

Inclusion Resources at Your Fingertips



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Head Start Center



U.S. Department of Health & Human Services

www.hhs.gov

Administration for Children & Families



ECLKC

Early Childhood Learning & Knowledge Center
"A service of the Office of Head Start"
Toll-free: 1-866-763-6481

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Head Start: National Centers

The National Centers will function as a team that provides programs with current and consistent information from the Office of Head Start. The Centers will communicate best practices and provide practical resources and information to the Head Start and Early Head Start community.

- [The National Center on Cultural and Linguistic Responsiveness](#)
- [The National Center on Health](#)
- [The National Center on Parent, Family, and Community Engagement](#)
- [The National Center on Program Management and Fiscal Operations](#)
- [The National Center on Quality Teaching and Learning](#)
- [Early Head Start National Resource Center \(EHSNRC\)](#)



[Cultural and Linguistic Responsiveness](#)

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[Quality Teaching and Learning](#)

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Improve ECLKC Viewing



The ECLKC is best viewed in an updated browser. For Internet Explorer, please use version 8 or higher—upgrade here for free. If you are using another browser, or want to try a

Child Outcomes Framework



A revision of the Child Outcomes Framework, promoting positive outcomes in early childhood programs serving children 3 to 5 years old, is available in English and Spanish.

Upcoming Conferences

3/15/11 - 3/19/11
NACCRRA's 2011 National Policy Symposium
Washington, DC

3/23/11 - 3/25/11
32nd Annual Conference on Pediatric Health Care
Baltimore, MD

3/25/11
Tribal Consultation, Region VII and Region VIII

All Around Resources



<http://depts.washington.edu/hscenter/>

All Around Resources



<http://www.nectac.org/>



CENTER FOR
Early Childhood
Mental Health
Consultation

Georgetown University Center for Child and Human Development



<http://www.ecmhc.org/>



<http://www.vanderbilt.edu/csefel/>

natural **resources**

http://www.fpg.unc.edu/~scpp/natural_allies/natural_resources.cfm



CONNECT

The Center to Mobilize Early Childhood Knowledge



<http://community.fpg.unc.edu/connect-modules/>

What do we mean by inclusion?



April 2009

Early Childhood Inclusion

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

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places – homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities¹ and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion.² The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been to fundamentally change the way in which early childhood services ideally can be organized and delivered.³ However, because inclusion takes many different forms and implementation is influenced by a

wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.



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Council for Exceptional Children
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naeyc

National Association for the Education of Young Children
1313 L Street NW, Suite 500 | Washington, DC 20005-4101
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Email naeyc@naeyc.org | Web www.naeyc.org

Definition of inclusion



Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

Access



Access



Participation



Participation



Supports



Inclusion: What do you see?

What do you see?	Access	Participation	Supports
What would you like to see?	Access	Participation	Supports

Rolling on the Floor with Friends




<http://community.fpg.unc.edu/connect-modules/learners/module-1>

Reading at Circle Time



<http://community.fpg.unc.edu/connect-modules/learners/module-1>



Delaware MAPS
Meaningful
Access
Participation
& Supports

**A Guide to High Quality Inclusion
of Children with Disabilities for
Families and their Communities**

Delaware MAPS (Meaningful Access Participation & Supports) is a component of Delaware's Early Childhood Inclusion Toolkit and is a project of the State of Delaware Expanding Inclusive Early Intervention Opportunities (EIEIO) Workgroup, intended for families of children with disabilities and those essential to making high quality inclusion happen. (Other essential stakeholders are early childhood practitioners, related service personnel, community programs and families without children with disabilities.)

12/31/2010

Additional Resources

Early Childhood Community
Enhancing Early Childhood Professional Development

Sponsored by CONNECT & NPDCI at the FPG Child Development Institute

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Early Childhood Inclusion

tags: [NAEYC](#), [DEC](#), [NPDCI](#), [inclusion](#)

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

Two major early childhood organizations, DEC and NAEYC, created a joint definition and position statement on early childhood inclusion through a process facilitated by the National Professional Development Center on Inclusion (NPDCI). Return here often to discover new resources and examples for using these resources to improve early childhood services.

Position Statement Documents

- Full Version
[pdf](#) | [spanish pdf](#) | [large print pdf](#) | [mp3](#) | [spanish mp3](#)
- Summary:
[pdf](#) | [spanish pdf](#) | [large print pdf](#) | [mp3](#) | [spanish mp3](#)

How was it developed?

- Validation Process

Who's talking about it?

Blogs

- "Short, Sweet, and Useful" by Camille Cattott

http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion

Inclusion evidence (page 7)

National Professional Development Center on Inclusion



Research Synthesis Points on Early Childhood Inclusion

This document is a summary of key conclusions or “synthesis points” drawn from a review of the literature or research syntheses on early childhood inclusion. We encourage you to reproduce it for distribution and use it in a variety of contexts including professional development, policy development, planning, advocacy, and grant writing.

What does quality inclusion look like to families?

Most Valued Characteristic

Program personnel ensure that children with disabilities are active participants in all classroom routines and activities

(Hurley & Horn, 2010)



How Inclusion is Benefitting One Child Without Disabilities: Dillon's Story

by Jennifer Sedlack

In 2006, my husband and I enrolled our son Dillon in Coralwood, an early childhood public school that provides an inclusive education setting for children aged three to six. Dillon is a typically-developing child, and his exposure to children with special needs has had a significant impact on our family. In addition to benefiting from a quality education, Dillon's behavior has shown marked improvement. He is kinder, more compassionate, and does not limit his friendships to children with abilities similar to his.

As a former director of a non-profit serving people with disabilities, I was aware that my life experience was void of interaction with the client base I served. I wanted my son to have experiences that would enable him to understand and accept the differences, as well as the similarities, of people with special needs. Coralwood School has given our family the skills and understanding I was after.

Dillon's classes at Coralwood range from 16 to 18 students; six to eight of the students in each class have special needs. Other than the students with physical disabilities, Dillon is generally unaware of who those six to eight students are. Students are not labeled; in the classroom, the children are peers.

One common misconception in an inclusive classroom setting is that students with Individual Education Programs (IEPs) absorb more of the teacher's time to the detriment of students without IEPs. That has not been our experience. Teachers and administrators create an environment that expects all children, regardless of their abilities, to be their best.

In his first year at Coralwood, Dillon made fast friends and had a weekly play date with Michael. What Dillon didn't realize was that these play dates were in fact sessions with specialists who were



working with Michael on various skills. Michael and Dillon both learned appropriate social behavior while improving their communication skills, unaware they were being taught.

Dillon's education at Coralwood is a similar seamless coupling of educating students with IEPs alongside students without IEPs. This past year Kendra, who is blind, was in Dillon's class. Dillon learned how Kendra navigates with her cane, the types of birthday presents appropriate for her, and how she uses a Perkins Braille to write. The Braille-writer fascinated the children and they eagerly asked to use it to write her notes.

When I was invited to read to Dillon's class, he suggested I bring his Halloween book with built-in sounds because he knew Kendra would like it. And while driving to a party for a classmate, Dillon and his friend spent the journey discussing inventions that would allow Kendra to play without injury on the inflatable toys they had heard would be there.

Parents often join the students in the cafeteria during lunch, participate in

classroom reading programs, and generously volunteer for special events. This atmosphere of openness and acceptance is a tone set by our principal. She makes it clear on day one that parents are welcome at the school and are expected to be engaged, and that families with children who have special needs and those with children who are typically developing are embarking on an education partnership that cannot succeed without parental involvement.

Our family's inclusive education experience has been enlightening and life-changing. We now advocate for inclusive education and have signed Dillon up to continue the program at the partnering elementary school in the area. We are grateful to the parents of students with special needs for participating with us in this educational journey, allowing our son and us to expand our understanding and grow from the relationship.

Jennifer Sedlack, her husband Phil, and son Dillon live in Atlanta, Georgia.

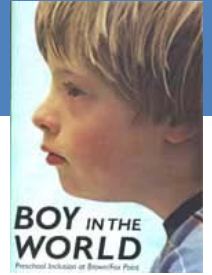
What does quality inclusion look like to children?



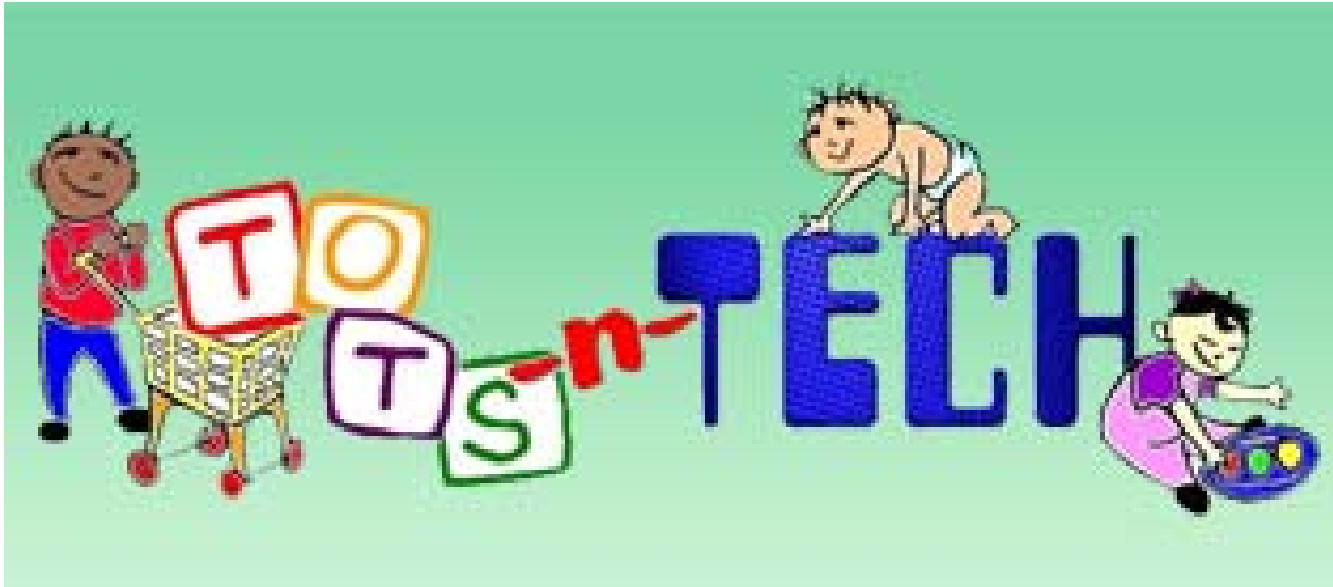
What does quality inclusion look like to teachers?



What does quality inclusion look like to administrators?



Assistive Technology

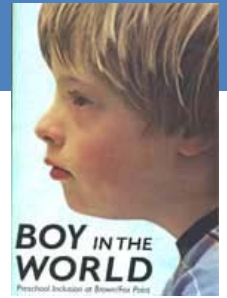


<http://tnt.asu.edu/>

Adaptations



Adaptations



CARA'S KIT

Creating Adaptations
for Routines
and Activities



CARA's Kit

Creating Aadaptations for
Routines and Aactivities -
adaptations to increase
children's engagement
and participation in
classroom activities
and routines.



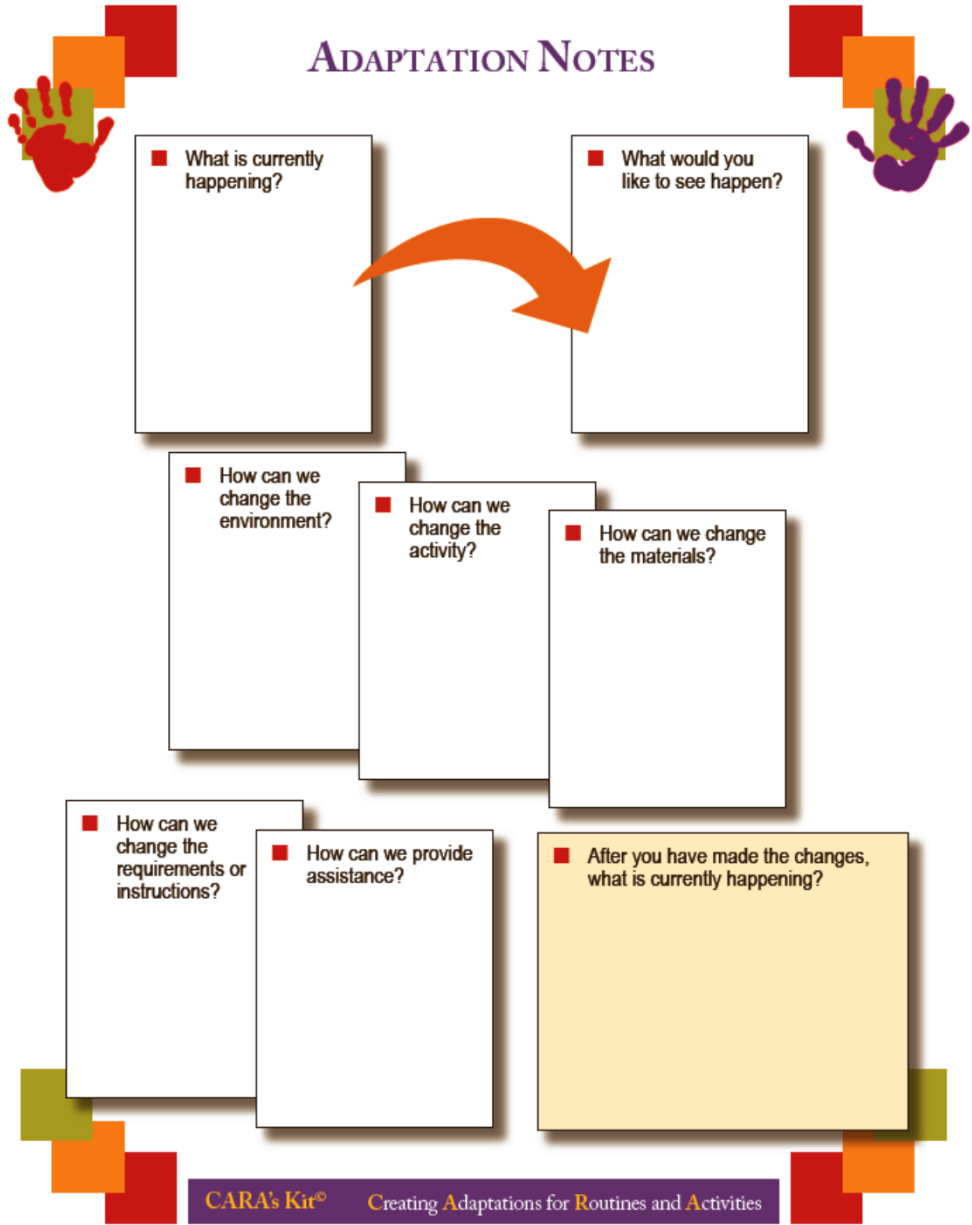
Adaptations Help All Children

Adaptations allow teachers to do the same things that they would do with all children—facilitate their participation in activities and routines. Adaptations can be used to:

- **Make situations better for a particular child.**
- **Improve situations for the entire group.**



ADAPTATION NOTES



Putting It All Together

Here's what's happening.

- Children are pushing and hitting each other when moving from one activity to the next.

Peer Supports



Peer Supports



Embedded Instruction



Prompting

**Learning
Language
and
Loving It**

The Teaching Page



The
Teaching
Page



Consider a child's point of view

- Do I usually feel welcome rather than captured?
- Do I feel that I belong or am I just one of the crowd?
- Am I usually addressed seriously and respectfully, rather than as someone who is "precious" or "cute"?
- Do I find most of the activities engaging, absorbing, and challenging rather than just entertaining or exciting?
- Do I find most of the experiences meaningful, rather than frivolous or boring?
- Am I usually glad to be here, rather than eager to leave?

What will you do differently?



The Wisdom of Hot Chocolate

A group of graduates, well established in their careers,
were talking at a
reunion and decided to go visit their
old university professor, now retired.



During their visit, the conversation turned to complaints about stress in their work and lives.



Offering his guests hot chocolate, the professor went into the kitchen and returned with a large pot of hot chocolate and an assortment of cups - porcelain, glass, crystal, some plain looking, some expensive, some exquisite - telling them to help themselves to the hot chocolate.



When they all had a cup of hot chocolate in hand, the professor said:



Notice that all the nice looking, expensive cups were taken, leaving behind the plain and cheap ones.



While it is normal for you to want only the best for yourselves, that is the source of your problems and stress.



The cup that
you 're drinking
from adds
nothing to the
quality of the
hot chocolate.
In most cases it
is just more
expensive and
in some cases
even hides
what we drink.



What all of you really wanted was hot chocolate, not the cup; but you consciously went for the best cups.



And then you began eyeing each other's cups.



Now consider this:



Life is the hot chocolate;
your job, money and position
in society are the cups.



They are just tools to hold and contain life.



The cup you have does not define nor change the
quality
of life you have.



The same is true for each child. Sometimes, by concentrating only on the cup, we fail to enjoy the life that comes with each child.



Children don't choose their cups.



The happiest people don't have the best of everything.



They just make
the best of everything that they have.



Don't get fooled by the cups. Get intentional and enjoy the hot chocolate!!

