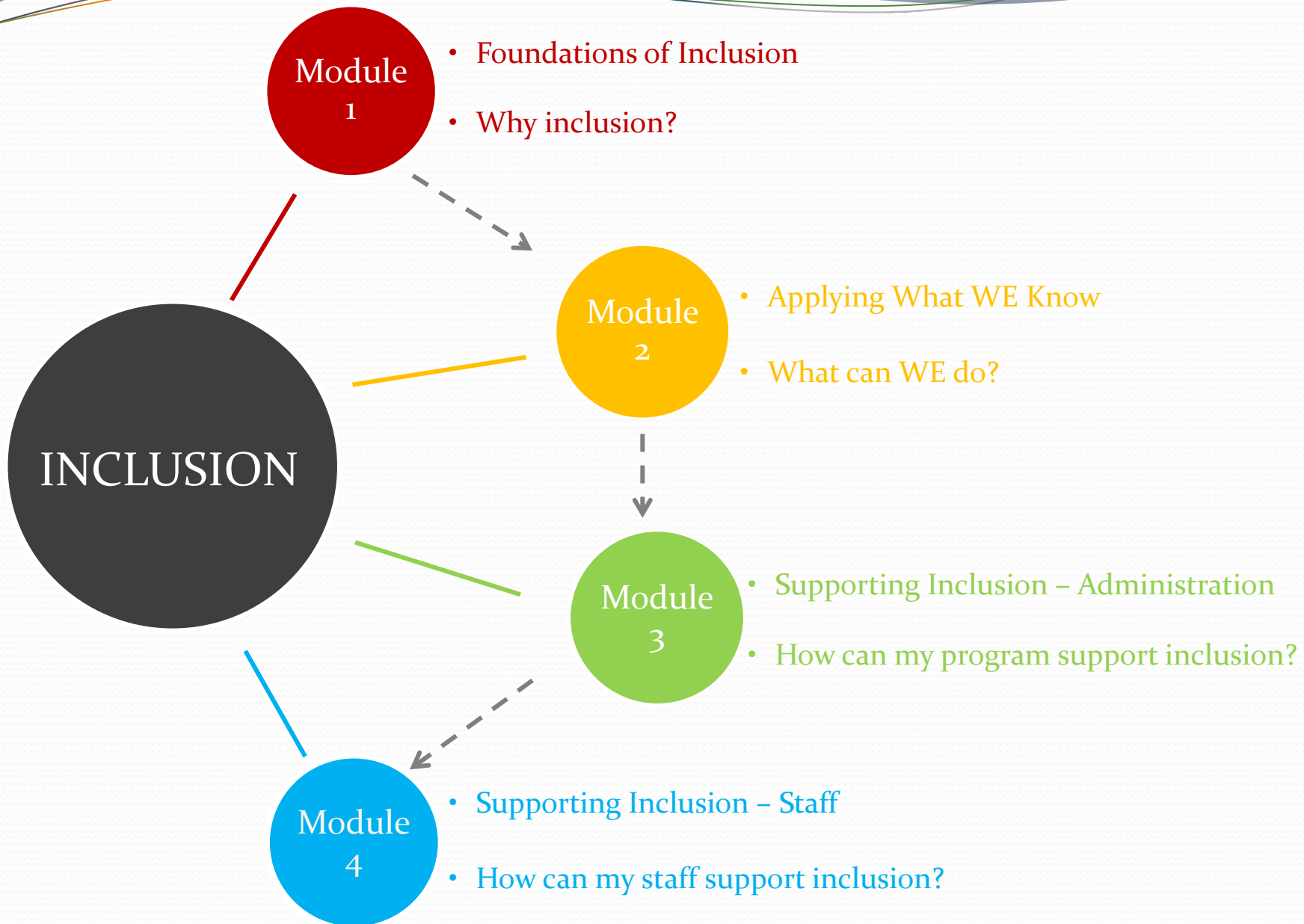


Wisconsin UNITES: Understanding the Need for Inclusive Training and Educational Support

Module 4

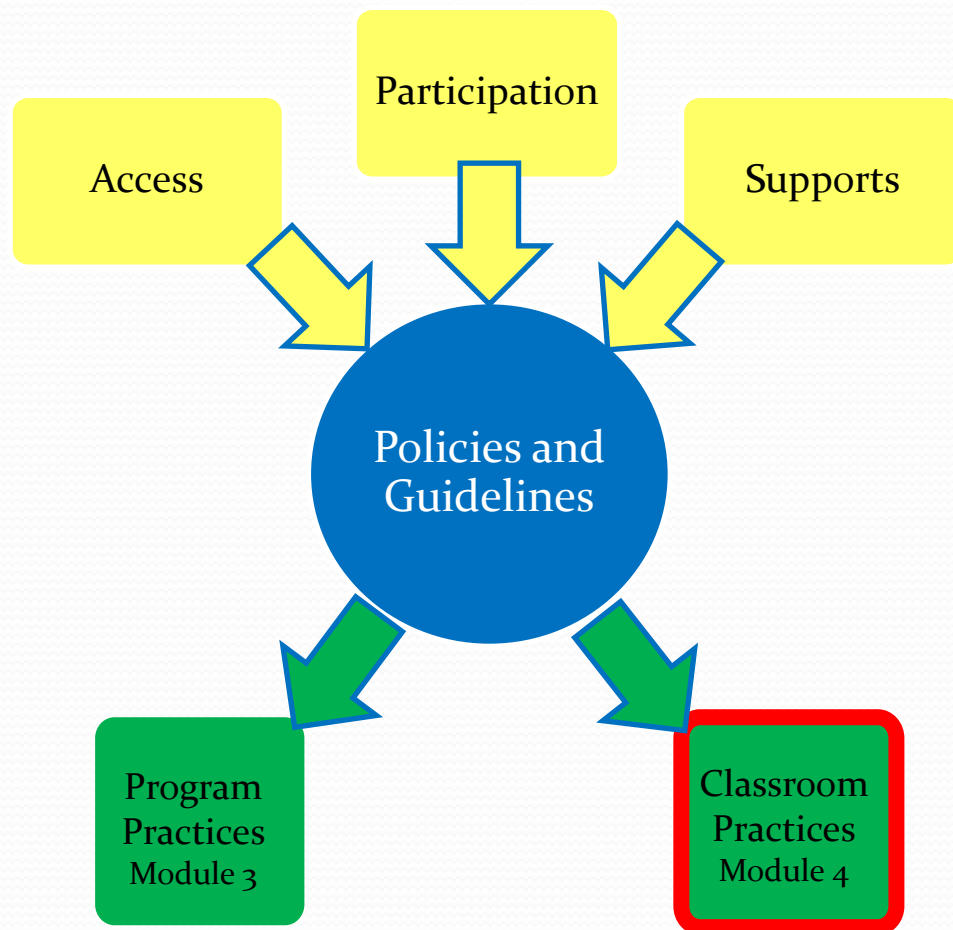
Supporting Inclusion in Your Child Care Program –
Staff





Achieving Inclusion - Recap

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.



Module 4: Supporting Inclusion in Your Child Care Program - Staff

- Section 1: Change at Every Level
 - Change affects all
 - Connecting knowledge to practice
 - A new Professional Development model
- Section 2: Teaching Frameworks
 - Developmentally Appropriate Practice (DAP)
 - Universal Design for Learning (UDL)
- Section 3: DEC Recommended Practices
 - Practices to support instruction



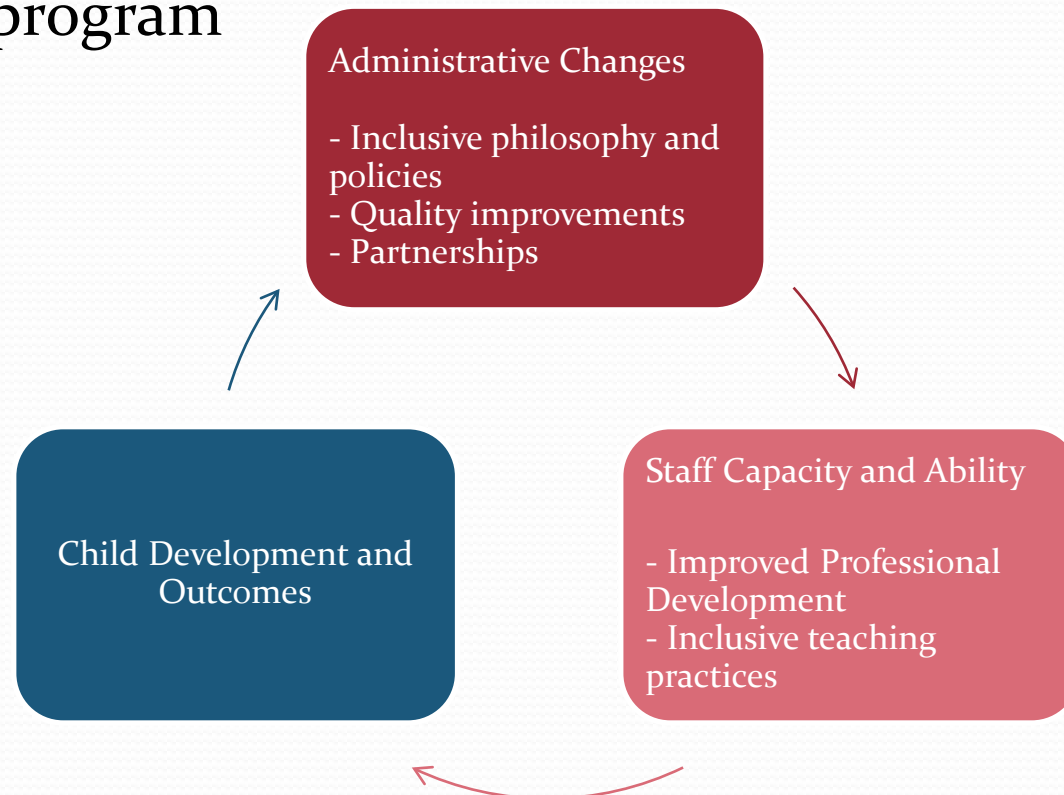
Section 1: Change at Every Level

- Change Affects All
- Connecting Knowledge to Practice
 - Solving the implementation problem
- A New Professional Development (PD) Model
 - Matching and prioritizing PD to need
 - Putting new skills into practice
 - Administrative support
 - Ongoing coaching
 - Performance-based feedback



Change Affects All

- It's important that the changes that have been made at the program/administrative level ([Module 3](#)) filter down to program staff, and in turn, the children and families that attend your program



Change Affects All

- How do you make sure this happens?
 - One way to ensure that inclusive program changes make their way to **all levels** of a program is to provide training and Professional Development opportunities that focus on those changes
- But ask yourself this:
 - Do you and your staff simply lack knowledge?
Or
 - Do you and your staff lack the ability to put knowledge into practice?



Activity

Professional Development (PD)



- Read and discuss the following scenario:
 - You signed up for, or were asked to attend, an all day PD training. You aren't looking forward to spending the whole day by yourself listening to someone talk, but here you are. Surprisingly, the training is quite good and you leave excited about the new practices and ideas that was discussed.
 - What usually happens when you get back to your program?
 - Is there any follow-up or support provided by your administrator/director?
 - Is a plan created outlining what to do with the new knowledge?
 - Do you end up putting any of the information you learned into practice?
 - If not, why not?
 - If yes, do you continue the new practice for very long?
 - Why or why not?

What do you think needs to change in this scenario?

Connecting Knowledge to Practice

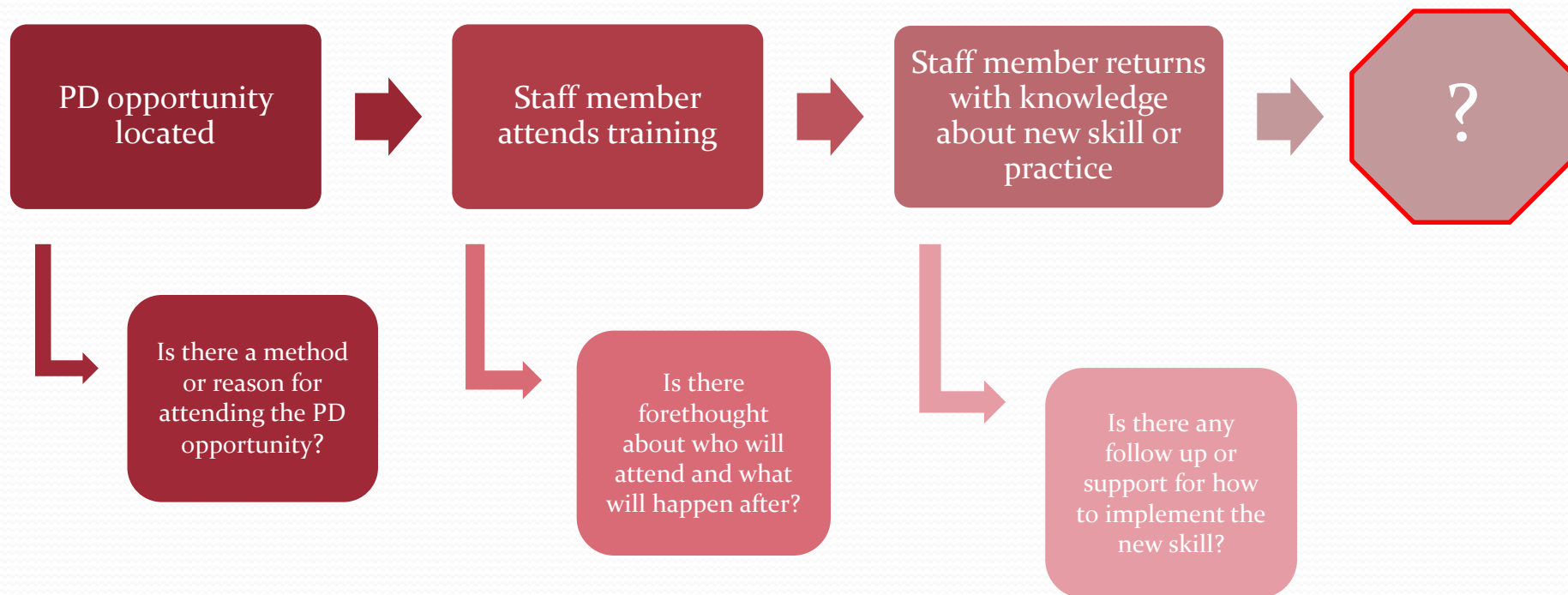
- Check this out:
 - 90% of teachers reported participating in some kind of PD over the course of a school year
 - Over 90% of those opportunities occurred in a workshop-style model
 - Research shows this model alone is ineffective and has little to no impact on student learning or teacher practice (in 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!**
- When supported during the implementation of a new skill, through coaching and feedback, 95% of teachers transferred the new skill into their practice
- All too often, good information is shelved and forgotten due to a lack of planning and support on how to *effectively implement* the new practice or technique

Resource to review:

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

The Implementation Problem

The current PD model:



Question:

Why are you or your staff attending PD?
Is it simply to fulfill a requirement?

Solving the Implementation Problem

What can you do to support real change?



- Re-think the way you do Professional Development (PD)
 - First and foremost, make sure that trainings are attended by both management **and** direct care staff
 - It's important to have continuity and buy-in from all levels of the program
 - Next, before attending a training:
 - Prioritize and match PD topics to your program/staff needs
 - Plan for and discuss how the newly acquired skills/information will be supported and put into practice
 - Finally, after attending a training:
 - Administrators need to assist and support staff during the implementation process
 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

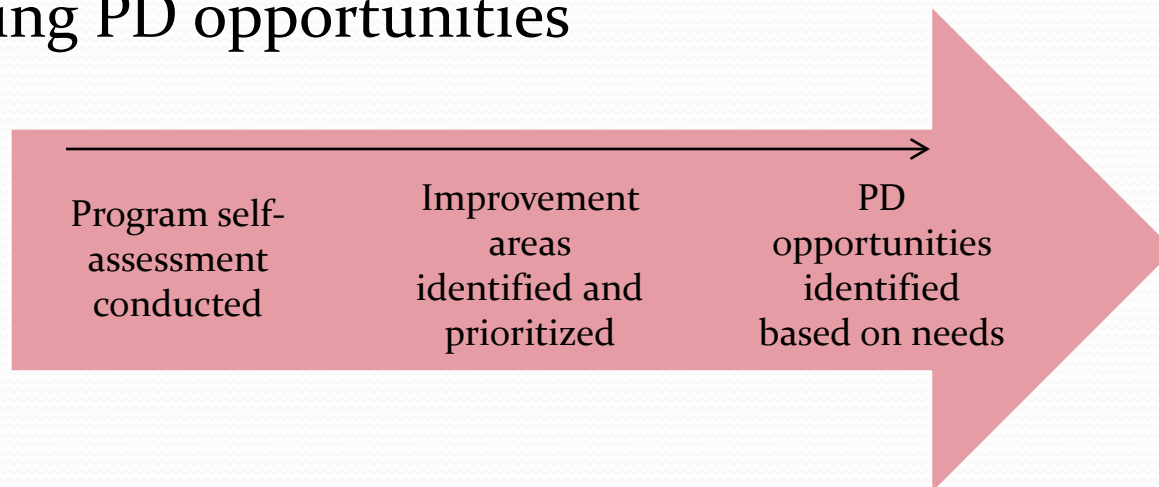
- Time set aside for coaching and/or mentoring

4)

Continuous and ongoing feedback provided and used to improve practice

1) Matching PD to Program/Staff Needs

- Through the self-assessment process discussed in [Module 3](#) you and your staff have identified and prioritized areas for improvement
 - What skills or practices will help you to become more inclusive?
- Once those skills/practices that will help your program to improve are determined, then they should be your guide for identifying PD opportunities



2) Pre-planning for Attendance, Time, and Implementation



- Think about the following questions:
 - Who usually attends PD/trainings in your program?
 - Do certain people attend certain types of PD?
 - Administrators attending one kind and staff another?
 - Would PD change if administrators and staff attended trainings together?
 - Before anyone attends a PD opportunity, is there any discussion about what will be necessary to implement the new skill into practice?
 - Has time for learning and implementing a new skill been planned for?
 - What about identifying a coach or mentor to assist with implementation?
 - Is there someone who can provide ongoing feedback for those implementing the new skill?
 - This person would preferably be the program administrator or director.

Acquiring information is the easy part, it's the process of implementing that information into practice that takes planning, time, and commitment

3) Supporting the Implementation Process



- In order for PD to produce a change in practice, it is critical that the implementation process is defined and supported by **everyone** in the program
- What's necessary for implementation to be successful?
 - Time
 - A significant amount of time needs to be dedicated by management and staff to support the implementation of the new skill or teaching practice
 - Coaching
 - Needs to be consistent, reflective and supportive
 - Should be someone knowledgeable about the process and the topic
 - Should involve focused observations along with practice-based feedback

Resource to review:

[The Preschool Inclusion Toolbox](#), Chapter 4 – Barton, E. and Smith, B.

4) Provide Ongoing Feedback



- As part of the coaching process, there needs to be *ongoing* Performance-Based Feedback
- What is Performance-Based Feedback?
 - Verbal and/or written feedback provided immediately following observation of a specific skill or practice
 - Meant to reinforce and expand the skills learned through training so that staff is more competent and confident implementing the new skill
 - A feedback form should be filled out by the coach and then shared and discussed with the staff member

Resource to review:

[*The Preschool Inclusion Toolbox*](#) – See Feedback Form 4.1 within materials/downloads folder

A New Professional Development Model



Connecting the Dots

- Professional development opportunities should not be attended simply to fulfill a requirement or decided on randomly
- The trainings you **and** your staff attend should be linked to the improvement goals you have for your program
- Attending a training is only one part of the process. For PD to be successful, pre-planning needs to occur
 - Plan for Attendance - Administration and staff should attend together
 - Plan for Time - Time off to attend training, as well as the time necessary to support the implementation process
 - Plan for Support - Coaches should be assigned and a schedule established for conducting observations and providing continuous feedback

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 concrete practices that will help to support all children.

Section 2: Teaching Frameworks

- Teaching Frameworks
 - What is a Teaching Framework?
- Developmentally Appropriate Practice (DAP)
 - Core considerations
 - Principles of development
- Universal Design for Learning (UDL)
 - Framework for designing activities and environments
 - The What, How, and Why of Learning
 - Three Main Principles

Teaching Frameworks



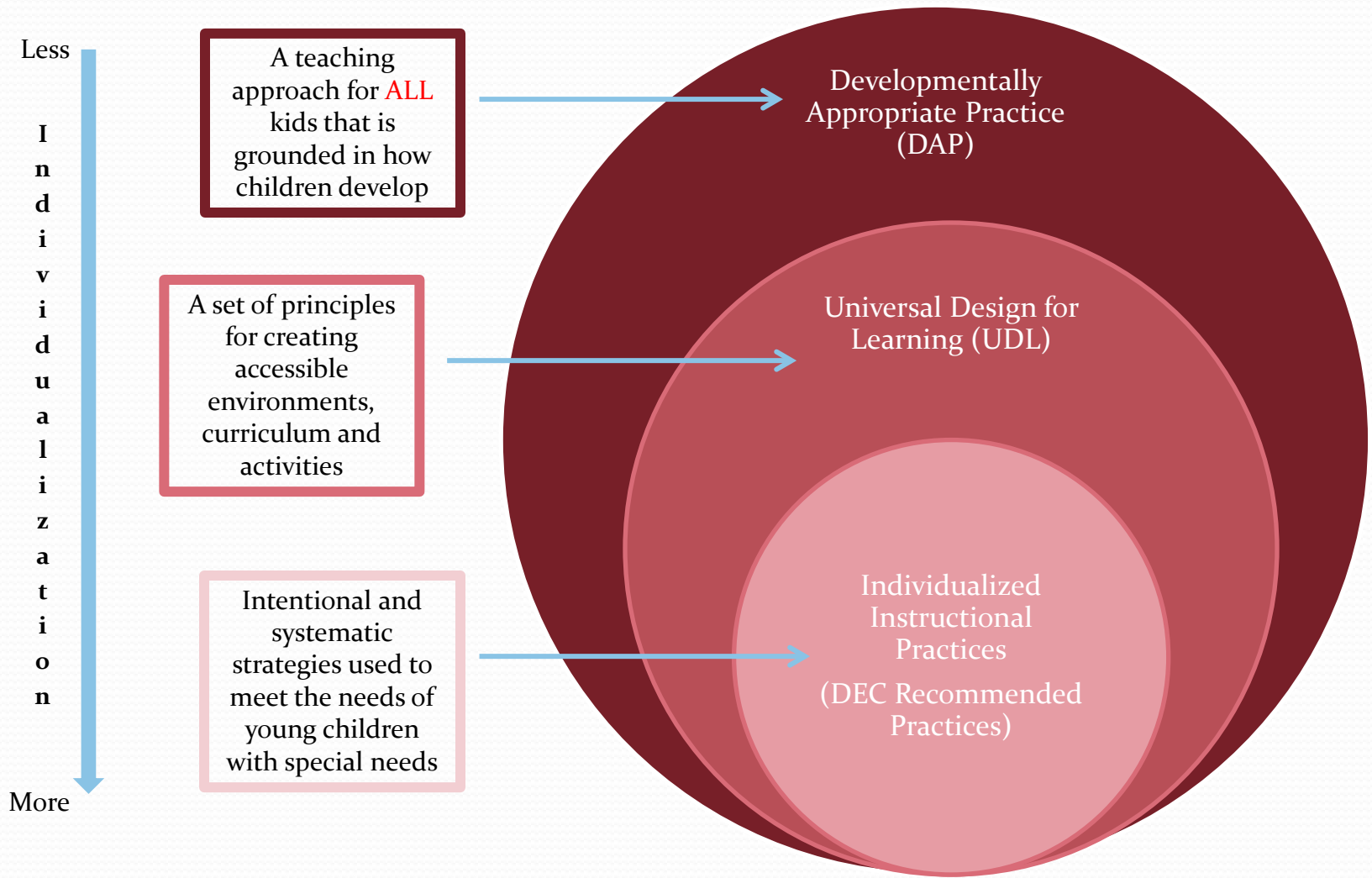
- For our purposes, we will refer to a teaching framework as:
 - An approach to teaching that is grounded in how children develop and learn, as well as in what is known about effective early education
- We will be concentrating on the following frameworks:
 - Developmentally Appropriate Practice (DAP)
 - Universal Design for Learning (UDL)

Quick Descriptions

- DAP – The information you should have in the back of your mind, at all times, as you design activities, set up environments, and work with children
 - Developmental age of the group you work with
 - Individual preferences
 - Social and cultural contexts of each child
- UDL – A set of principles that encourage the development of flexible and engaging curriculum, activities and environments so that all children have equal and meaningful opportunities to learn
 - Principle I: Provide multiple means of representation
 - Principle II: Provide multiple means of action and expression
 - Principle III: Provide multiple means of engagement

Frameworks and practices work together to support different learners with different abilities

Frameworks and Practices Work Together



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 \(NAEYC\)](#)

Developmentally Appropriate Practice (DAP)

- Think of it this way:
 - As someone who works with young children, you are asked to make hundreds of predictions and decisions about children using the knowledge you have learned about how children develop. In order to create a learning program that is appropriate and engaging for the children you work with you need to take what is developmentally appropriate and add to it the unique needs and backgrounds of each individual child.

This is the DAP framework, and when followed, it allows you to design, as well as adapt, curriculum and activities that are supportive, engaging, challenging, yet most importantly, achievable.

DAP

Three Core Considerations



- Before a teacher 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.)

A Practical Example of DAP

Buying just the right dress



Scenario:

You have been asked by your son to buy a dress for your 8-year-old granddaughter. The dress is for an upcoming father-daughter dance at school. Your son tells you that the school has asked that all dresses be floor length, but the family can decide on the color.

You pick up your grand-daughter and head to the nearest department store.

Resource to review:

[NAEYC - Developmentally Appropriate Practice](#)

Consideration #1

Knowing them developmentally



- When you arrive at the store, you and your granddaughter walk around looking for the girls department. You finally locate the girls department and notice that this particular store has arranged it into age ranges, such as 3-5 years or 6-9 years. Your grand-daughter reminds you that she is 8 years old, so you take her hand and head over to the area marked 6-9 years.
 - The store knows a little about how children develop because they have arranged their girls department by age range. In general, kids of a certain age tend to fall into a certain size range. This helps a parent, or in this case grand-parent, predict where they think they may find a dress to fit an 8-year old girl. It's for this reason that the grandma in the scenario starts looking in the 6-9 years section of the store.
 - Planning activities for a group of 4-year olds works similarly. There are certain skills that children of a certain age tend to be able to do. By initially designing activities that focus on age appropriate skills, you will tend to meet the developmental needs of the majority of the group.

Does this mean that every girl between the age of 6 and 9 will find the perfect dress in this area?

Consideration #2

Knowing them individually



- As you and your granddaughter start looking through the dresses on the rack, you realize that most of the size 8 dresses look too big. Your granddaughter isn't happy about it, but she lets you know that she is kind of short for her age. You decide to look at the size 7 dresses instead. As you reach for a size 7, green dress your granddaughter tells you that green is, "gross" and that her favorite color is purple.
 - Starting off in the 6-9 years section was smart, but you found out quickly that kids can vary in lots of different ways. Each child is unique and different and it's for this reason that knowing their individual preferences and specifics will help you get closer to finding what will motivate and fulfill each child.
 - Your initial activities might have worked for some, but because each child learns differently, there will always be some that need more individualization to get and keep them interested. By knowing what interests them, such as dinosaurs or sensory activities, you can then modify or change-up the activities in order to more specifically meet their needs. It's all about intentionally engaging and supporting them through the learning process.

Consideration #3

Knowing them socially and culturally



- Your granddaughter finds her perfect dress; it's purple, size 7, and knee length. You are about to have her try it on when you remember that the school said that all dresses need to be floor length. You hang the dress back up and look through the rack for a similar dress that fits the school's criteria. Luckily, you find just the right dress and the beaming smile on your granddaughters face tells you that your search is over.
 - Understanding the social and/or cultural contexts that influence people and situations will ultimately help you meet the more specific needs of those involved. As in our example, not knowing why you were buying the dress or that there were specific rules for the occasion would severely impact your ability to be successful.
 - The cultural and social contexts that the define and influence the children in your program need to be considered and understood in order for you to develop environments and activities that have the greatest impact on their learning.

Developmentally Appropriate Practice

Principles of development

- When thinking about what is developmentally appropriate, there are a number of well-supported and researched principles that form a strong base for making decisions about how best to meet the needs of young children
- The following slides contain a cross-section of those principles that relate more specifically to the practice of inclusion and the development of children with special needs

For a complete list of all 12 principles, please refer to the following resources:

<http://www.naeyc.org/DAP>

[*Developmentally Appropriate Practice in Early Childhood Programs*](#) (beginning on page 10)

DAP

Principles of development



Principle: All areas of development (physical, social, emotional, and cognitive) are important and closely interrelated

- A child's development and learning in one domain **influences** and, in turn, **is influenced by** what happens in other domains
- Changes in one domain of development can support or limit the growth and development in other areas

Example: Language Development

- If you have a child in your program that is having difficulty producing certain sounds, think about how difficult it could be for them to communicate effectively. This delay in language development could influence their willingness to interact socially, as well as how successful they will be when they do choose to interact with peers. This child may also become easily frustrated and emotional when trying to communicate.

Important: When developing curriculum or planning activities keep in mind the interconnectedness of development. Can one activity support multiple areas of development?

DAP

Principles of development



Principle: Many aspects of a child's learning and development follow well documented sequences

- During the first 9 years of life, growth and change occur in relatively predictable sequences (the exact timing varies from one child to the next)
- Later developing abilities, skills, and knowledge build on those a child has already acquired or learned
- Without the earlier skills as a base, the newer, more complex skills may take longer to develop or may not develop at all

Example: Activity planning

- By understanding the different developmental sequences, a care giver can develop activities that address a set of skills that challenge and engage a variety of learners. This knowledge also allows you to know how to modify or adapt an activity or environment in order to meet the needs of children that fall anywhere on the sequence of skill development.

DAP

Principles of development



Principle: Early experiences have profound effects on development and learning (effects both growth and delay)

- The experiences a child has early on in life, whether positive or negative, add up, one on top of the other
 - For example, a child's social experiences in preschool, if they are positive and/or successful, can help them develop improved social skills and confidence, which in turn will help them make friends and become more socially competent
 - Conversely, if a child fails to develop key social skills at an early age, they may end up being ignored or rejected by peers that in turn could put them at risk of such things as school dropout or possible mental health challenges

If a child fails to get the early stimulation necessary for proper brain development, they will be less able to benefit from early learning opportunities you provide and a cumulative pattern of disadvantage begins.

Due to this cumulative effect, it's vital that a care giver be able to recognize possible delays in development. Research shows that the earlier a delay can be addressed, the more successful interventions and supports can be.

DAP

Principles of development



Principle: Play is an important way for developing self-regulation, as well as for promoting language, cognition and social competence

- Play provides children with opportunities to develop physical skills, understand and make sense of their world, interact with others, express and control emotions, develop their problem-solving abilities, and practice emerging skills
- Kids engage in a variety of different kinds of play: physical play, object play, pretend or imaginative play, dramatic play, constructive play, and games with rules
- Keep in mind:
 - Some of the children in your program may need to be taught how to play. Play skills can be modeled or scaffolded by an adult in order to assist a child as they learn the necessary skills

Important: Adult-directed activities are not the same as child initiated play

Resource to review:

[Play is the Way](#) (WI Department of Public Instruction)

[DAP and Play](#) (NAEYC)

Developmentally Appropriate Practice

Helping to build an inclusive program

- DAP involves teachers meeting young children where they are (by stage of development), both as individuals and as part of a group, and helping them meet challenging and 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 activities will naturally be inclusive, appropriate and meaningful.

Universal Design for Learning (UDL)

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



Resource to review:

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

Universal Design for Learning (UDL)

- UDL is *not*:
 - An inflexible, one-size-fits-all curricula
- UDL is:
 - A teaching approach that uses a variety of methods to **remove barriers to learning** and give all students equal opportunities to succeed
 - A teaching approach that **builds in flexibility** that can be customized and adjusted for every student's strengths and needs

UDL

The what, how, and, why of learning

- Designed around the brain's three primary networks:

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



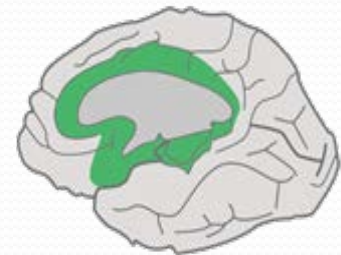
Principle 1:
Provide multiple
means of
Representation

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
 - Do all children learn in the same way?
 - No, they may be visual, sensory, auditory or any other kind of learner.
 - Think about this for a minute:
 - How do you learn best? Is it the same as your friend or co-worker?
 - What would it be like to be taught in a way that didn't make sense to you?

- In order to create resourceful, knowledgeable learners:
 - It's important that you present information and content to the kids in your program in a variety of different ways
 - Take books for example. Put 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 approach the learning environment and learning tasks and how they show you what they have learned.
 - Think about this for a minute:
 - When setting up your room or planning activities, do you think about the motor demands that a child may encounter? Having limited means of navigation or interaction can create barriers for some learners.
 - Just as there are many ways for a child to interact with their environment, there are various ways that a child can and will express what they have learned. Expecting a child to play, problem solve, or express themselves in only one way will ultimately frustrate the child and impact how you see the child's abilities.
- To create strategic, goal-directed learners:
 - Allow your kids to interact with their environment and express what they know in a variety of different ways. Be creative and open to the possibilities.



Principle #3

Provide multiple means of Engagement

Learners differ in the ways they are motivated to learn and how they are 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?
 - Think about this for a minute:
 - What do you do to make learning fun for the kids in your program? Is it always the same thing? Does the same thing work for every child?
 - Giving the children in your program multiple ways to engage in learning can and will look many different ways. To promote this principle in your program, try some of the following: allow kids to make individual choices; make the content you teach relevant to the child; make tasks challenging, but achievable; provide feedback that guides the child toward mastery, not compliance; and provide adaptations or alternatives that allow 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 Counting Example

Principle 1: Representation



- Multiple ways to practice counting

The teacher has planned a counting activity around the class's weekly theme of animals. She has gathered together a collection of pictures and animal figurines that the kids will be able to manipulate in their counting games. She has made sure to have animals of various sizes and shapes, as well as jungle and farm animals, so the children will be able to think about other concepts while counting. The teacher has taught the kids a counting song during circle time that they can sing while manipulating the different animals.

The teacher also has a computer program that she was given by the special education teacher that allows the kids to customize the color, brightness and size of different animals displayed on the screen. The teacher has the program loaded on the classroom computer with an assistive technology device connected to help a child who has a muscular disorder. The kids will be able to work together to create their own farms or zoos filled with the different animals. When finished, the teacher will have the kids count the animals on the screen to see how many bowls of food will be necessary to keep them all fed.

UDL Counting Example

Principle 2: Action and Expression



- Multiple ways to express math facts

While participating in the different activities or stations that have been set up around the child care center, the kids are not only able to count a variety of objects, but they are also able to use a variety of methods to indicate the amount of items they've counted. For example:

- During snack time they are able to point to their fish crackers and practice one-to-one correspondence, they also work on subtraction as they eat some crackers and count again
- In the block area the kids are building towers and counting to see who has used the most blocks
- In the art center children pick a number between 1 and 10 and then paint that many circles on their piece of paper
- During circle time they sing a song about the number of monkeys jumping on a bed
- On the computer they watch and count the sheep as they jump over the moon
- While waiting in line each child stomps their feet as they count how many kids are in their class that day

UDL Counting Example

Principle 3: Engagement



- Multiple ways to engage children in counting

The teacher in a child care center knows that her 4-year-old's love to learn by manipulating and physically interacting with objects (a developmentally appropriate practice). During her counting activity, she makes sure to provide the kids with a variety of different textures and sizes to keep them interested. She has thought up a variety of unique and novel ways to keep her class interested in counting, for example, having each child take off one of their shoes and put them in a line so they can count the number of kids at class today.

While the kids are at centers, the teacher walks around the room to check in on how the different groups are doing. She uses different physical motivators to give them encouragement, such as giving fist bumps, high fives or having them “kiss their brain.” Using a child's individual interests, such as cars, trains, or jewels, would be another great way to keep her kids engaged and on task. She has set up the different centers to take advantage of the interests of the kids in her class. In this way, the kids will look forward to participating in the different centers around the room.

Universal Design for Learning

Helping to build an inclusive program

- Universal Design for Learning (UDL) will provide you and your program with a blueprint for creating goals, materials, and activities that work for ALL learners
- Access to curriculum and materials through only one method produces barriers for some learners – but UDL, by its very definition, 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

Section 3:

Supporting children with special needs

- Division for Early Childhood (DEC) - Recommended Practices
 - Eight topic areas
 - Using recommended practices in inclusive settings
- Evidence-Based Practices
 - What is an evidence-based practice?
 - Practices that support inclusion
 - Additional resources and links

DEC Recommended Practices



- What are DEC Recommended Practices?
 - A set of evidence-based practices developed to provide guidance to practitioners and families 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 by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who care for them

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 were designed using research, as well as knowledge and experience of people in the field to be used by individuals working in a variety of early childhood settings
 - 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](#)

DEC Recommended Practices

Practices to promote inclusion



- Example **assessment** practices:
 - Gather assessment information from many sources, including other professionals and family members
 - Engage in ongoing assessment and revise instruction based on data and child progress within the inclusive environment
 - Share all results with families!

Resource to review:

[The Preschool Inclusion Toolbox: How to Build and Lead a High-Quality Program by Barton and Smith](#)

DEC Recommended Practices

Practices to promote inclusion

- Example **instruction** practices:



- Plan for and embed learning opportunities within a child's natural routines and self-directed play choices
- Take advantage of and use peer-assisted intervention strategies
 - Having a child help another child learn allows both children to feel a sense of importance and accomplishment

DEC Recommended Practices

Practices to promote inclusion



- Example **interaction** practices:
 - Join in a child's play and provide support to expand the play in ways that promote learning
 - Provide the child with suggestions for new ways to use a toy
 - Ask them what they think might happen if you:
 - Add another block to the tower?
 - Change the ending to a story?
 - Plan ways to promote the development of communication
 - Ask the child to label items and occurrences
 - Ask the child to make requests during naturally occurring events

DEC Recommended Practices

Practices to promote inclusion

- Example **leadership** practices:
 - Develop a mission and policies that support collaboration and inclusion (see [Module 3](#))
 - Ensure program staff know about and implement inclusive practices
 - Assist with coordinating the delivery of special services for children and their families



DEC Recommended Practices

Practices to promote inclusion



- Example **teaming and collaboration** practices:
 - Have all professionals working with a child plan for and implement services together
 - Meet and communicate regularly (e.g., in person, via phone, via Skype, etc.) to ensure all members of the team take part in the planning and evaluation of inclusive practices
 - Promote team effectiveness by developing action plans, using meeting agendas, and considering team member availability

DEC Recommended Practices

Practices to promote inclusion



- Example **environment** practices:
 - Adapt and modify the physical and social environments to promote access and participation
 - Post a visual schedule
 - Adapt writing/drawing/painting instruments to make them easier to grasp for someone who has difficulty with fine motor tasks
 - Create easily accessible areas for children to gather and socialize
 - Discuss the possible need for and use of assistive technology
 - Services and supports are provided in natural and inclusive environments during daily routines and activities to promote access and participation in learning experiences

DEC Recommended Practices

Practices to promote inclusion

- Example **family** practices:



- Become aware of child and family cultural and linguistic diversity and engage in interactions that are respectful and responsive to such diversity
- Provide information and materials to families in your program showing the research and legal foundations that support inclusion
- Help families locate resources that will help them improve their ability to support and advocate for their child

DEC Recommended Practices

Practices to promote inclusion

- Example **transition** practices:



- Share information with a new teacher or program before, during, and after a transition occurs
 - Share any supports that you found to be successful within your program
 - Share observation data that may help a new program understand the child better
- Help the family gather any necessary information or resources that will help them to support their child in the new setting

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



Evidence-Based Practices

Assistive Technology (AT)



- AT refers to any tool or adaptation that can help a child gain access to, and function more independently within, classroom activities and routines
 - AT can vary in complexity and cost
 - Low tech /low cost – teacher made visual schedules or building up handles on paint brushes to make them easier to grasp
 - High tech/high cost – Augmentative communication devices and specialized software on tablets
 - Tip for Success: Use the simplest, least restrictive AT tool available to support the child’s access and participation
 - Keep it simple for all those involved!

Resource to review:

[Wisconsin Assistive Technology Initiative – AT Guide](#)

Evidence-Based Practices Adaptations and Modifications



- Adaptations and modifications are simple adjustments that a teacher or provider can make to the environment and/or materials to ensure that all children are engaged and participating
 - To create appropriate adaptations and modifications you should:
 - Get to know the child and find out their strengths and interests
 - Observe their interactions in the classroom to figure out where barriers to access and participation exist
 - Some types of support may be long-term changes in the classroom (e.g., wider walkways to allow better access to walkers or wheelchairs), whereas other types may be faded over time (e.g., visual schedule for a child who is anxious during circle time)

Evidence-Based Practices Adaptations and Modifications



- 8 types of adaptations and modifications to support inclusion:
 - Environmental support – changes made to the physical, social or temporal environments
 - *Materials adaptation* – alteration of materials to more independent use
 - *Activity simplification* – breaking an activity into smaller parts or reducing the number of steps to it is more successful to complete
 - *Special equipment* – furniture or supplies that help children gain access and participate in classroom activities

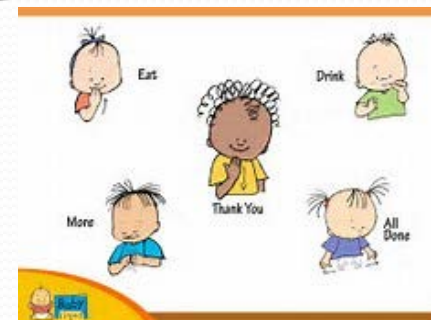
Evidence-Based Practices Adaptations and Modifications



- 8 types of adaptations and modifications to support inclusion:
 - *Peer support* – actively involving peers in a the play and learning of a child with a disability
 - *Adult support* – adults model and support a child’s participation
 - *Child preferences* – using a child’s interests to encourage their participation
 - *Invisible support* – arranging the classroom schedule or events to support specific children in your program

Evidence-Based Practices

Embedded Instruction



- Embedded instruction is when a teacher or provider inserts planned, individualized teaching into children’s regular, ongoing activities, routines, and transitions
 1. Determine what skills or learning goals the child is working toward (e.g., from assessment data, IEP information, etc.)
 2. Without interrupting or changing the daily routines, find meaningful times to practice the skill
- Communication example: In order for a child to participate more independently during snack time, the provider decides to start teaching the child simple signs, such as “more,” “all done,” “milk,” etc. When the child is wanting milk, the provider says, “Do you want milk?” while also giving the sign for “milk.” You can help the child make the sign and then ask them to try on their own.
 - You are working on an functional skill during a naturally motivating routine

Check out [Naturalistic Opportunities](#) for more tips and information

Pulling It All Together

- We began by talking about the importance of Professional Development (PD) opportunities and how they can help support the changes that have been made within your program
- We had you think about a new PD model that emphasizes and plans for how new skills will be implemented and supported
- We spent the remainder of the module discussing both, teaching frameworks and evidence-based practices that support the inclusion of children with disabilities and other special needs



The Right Tools will Help You Build Something Great!



So What Will You do with Your New Set of Tools?



Quiz

- Question #1:
 - What percentage of teachers transferred a new skill into practice after receiving coaching and feedback?
 - A – 50%
 - B – 75%
 - C – 95%
 - D – 10%

Quiz

- Question #2:
 - Which of the following is not a part of the new Professional Development (PD) model?
 - A – Providing support, such as coaching and ongoing feedback, during the implementation process
 - B – Attending a PD opportunity in order fulfill a requirement
 - C – Planning for who will attend the PD and what will be necessary to implement the newly learned skill
 - D – Matching and prioritizing PD opportunities based on program and staff needs

Quiz

- Question #3:
 - A teaching framework is grounded in....?
 - A – What is known about effective early education
 - B – How young children learn new skills
 - C – How children develop
 - D – All the above

Quiz

- Question #4:
 - Which of the following is not one of the three core considerations for Developmentally Appropriate Practice (DAP)?
 - A – Knowing about each child individually
 - B – Knowing about the teachers education
 - C – Knowing what is socially and culturally important
 - D – Knowing about child development and learning

Quiz

- Question #5:
 - Is the following statement one of DAP's principles of development?
 - All areas of development are unique and therefore unrelated to one another.
 - A – Yes
 - B – No

Quiz

- Question #6:
 - Universal Design for Learning (UDL) increases _____ and decreases _____?
 - A – flexibility, barriers
 - B – space, clutter
 - C – knowledge, behaviors
 - D – play, sitting

Quiz

- Question #7:
 - Which of the following is not one of the main principles that define Universal Design for Learning?
 - A – Provide multiple means of engagement
 - B – Provide multiple means of representation
 - C – Provide multiple means of practice
 - D – Provide multiple means of action and expression

Quiz

- Question #8:
 - The DEC recommended practices were developed to do what?
 - A – Provide guidance about the most effective ways to promote the development of young children who are at-risk for developmental delays or disabilities
 - B – To bridge the gap between research and practice
 - C – To highlight teaching practices that have been shown to result in better outcomes for young children with disabilities
 - D – All of the above

Answer Key

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