

Inclusion and the Evidence-Based Practice Movement

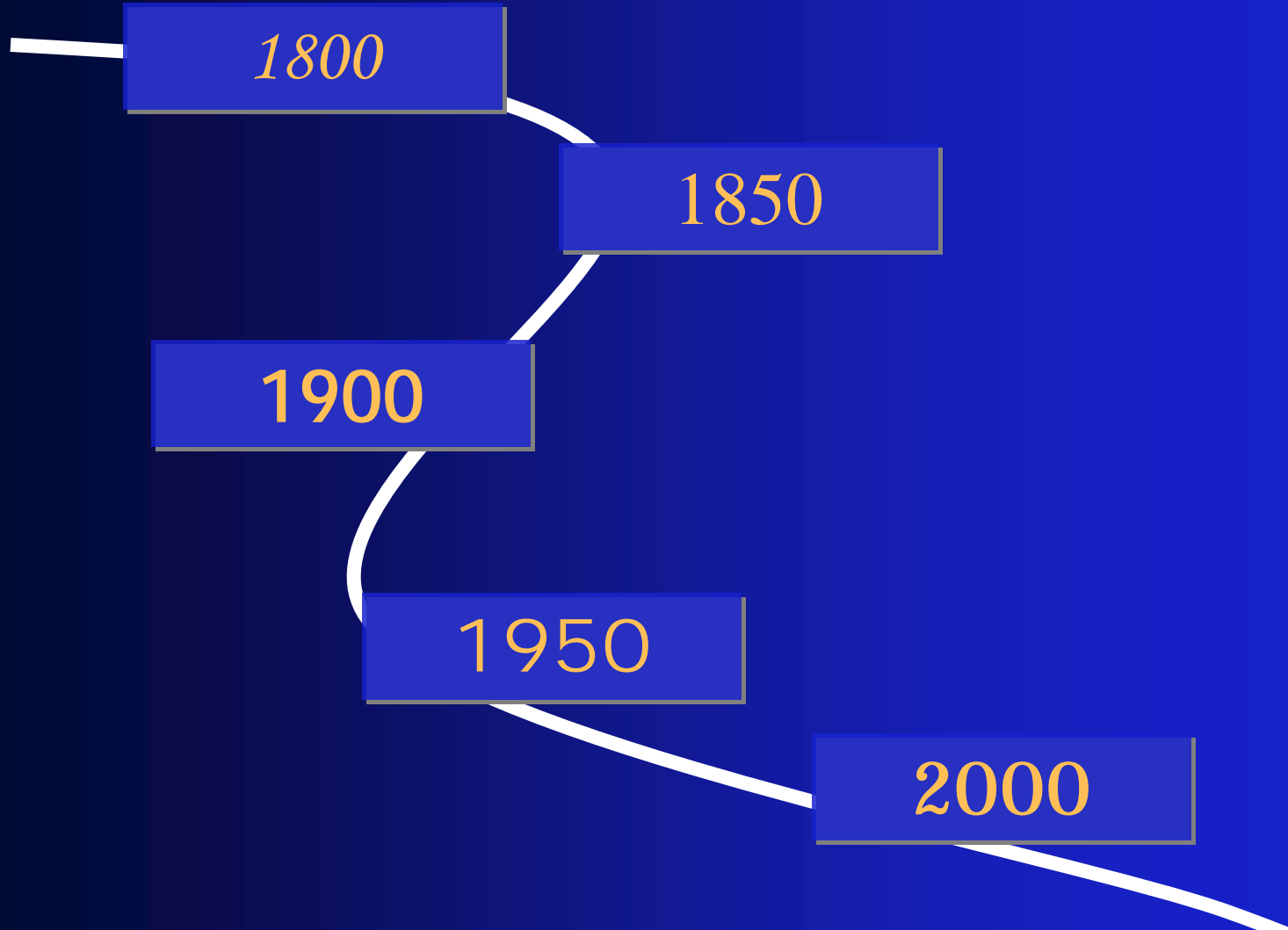
Pat Wesley & Virginia Buysse

FPG Child Development Institute
The University of North Carolina at Chapel Hill





Disability: Past to Present



Early 1800s



Poorhouse

Mid 1800s



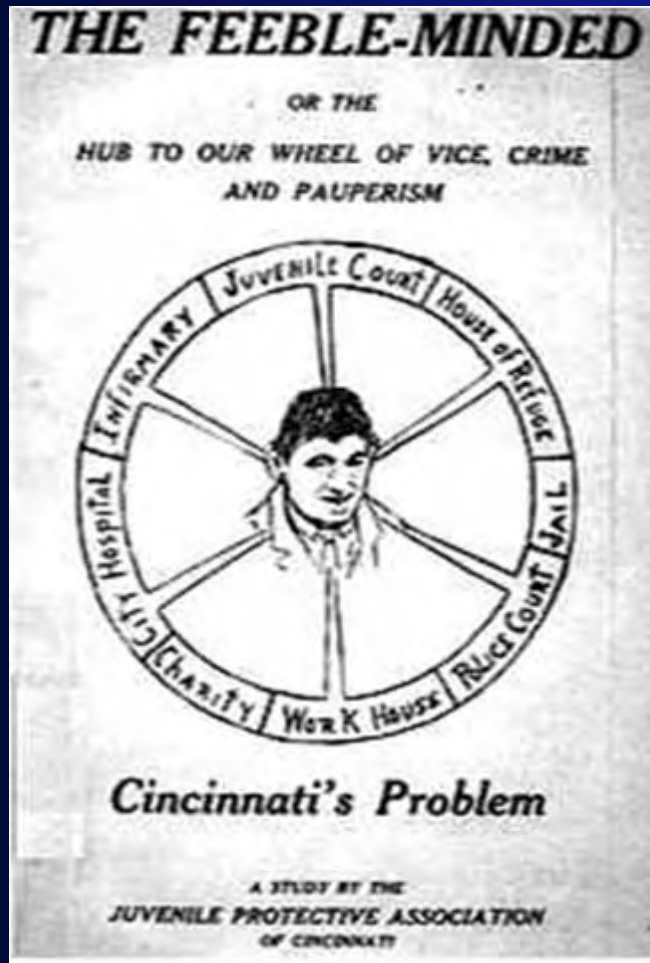
- first institutions
- training schools
- specialized schools for the deaf, the blind
- first kindergartens
- Public sentiment = Protect the handicapped

Mid 1800s



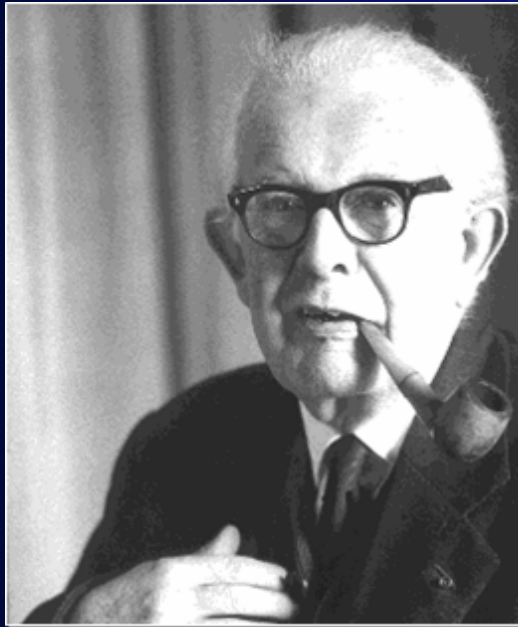
- institutions isolated, overcrowded, understaffed
- residents institutionalized for life
- community apathy, fear, distrust - new Binet IQ test

Early 1900s



- xenophobic hysteria
- feeble-minded are immoral, dangerous, a threat to the gene pool
- eugenics movement

Early Theorists



Piaget
(1896-1980)



Montessori
(1870-1952)

Mid 1900s



1940–1970



Doctors give parents mixed messages.

1940–1970

RETARDED CHILDREN *Can* **BE HELPED!**



THEY NEED RESEARCH - SCHOOLS - CLINICS



[Listen to Audio Clip](#)

Governor Youngdahl

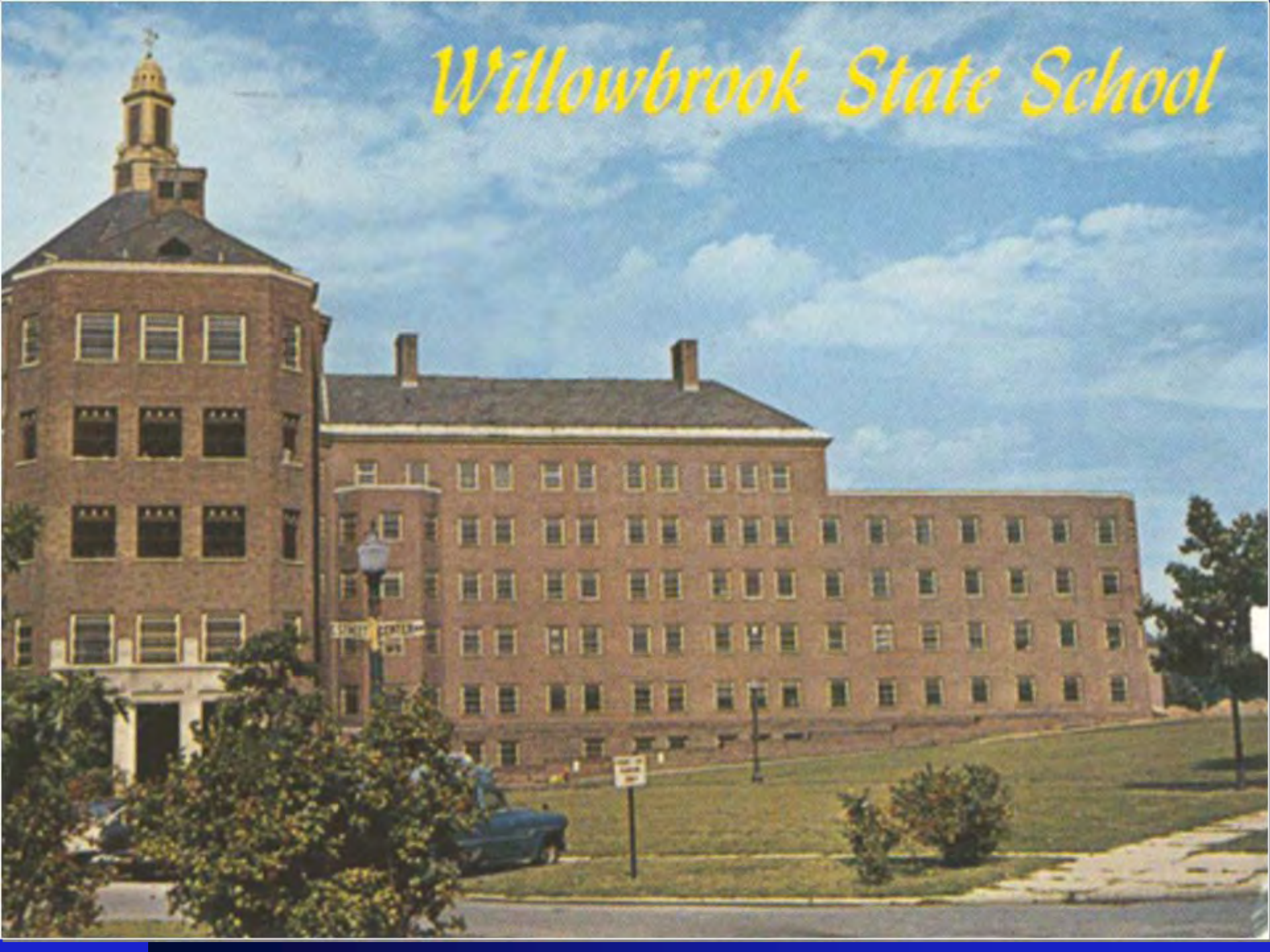
(Minnesota, 1950)

The point is this, ladies and gentlemen, the retarded child is a human being ... And for reasons for which neither he nor his family are responsible, he is retarded. He has the same rights that children everywhere have. He has the same right to happiness, the same right to play, the right to companionship, the right to be respected, the right to develop to the fullest extent within his capacities, and the right to love and affection ... We cannot discriminate against this child, deny to this child the rights other children have because of the one thing that neither he nor his family can help, because he is retarded ... He has a right to these things and his parents have a right to know that he has these rights. For they, too, are entitled to peace of mind about what is happening to a retarded child separated from them.

A Journey Toward Inclusion



Willowbrook State School



Institution Reform



Normalization Principles

- A normal rhythm of the day
(eating, sleeping)
- A normal routine
(living, work, school)
- A normal rhythm of year
(holidays)
- Normal developmental experiences

Normalization Principles

- The chance to make choices
- The right to live heterosexually
(not segregated by gender)
- A normal economic standard
- The right to live, work and play in
normal communities

~ Bengt Nirje

Person-First Language

Instead of ...

- Down syndrome child
- Crippled person
- Cerebral palsied child
- Wheelchair child
- Behavior problem
- Handicapped infant

Say ...

- Child with Down syndrome
- Person with orthopedic challenges
- Child with cerebral palsy
- Child who uses a wheelchair
- Child with challenging behaviors
- Infant with special needs

BLACK STILLER DOWNEY JR.



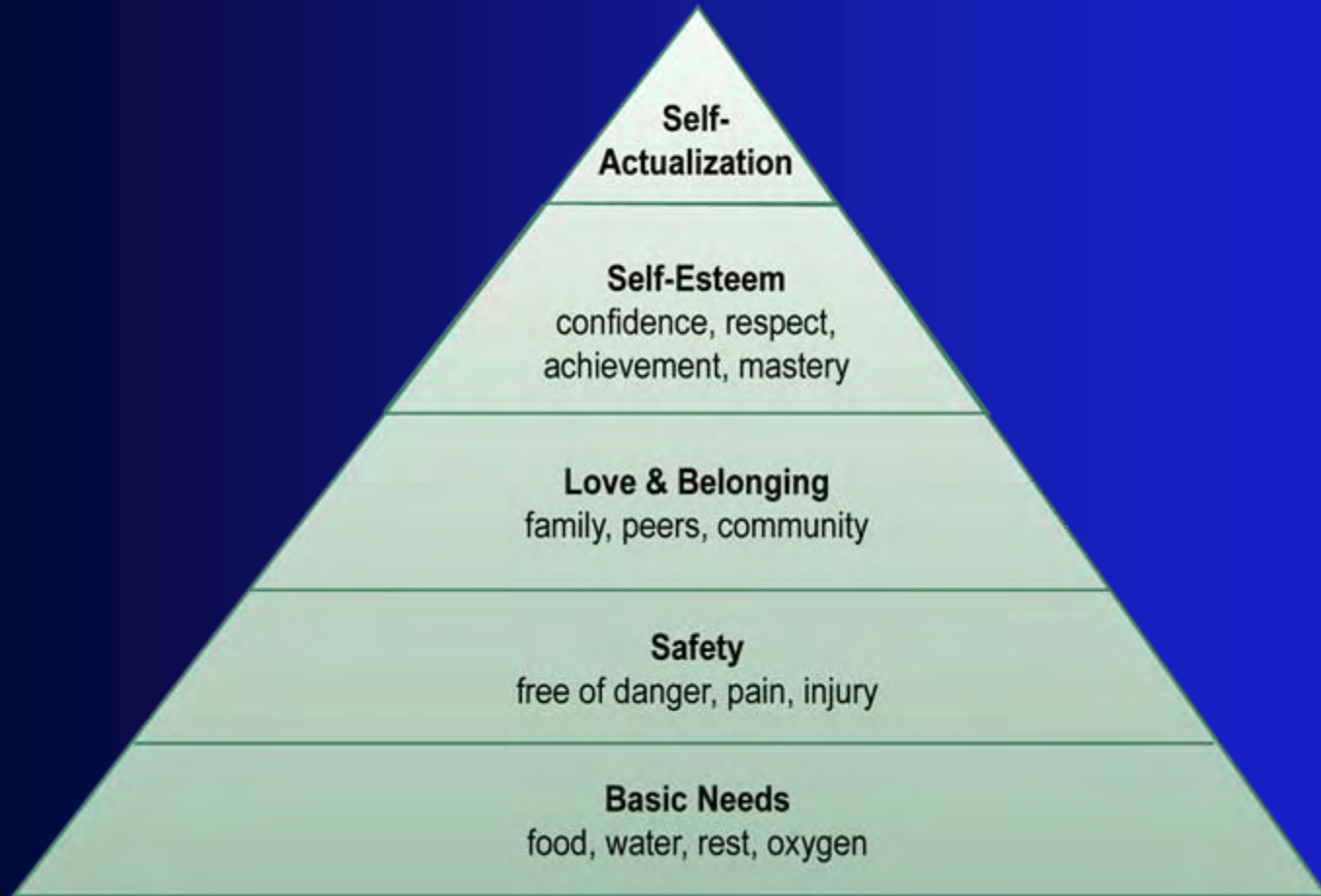
**TROPIC
THUNDER**
GET SOME

Stereotypic Perceptions

- Angelic
- Pitiabile
- Laughable, foolish
- Eternal children
- Evil, sinister
- Exotica, atmosphere
- Super Crip



Maslow's Theory



Maslow Inverted









What is Disability?

- a characteristic of a person?

or

- a functional impairment that arises when the environment is inaccessible?

What Do We Mean By Inclusion?



www.inclusion-international.org



How do we
define
inclusion?

naeyc



Key Components

A Blueprint for High Quality Inclusive Practices

1. Desired Results
2. Access
3. Participation
4. Supports

 Welcome to **WWC**

The What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies). The WWC regularly updates the WWC Technical Standards and their application to take account of new considerations brought forth by experts and users. Such changes may result in re-appraisals of studies and/or interventions previously reviewed and rated. The current WWC Standards offer guidance for those planning or carrying out studies, not only in the design considerations but the analysis and reporting stages as well. The WWC Standards, however, may not pertain to every situation, context, or purpose of a study and will evolve.

What's New?

NCER Releases Two New Practice Guides: Sep 28
**Encouraging Girls in Math and Science and
 Organizing Instruction and Study to
 Improve Student Learning**

Encouraging Girls in Math and Science is the second in a series of IES guides in education; Organizing Instruction and Study to Improve Student Learning is the third IES Practice Guide. [\(more info\)](#)

WWC Releases New Intervention Report - Aug 13
Success for All

Success for All (SFA)[®] is a comprehensive school reform model that includes a reading, writing, and oral language development program for students in pre-kindergarten through grade eight. [\(more info\)](#)

WWC Releases New Intervention Report - Aug 13
**Ladders to Literacy for Kindergarten
 Students**

-Customer Window-

[Provide feedback on additional topics
 for the What Works Clearinghouse](#)

CURRENT TOPICS



Beginning Reading. This review focuses on reading interventions that address student outcomes for students in grades K-3 in four domains.



Character Education. This review focuses on programs designed to increase student outcomes related to positive character development, prosocial behavior, and academic performance.



Dropout Prevention. This review focuses on interventions in middle school, junior high school, or high school designed to increase high school completion, including techniques

Research Synthesis Point #1

Inclusion takes many different forms



Research Synthesis Point #2

Universal access to inclusive programs for children with disabilities is far from a reality



Research Synthesis Point #3

Inclusion can benefit children with & without disabilities, particularly in the area of social competence with peers



Research Synthesis Point #4

Factors such as policies, resources, and attitudes influence the acceptance and implementation of inclusion



Research Synthesis Point #5

The use of specialized instructional strategies in inclusive programs positively affects child outcomes

[View Video Clip](#)



Research Synthesis Point #6

Collaboration among parents, teachers, and specialists is a cornerstone of high quality inclusion



Research Synthesis Point #7



Families of children with disabilities generally view inclusion favorably, although some express concern about the quality of early childhood programs and services.

Research Synthesis Point #8

The quality of early childhood programs that enroll children with disabilities is as good as, or slightly better, than the quality of programs that do not enroll these children.



Research Synthesis Point #9

Early childhood professionals may not be adequately prepared to serve young children with disabilities and their families enrolled in inclusive programs.



Where do we go from here?



Promising
practices to
support high
quality
inclusion

Promising Practice

High quality inclusion in a diverse society



Promising Practice

Universal design





Tiered Models in Early Intervention



Recognition & Response

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Recognition & Response



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Recognition & Response

The Recognition & Response (R&R) model is a tiered model for providing high quality instruction and targeted interventions that are matched to the learning needs of children ages three through five years. The idea behind R&R is that education programs for young children should provide core, strategic, and sometimes intensive supports to help them learn, and that decisions about what supports to provide are based on children's rate and level of progress. R&R is designed to help early childhood teachers recognize children who show signs of early learning difficulty and respond in ways that help them experience early school success. This process of early intervening reflects a broader movement within education called Response to Intervention (RTI). The R&R model is based on the principles of RTI, but adapted for younger children in pre-k settings.



The *recognition* component involves screening all children and periodically monitoring the progress of those who require targeted interventions. The *response* component organizes various content-specific interventions, embedded learning activities, and scaffolding strategies from least to most intensive across three levels or tiers. By indicating how directive or involved a teacher must be to help children learn these tiers create a framework that can guide teachers as they decide how to gather and

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Teaching Pyramid

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

Getting Started Latest Headlines UNC-CH Calendar Se... Comments on RTI Go...

Center on the Social and Emotional Foundations for Early Learning

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Pyramid Model
Promoting Social and Emotional Competence in Infants and Young Children

WELCOME
Welcome to the new look of the CSEFEL website. We have many new materials and resources and have redesigned the site to improve the navigation. Please let us know what you think! Email us at csefel@vanderbilt.edu

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

This model to the left is referred to as the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. We have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.

State Partnerships
We are very pleased to announce our partnerships with the following selected states:

Colorado	Iowa	Maryland	Vermont
North Carolina	Hawaii	Tennessee	Nebraska

Check out the website for **Technical Assistance Center on Social Emotional Intervention!**

Addressing Challenging Behavior
National Training Institute on Effective Practices



Promising Practice

**Evidence-Based Practice
to support sound decision-making**



What is Evidence-Based Practice?

a decision-making process that integrates the best available research evidence with family & professional wisdom & values

— Buysse & Wesley, 2006

Consider a 5-step Process

Adapted from Evidence-Based Medicine

1. Pose an answerable question.
2. Find best available research evidence.
(Where?)
3. Appraise evidence quality & relevance.
(Who? How?)
4. Integrate the research evidence with professional and family wisdom & values.
(How?)
5. Evaluate effectiveness of steps 1-4.
(How?)

Including Samuel

INCLUDING SAMUEL

A DOCUMENTARY
BY DAN HABIB

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[Photojournalist Dan Habib](#) rarely thought about inclusion before he had his son Samuel seven years ago. Now he thinks about inclusion every day. Habib's documentary film *Including Samuel* examines the educational and social inclusion of youth with disabilities as a civil rights issue.

Including Samuel

[View Video Clip](#)