



# What Makes Inclusion Work in Early Childhood

Sandy Ginther, LRE Specialist

[sandy.ginther@eclre.org](mailto:sandy.ginther@eclre.org)

Pam Reising-Rechner, LRE Specialist

[pam.reising@eclre.org](mailto:pam.reising@eclre.org)

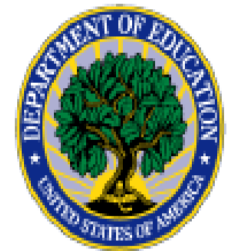
# Agenda

- Policy and Facts
- Working Components of  
Preschool Inclusion
- Action Planning





# Early Childhood Policy Statement



**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
U.S. DEPARTMENT OF EDUCATION**

***POLICY STATEMENT ON  
INCLUSION OF CHILDREN WITH DISABILITIES IN  
EARLY CHILDHOOD PROGRAMS***

***EXECUTIVE SUMMARY***

**September 14, 2015**

# DAILY NEWS

Politics • Science • Health • Wellness • Sports

TODAY ISSUE PRESENTS:

## The Facts Research

is clear: *it's effective*

major changes on Earth. We will visit several places of strategic interest and will discuss possible collaborations nationally.

Among other things will also discuss new measures on global security. Last time this meeting was productive and has brought major changes and will discuss possible collaborations nationally.

W day to warming and terrorism. Among other things will also discuss new measures on global security. Last time this meeting was very productive and brought major changes on Earth. We will visit several places of strategic interest and will discuss possible collaborations nationally.

Will also discuss new measures on global security. Last time this meeting was very productive and brought major changes on Earth.

leaders meeting to discuss global security and terrorism. This meeting was productive and has brought major changes on Earth. We will visit several places of strategic interest and will discuss possible collaborations nationally.

discuss possible collaborations nationally. Last time this meeting was very productive and brought major changes on Earth. We will visit several places of strategic interest and will discuss possible collaborations nationally.

places of strategic interest and will discuss possible collaborations nationally.

**The Facts**

**IDEA is clear: *it's preferred***

**Individuals with  
Disabilities  
Education Act**

**The Facts**

The profession is clear:  
***DEC/NAEYC position  
statement***

[http://www.naeyc.org/files/naeyc/file/positions/  
DEC\\_NAEYC\\_EC\\_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf)

And Yet in 27 years...

Preschoolers with disabilities in regular early childhood programs has

**increased only 5.7%...**

and many young children with disabilities continue to be **educated in separate settings.**



Handout  
***What Makes  
Inclusion  
Work***



# Early CHOICES Website

<http://www.eclre.org/good-to-know.aspx>

At the [eclre.org](http://www.eclre.org) Home Page, Select “Good To Know” on the horizontal bar at the top.



The screenshot shows the Early CHOICES website interface. At the top left is the logo for Early CHOICES, a banner-style logo with 'Early' in blue and 'CHOICES' in large blue letters with a sunburst effect. Below it is the text 'A Preschool LRE Initiative of the Illinois State Board of Education'. To the right of the logo is a navigation menu with links: HOME, OUR MISSION, EVENTS, EC LRE CONSORTIUM, CONTACT US, and social media icons for Facebook, Twitter, and YouTube. On the far right, contact information is displayed: '630-889-7390' and 'inclusion@eclre.org'. Below the navigation menu is a yellow horizontal bar with three main categories: 'Good To Know', 'Educational Environment Data', and 'Planning Tools'. Under 'Good To Know', there is a sub-section for 'Research & Resources'. A photograph of three young children in a classroom setting is shown, with one child pouring water from a pitcher into a cup. To the right of the photo is a yellow box containing a list of links under the heading 'Good To Know': 'Understanding LRE', 'What Makes Inclusion Work?', 'Inclusion Policy Statement Module', 'Illinois Early Childhood Inclusion Policy Summit', and 'Outstanding Practices in Inclusion'. Below the photo, the 'Good to Know' section is expanded, showing sub-sections for 'Federal Guidance' and 'Illinois Guidance', each with a brief description of the resources available.

Early CHOICES  
A Preschool LRE Initiative  
of the Illinois State Board of Education

HOME OUR MISSION EVENTS EC LRE CONSORTIUM CONTACT US   

630-889-7390  
inclusion@eclre.org

Good To Know Educational Environment Data Planning Tools

Research & Resources



**Good to Know**

Inclusion is supported in many ways through our state and federal government laws, rules and regulations. Here are a few guidance documents from the federal and Illinois government.

**Federal Guidance**

The U.S. Department of Education and the U.S. Department of Health and Human Services released a [Policy Statement](#) on Inclusion of Young Children with Disabilities in high-quality inclusive early childhood programs on September 14, 2015. An [executive summary](#) is also available. The statement and summary both include recommendations for State and Local education agencies to increase high-quality inclusion as well as summarizes the law and the research.

**Illinois Guidance**

The Illinois State Board of Education produced [this inclusion brochure](#) to for families and professionals to better explain LRE and inclusion. The brochure is also available [in Spanish](#).

The Illinois State Board of Education has also issued [Inclusion Models: Guidance to Inclusive Classrooms](#) to help school districts in Illinois understand the possibilities for inclusive options.

The Illinois State Legislature passed [this House Resolution](#) in 2014 to encourage the ISBE and each school district in Illinois to consider the potential benefits of inclusive education for students with and without disabilities.

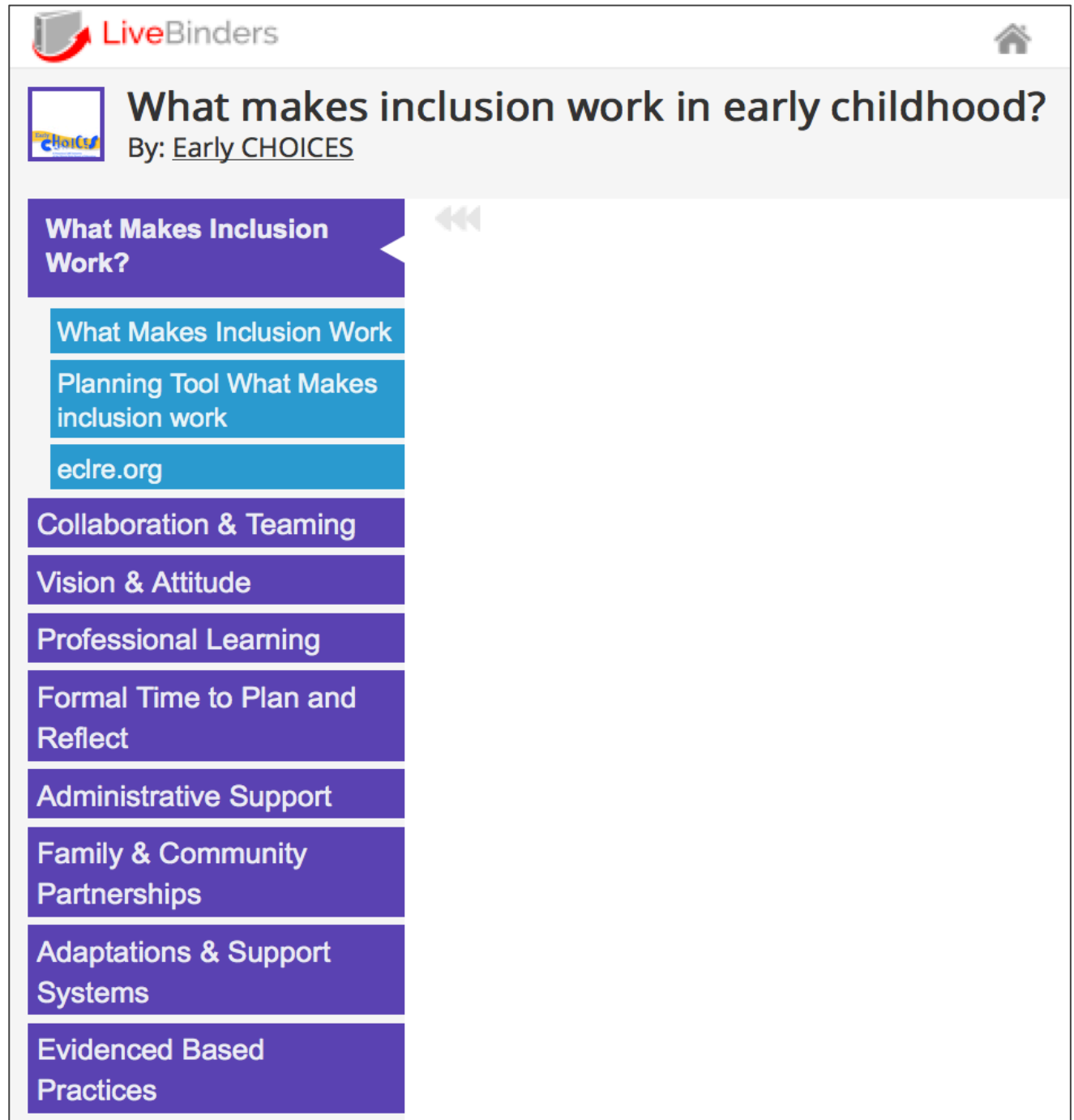
**Good To Know**


- Understanding LRE
- What Makes Inclusion Work?
- Inclusion Policy Statement Module
- Illinois Early Childhood Inclusion Policy Summit
- Outstanding Practices in Inclusion


# LiveBinder Resource


[http://  
www.livebinders.co  
m/play/play?  
id=1658940](http://www.livebinders.com/play/play?id=1658940)

Each item has a tab for you to refer to for tools and handouts to support you in moving towards full implementation.



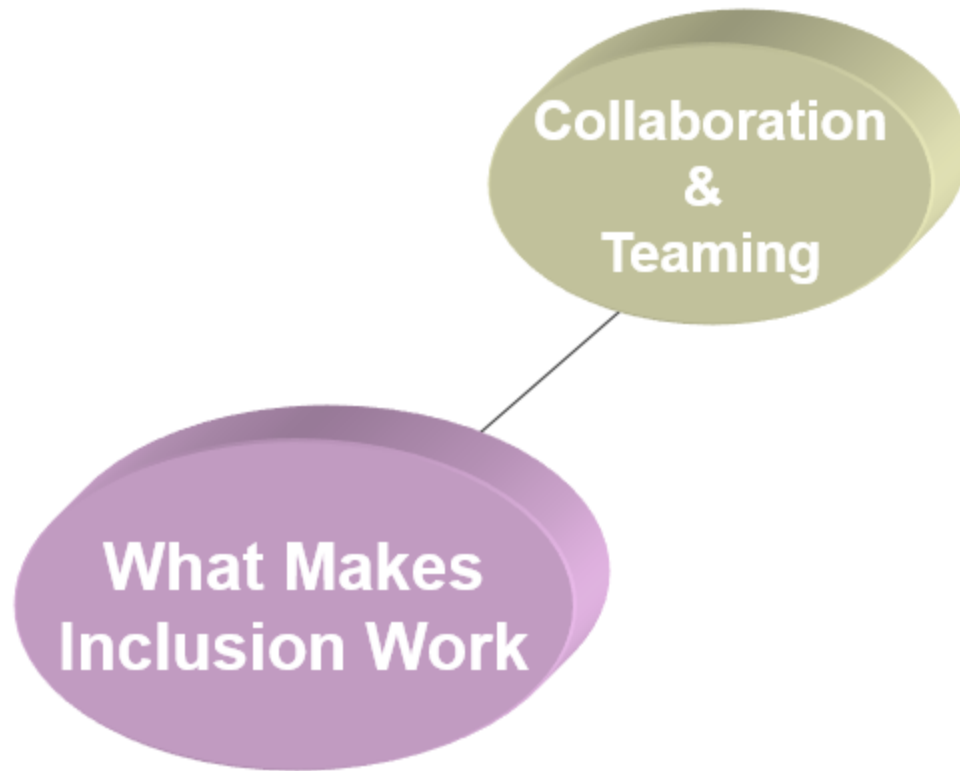
**LiveBinders** 

 **What makes inclusion work in early childhood?**  
By: Early CHOICES

**What Makes Inclusion Work?** 

- What Makes Inclusion Work
- Planning Tool What Makes inclusion work
- eclre.org
- Collaboration & Teaming
- Vision & Attitude
- Professional Learning
- Formal Time to Plan and Reflect
- Administrative Support
- Family & Community Partnerships
- Adaptations & Support Systems
- Evidenced Based Practices





Handout  
***What Makes  
Inclusion  
Work***

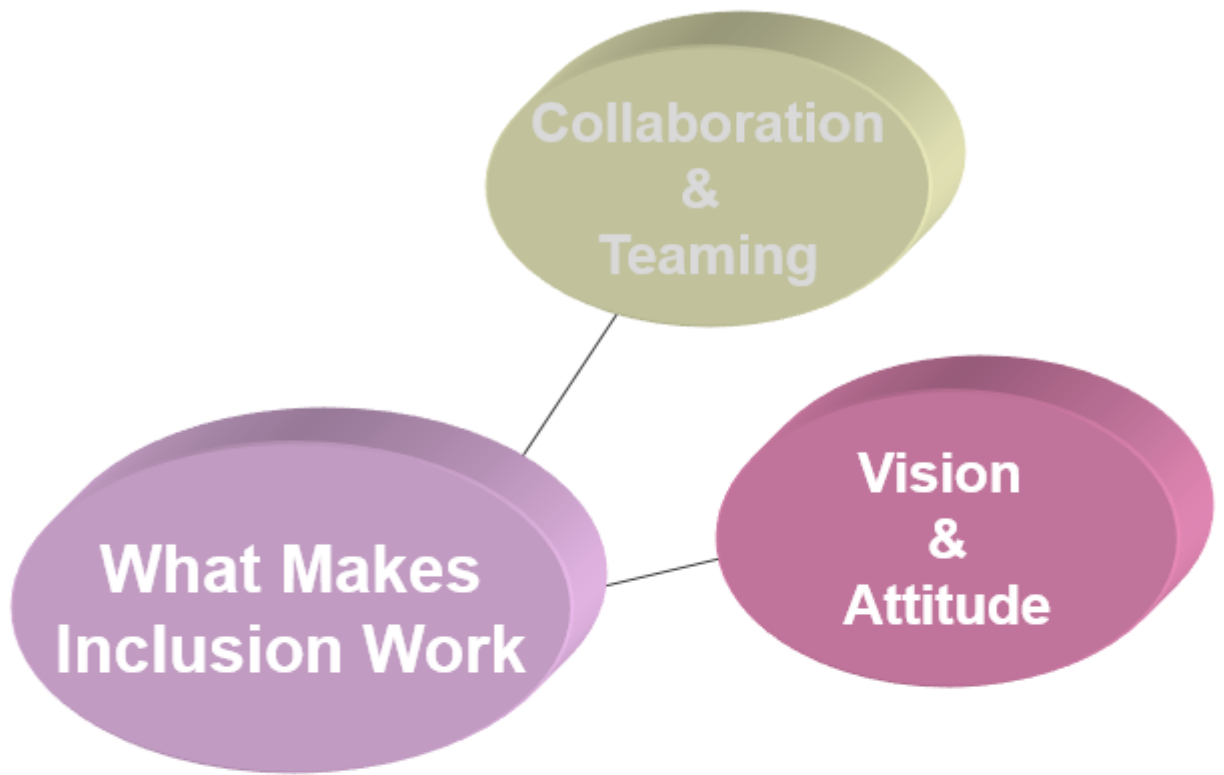
# Teams

**System or  
District  
Teams**

**Building or  
Program  
Teams**

**Student  
Teams**

**Transition  
Teams**



Handout  
***What Makes  
Inclusion  
Work***

## Vision statement

- Known by all
- Referred to as a touchstone
- Includes each and every child as a learner
- Common statement for all early childhood programs
- Examines our own biases



**VISION  
AND  
ATTITUDE**

LiveBinder  
Vision & Attitude  
**Survey**

## What's My Attitude?

### **Purpose**

This survey includes statements about attitudes and beliefs which affect successful inclusion of children with disabilities in early childhood settings and other natural environments. Survey items are designed to raise awareness and help individuals identify personal attitudes and beliefs which can safeguard - or interfere with - the ability to include young children with disabilities in a regular early childhood program.

By completing this survey, you seize the opportunity to a closer look at yourself. With careful examinations of your response and knowledge of the overall views of early childhood field on each issue, you have the information to plan your next steps. This survey can be especially beneficial to you as you choose future professional development activities.

### **Selection Criteria for Survey Items**

The survey items represent the range of attitudes and beliefs about inclusion usually found among early childhood practioners at all levels of education. Items were selected based on their real impact on meaningful involvement of individual children in each activity and routine. Each item:

- Is based in quality early childhood practice.
- Reflects an important fundamental belief about early childhood inclusion
- Affects an individual's ability to meaningfully include each child.

### **Survey**

1. At this time I am (circle one) about including children with disabilities in regular early childhood programs.
  - a. enthusiastic
  - b. optimistic
  - c. neutral
  - d. skeptical

LiveBinder  
Vision & Attitude  
**Presume  
Competence**

---

---

# PRESUME COMPETENCE

**CHALLENGING CONVENTIONAL WISDOM ABOUT PEOPLE WITH DISABILITIES**

Revolutionary Common Sense by Kathie Snow, [www.disabilityisnatural.com](http://www.disabilityisnatural.com)

---

---

*This is one of three articles on this topic. The second article asks, "Do Disability Organizations Presume Competence," and the third is entitled, "Eliminating the Presumed Incompetence Paradigm."*





Handout  
***What Makes  
Inclusion  
Work***

# Professional Learning Communities

## What Is a “Professional Learning Community”?

*To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.*

**Richard DuFour**

**T**he idea of improving schools by developing *professional learning communities* is currently in vogue. People use this term to describe every imaginable combination of individuals with an interest in education—a grade-level teaching team, a school committee, a high school department, an entire school district, a state department of education, a national professional organization, and so on. In fact, the term has been used so ubiquitously that it is in danger of losing all meaning.

The professional learning community model has now reached a critical juncture, one well known to those who have witnessed the fate of other well-intentioned school reform efforts. In this all-too-familiar cycle, initial enthusiasm gives way to confusion about the fundamental concepts driving the initiative, followed by inevitable implementation problems,



LiveBinder  
Professional  
Learning:  
***What is a PLC?***





Handout  
***What Makes  
Inclusion  
Work***

*“Every year is getting shorter,  
never seem to find the time.  
Plans that either come to naught  
or half a page of scribbled lines”*


This quote  
is from...

# Formal Time to Plan & Reflect



Honor time  
allotted





What are  
some ways  
you might  
**find time** in  
your day?



What are  
some ways  
you **honor**  
**the time** you  
have?



Handout  
**What Makes  
Inclusion  
Work**

# **Administrative Support**

**Program requirements are met**

**PFA**

**Head Start**

**ISBE**

**Adhering to IDEA and other laws**

**FAPE is offered in LRE**



*REGULATIONS*



# Unified Leadership







Handout  
**What Makes  
Inclusion  
Work**





**Family  
Partnerships**





# Community Partnerships

# Policy Statement

Handout  
***Policy  
Statement***



**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
U.S. DEPARTMENT OF EDUCATION**

***POLICY STATEMENT ON  
INCLUSION OF CHILDREN WITH DISABILITIES IN  
EARLY CHILDHOOD PROGRAMS***

***EXECUTIVE SUMMARY***

**September 14, 2015**



Ideas are like rabbits.

You get a couple  
and learn how  
to handle them –

and pretty soon  
you have a dozen.

*John Steinbeck*





**Handout**  
***What Makes Inclusion Work***





# Adaptations & Supports

# CARA'S KIT

LiveBinder  
Adaptations &  
Supports  
**CARAs Kit**



<http://www.dec-sped.org/caras>





Handout  
**What Makes  
Inclusion  
Work**



# Evidenced Based Practices in Early Childhood Education

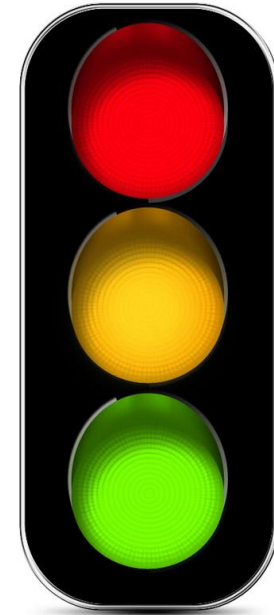




**What is next?**

# Action Planning

Apply the lights to each component on your Action Plan



Stop doing

Refine?

Start doing?



Thanks!

