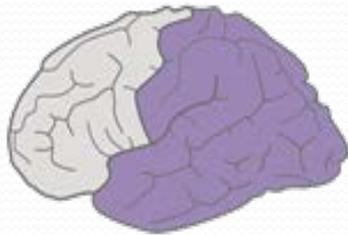
www.udlcenter.org (National Center on Universal Design for Learning)

UDL

The what, how, and why of learning

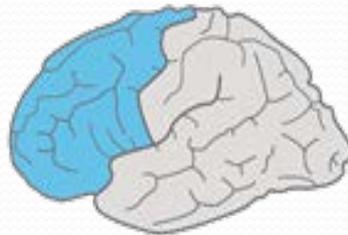
- Designed around the brain's three primary networks:

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



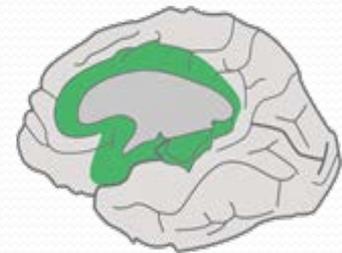
Principle 1:
Provide multiple
means of
Representation

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Principle 2:
Provide multiple
means of
Action and Expression

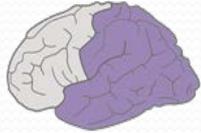
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Principle 3:
Provide multiple
means of
Engagement

Resources for review:

<http://www.udlcenter.org/aboutudl/whatisudl>

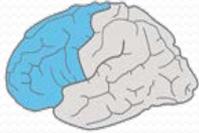


Principle #1

Provide multiple means of Representation

Learners differ in the way they observe and understand things.

- This principle asks you to think about the many ways that the children in your program learn about their world
 - Are they visual, sensory, auditory or maybe a combination of these or other learning styles?
 - Think about what it would be like to be taught in a way that didn't make sense to you?
- In order to create resourceful, knowledgeable learners:
 - Present information and content in a variety of different ways
 - For example, throughout your program, have out picture books, touch and feel books, scratch and sniff books, books on CD, homemade books, etc.

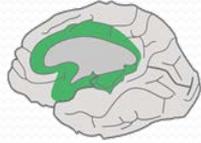


Principle #2

Provide multiple means of Action and Expression

Learners differ in the way they interact with and move through their environment, as well as in how they express what they know.

- This principle asks you to think about how the children in your program:
 - Interact with and get around their environment
 - Approach learning tasks
 - Show you what they have learned
- To create strategic, goal-directed learners:
 - Allow the children in your program to interact with and explore their environment in a variety of different ways.
 - Be creative and allow kids to express their skills and knowledge in ways that make sense to them.



Principle #3

Provide multiple means of Engagement

Learners differ in the ways they are motivated to learn and how they become engaged in the learning process

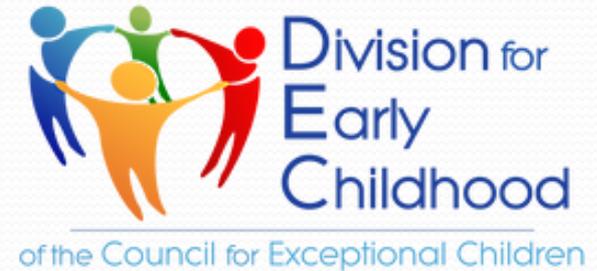
- This principle asks you to think about why the children in your program want to learn something. What motivates them and keeps them engaged?
 - The way children engage in learning can and will look many different ways. To keep children engaged, try some of the following:
 - Allow kids to make individual choices
 - Make sure the content you teach is relevant and appropriate
 - Make tasks challenging, but achievable
 - Provide feedback that guides the child toward mastery, not compliance
 - Provide adaptations, if necessary, to help different learners to stay motivated in their learning.
- To create purposeful, motivated learners:
 - Use a variety of different strategies to challenge and stimulate your kids' interest and motivation for learning.

UDL – Building an Inclusive Program

- Universal Design for Learning will provide you and your program with a blueprint for creating goals and activities that work for ALL learners
- Access to curriculum and materials through only one method produces barriers for some learners, but UDL promotes access to all learners by providing various ways to access information and express knowledge
- A program built around UDL will naturally support and embrace both diversity and inclusion



DEC Recommended Practices



- What are DEC Recommended Practices?
 - Evidence-based practices developed to provide guidance about the most effective ways to **improve the learning outcomes** and **promote the development** of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities
 - Developed to help bridge the gap between research and practice; knowing and doing

Resource to review:

<http://www.dec-sped.org/dec-recommended-practices> (Division for Early Childhood – Recommended Practices)

[DEC 2014 Recommended Practices](#)

DEC

Recommended Practices



- What makes these practices better than any other practices?
 - They bring together current research, professional knowledge and information learned through the practical experiences of those in the field
 - They were not created for any one specific type of disability, but are instead relevant for all children with disabilities
 - They represent the most effective practices related to improved outcomes for young children
 - They are meant to be adapted in order to meet the individual needs of children and families

DEC Recommended Practices

- The practices are divided into eight topic areas or domains:

- Assessment
- Instruction
- Interaction
- Environment
- Family
- Leadership
- Teaming and Collaboration
- Transition



Resource to review:

[Early Childhood Technical Assistance Center – DEC Recommended Practices](#)

Evidence-Based Practices

- What are evidence-based practices?
 - They are practices that combine the best available research evidence with family and professional experiences, wisdom and values
- Evidence-based practices that support inclusion
 - [Assistive Technology](#)
 - [Adaptations and Modifications](#)
 - [Embedded Instruction](#)
 - [Differentiated Instruction](#)



Section 2 - Where are we going?



- The primary goal of a Quality Rating and Improvement System (QRIS), such as YoungStar, is to improve the quality of care for infants, toddlers, preschoolers, and school-age children
- As this training series has pointed out, the care and education of children with disabilities and other special needs is not an option, but should be considered one of the important components of QUALITY
- To address this component of quality, YoungStar is looking at ways to meaningfully incorporate inclusive practices into its rating scale

YoungStar Inclusion Badge



- What do you mean by a badge?
 - One way the YoungStar program helps families find quality child care is to give them tools and information, in the form of stars and points, to assist them in making an informed decision
 - A badge would give parents an additional visual tool to assist them in sorting through and finding quality child care providers that meet quality standards specific to inclusive practices
 - For example: A parent who uses the “[child care finder](#)” tool to locate care for their child with special needs could narrow their results by searching for those providers who have earned the Inclusion Badge

YoungStar Inclusion Badge



- How might a provider earn the Inclusion Badge?
 - Discussions have focused on using the following criteria:

- Training Component



- The introduction of the [Inclusive Classroom Profile \(ICP\)](#) and the 12 best practices that make up its structure
- Concise modules used to inform, explain and give examples of the 12 best practices for including children with disabilities, as well as to improve the overall inclusivity of a program

- Practice Component

- Using the ICP as a self-assessment tool to evaluate how the practices programs use are being received by the child
- Create and implement a Quality Improvement Plan from the results of the ICP self-assessment that focuses on improving each programs inclusive practices



YoungStar Inclusion Badge

- What might this process look like?



Section 3 – What's New?

- [Moving Beyond Inclusion as a Philosophy, Ideal or Policy](#)

This video was recorded during the 2017 Early Childhood Inclusion Institute and is 64 minutes in length

- YoungStar Technical Consultants and other early care and education support staff from Wisconsin were given the opportunity to hear the above presentation from [Dr. Kristie Pretti-Frontczak](#)
- The presentation addresses the importance of inclusion for all children and explores solutions to the barriers that can keep inclusion from becoming a reality.



Check out Kristie's blog posts at <https://prekhandplay.com>

New Resources

- Resources from “Redefining Inclusion” video
 - [Brain Building Strategies - Mindfulness](#)
 - [Classroom Clean Sweep to support all learners](#)
 - [Visual Supports](#)
 - [Calendar Time Tips](#)
 - [Snack Time Tips](#)
 - [Circle Time Tips](#)



- Early Childhood Technical Assistance Center (ECTA)
 - [Inclusion](#)
- [eXtension.org](#) – Child Care for Children with Special Needs

Not necessarily new, but maybe new to you



- Child Care Information Center ([CCIC](#))
 - [Resource Materials for Child Care Providers](#)
- YoungStar Early Childhood Inclusion
 - [Early Childhood Inclusion Resource Library](#)
- Together – Children Grow booklet updated and redesigned
 - [English](#)



[Spanish](#)



Thank You!

- This concludes the Wisconsin UNITES training series!
- Please continue to check back for updates to this and other future trainings

<https://dcf.wisconsin.gov/youngstar/eci/trainings>

