

# High Quality Inclusion: Practices that Promote Access, Participation, and Supports



**Camille Catlett**  
FPG Child Development  
Institute

**Heidi Hollingsworth**  
Elon University

**November 19, 2011**  
DEC 27<sup>th</sup> Annual International  
Conference on Young Children with  
Special Needs and Their Families

Where do you go  
for good  
information?



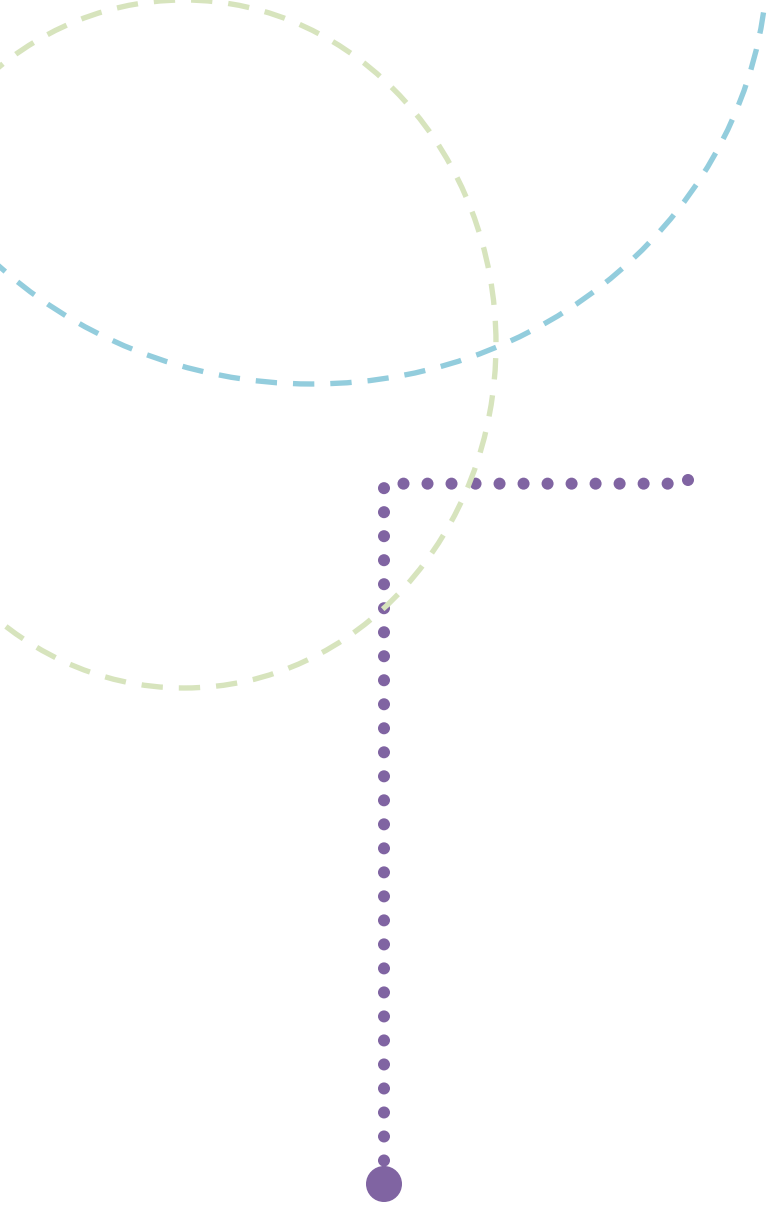


What do we mean  
by evidence-based  
practices?



**identifying  
specific  
research-based  
practices** that have  
been validated through a  
rigorous review process

Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005

A decorative graphic on the left side of the slide. It features several overlapping dashed lines in light blue, light green, and purple. A prominent dotted purple line starts from a solid purple circle at the bottom, moves vertically upwards, then horizontally to the right, and then vertically upwards again, ending near the center of the text area.

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

Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006

# Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

## 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 disabilities<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup> 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.



Division for Early Childhood of the  
Council for Exceptional Children  
27 Fort Missoula Road | Missoula, MT 59804  
Phone 406.543.0872 | Fax 406.543.0887  
Email [dec@dec-sp.ed.gov](mailto:dec@dec-sp.ed.gov) | Web [www.dec-sp.ed.gov](http://www.dec-sp.ed.gov)

naeyc

National Association for the Education of Young Children  
1509 16th Street NW | Washington, DC 20036-1426  
Phone 202.232.8777 Toll-Free 800.424.2460 | Fax 202.328.1846  
Email [naeyc@naeyc.org](mailto:naeyc@naeyc.org) | Web [www.naeyc.org](http://www.naeyc.org)

# Definition

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.**

# Defining Features

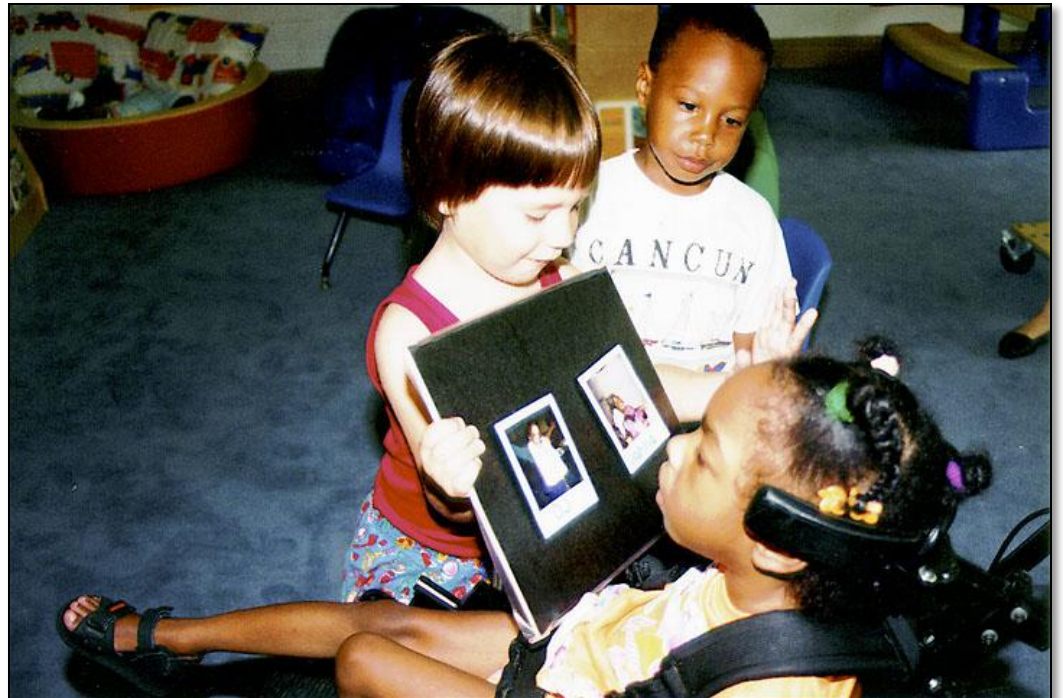
**Access** – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.





# Defining Features

**Participation** – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.



# Defining Features

**Supports** – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.





## Early Childhood Community

Enhancing Early Childhood Professional Development

[Site Map](#) [Accessibility](#) [Contact](#)

Sponsored by CONNECT & NPDCI at the FPG Child Development Institute

[home](#) | [discussions](#) | [resources](#) | [npdci](#) | [connect](#) | [news](#) | [help/faq](#) | [about community](#)[Log In](#) [Register](#)

You are here: [Home](#) → [Resources](#) → [Articles and Papers](#) → [Early Childhood Inclusion](#)

### NAVIGATION

[Resources](#)[Articles and Papers](#)[Early Childhood Inclusion](#)[Planning and Facilitation Tools](#)[Presentations](#)[Multimedia](#)

## 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 Catlett

<b>What do you see?</b>	<b>Access</b>	<b>Participation</b>	<b>Supports</b>
<b>What would you like to see?</b>	<b>Access</b>	<b>Participation</b>	<b>Supports</b>

The page features three decorative blue circles of varying sizes, each composed of several concentric rings. These circles are positioned on the right side of the page. Two thin blue lines originate from the top left and extend towards the circles, creating a sense of movement or connection. The largest circle is at the top right, a medium one is in the middle, and a large one is at the bottom right.

# 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**

## National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion

# Research Synthesis Points on Quality Inclusive Practices



In April, 2009, two national organizations working on behalf of young children—the Division for Early Childhood of the Council for Exceptional Children (DEC) and the National Association for the Education of Young Children (NAEYC)—completed two years of historic and collaborative work with the release of a joint position statement on inclusion<sup>1</sup>. This document provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. These practices are organized into three major sections corresponding to the defining features of high quality early childhood inclusion as described in the joint position statement:

- Access**—removing physical barriers, providing a wide range of activities and environments, and making necessary adaptations to create optimal development and learning for individual children;
- Participation**—using a range of instructional and intervention approaches to promote engagement in play and learning activities, and a sense of belonging for every child; and
- Supports**—creating an infrastructure of systems-level supports for implementing high-quality inclusion.

Citations for each practice include best available research in the form of research reviews or syntheses or, when a summary of the research does not exist, the most recent and relevant individual studies evaluating specific practices. It should be noted that this document does not include an exhaustive list of existing research studies on every practice, nor do all promising practices have a supporting body of rigorous research evidence. This document may be used in a variety of contexts, including professional development, policy development, planning, advocacy, and grant writing.

<sup>1</sup> DEC/NAEYC. (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)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

A new  
resource

# A new resource

## Practices that Support Access

### Universal Design (UD)/Universal Design for Learning (UDL)

UD and UDL support access to early care and education environments through the removal of physical and structural barriers (UD) and the provision of multiple and varied formats for instruction and learning (UDL).<sup>2</sup>

National Center on Universal Design for Learning. UDL Guidelines - Version 2.0: Research Evidence. <http://www.udlcenter.org/research/researchevidence>

### Assistive Technology (AT)

AT interventions involve a range of strategies to promote a child's access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment. Combining AT with effective teaching promotes the child's participation in learning and relating to others.<sup>3</sup>

Campbell, P. H., Milbourne, S., Dugan, L. M., & Wilcox, M. J. (2006). A review of evidence on practices for teaching young children to use assistive technology devices. *Topics in Early Childhood Special Education, 26*(1), 3-13.

Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2010). Effects of different types of adaptations on the behavior of young children with disabilities. *Tots n Tech Research Institute. Research Brief 4*(1). [http://tnt.asu.edu/files/Adaptaqtions\\_Brief\\_final.pdf](http://tnt.asu.edu/files/Adaptaqtions_Brief_final.pdf)

## Practices that Support Participation

### Embedded Instruction and Other Naturalistic Interventions

Embedded instruction and intervention strategies address specific developmental or learning goals within the context of everyday activities, routines, and transitions at home, at school, or in the community.<sup>4</sup>

Snyder, P., Rakap, S., Hemmeter, M.L., McLaughlin, T., Sandall, S., & McLean, M. (2011). *Naturalistic instructional approaches in early learning*. Manuscript submitted for publication.

Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2010). Effects of different types of adaptations on the behavior of young children with disabilities. *Tots n Tech Research Institute. Research Brief 4*(1). [http://tnt.asu.edu/files/Adaptaqtions\\_Brief\\_final.pdf](http://tnt.asu.edu/files/Adaptaqtions_Brief_final.pdf)

<sup>2</sup> No research syntheses or published peer-reviewed studies are available for appraising the evidence related to universal design or universal design for learning prior to kindergarten. The citation included is a school-aged example.

<sup>3</sup> Winton, P. J., Buysse, V., Rous, B., Epstein, D., & Pierce, P. (2010). *CONNECT Module 5: Assistive technology interventions*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge.

<sup>4</sup> Winton, P. J., Buysse, V., Turnbull, A., Rous, B., & Hollingsworth, H. (2010). *CONNECT Module 1: Embedded interventions*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge.

# Practices That Support ACCESS

**Universal Design/Universal  
Design for Learning**







Building Inclusive Child Care



# Practices That Support ACCESS

## Assistive Technology

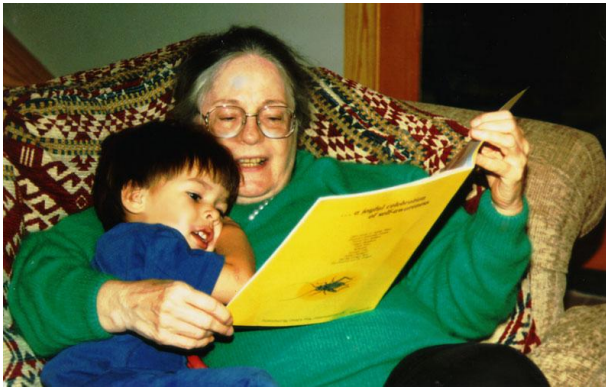




<http://tnt.asu.edu/>

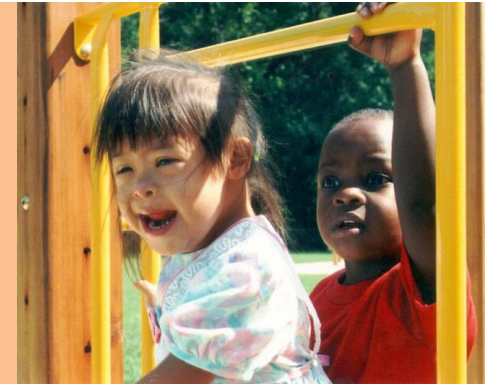
## Video 5.12: Eating at Boston Market

<http://community.fpg.unc.edu/connect-modules/resources/videos/video-5-12>



# CONNECT

The Center to Mobilize Early Childhood Knowledge



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

# Now Available

- Module 1: Embedded Interventions (English & Spanish)
- Module 2: Transition (English & Spanish)
- Module 3: Communication for Collaboration (English & Spanish)
- Module 4: Family-Professional Partnerships (English & Spanish)
- Module 5: Assistive Technology Interventions
- Module 6: Dialogic Reading Practices

**COMING SOON**



- Tiered Approaches
  - Social emotional
  - Academic practices
- Spanish translation of Modules 5-8

# Practices That Support PARTICIPATION: Embedded Instruction and Other Naturalistic Interventions



Head Start *center for*  
inclusion

We are funded by the Office of Head Start

- [Embedded Learning Opportunities videos](#)
- [Embedded Learning Opportunities resources](#) (PowerPoints, presenter notes, handouts)

## CONNECT Module 1: Video 1.12

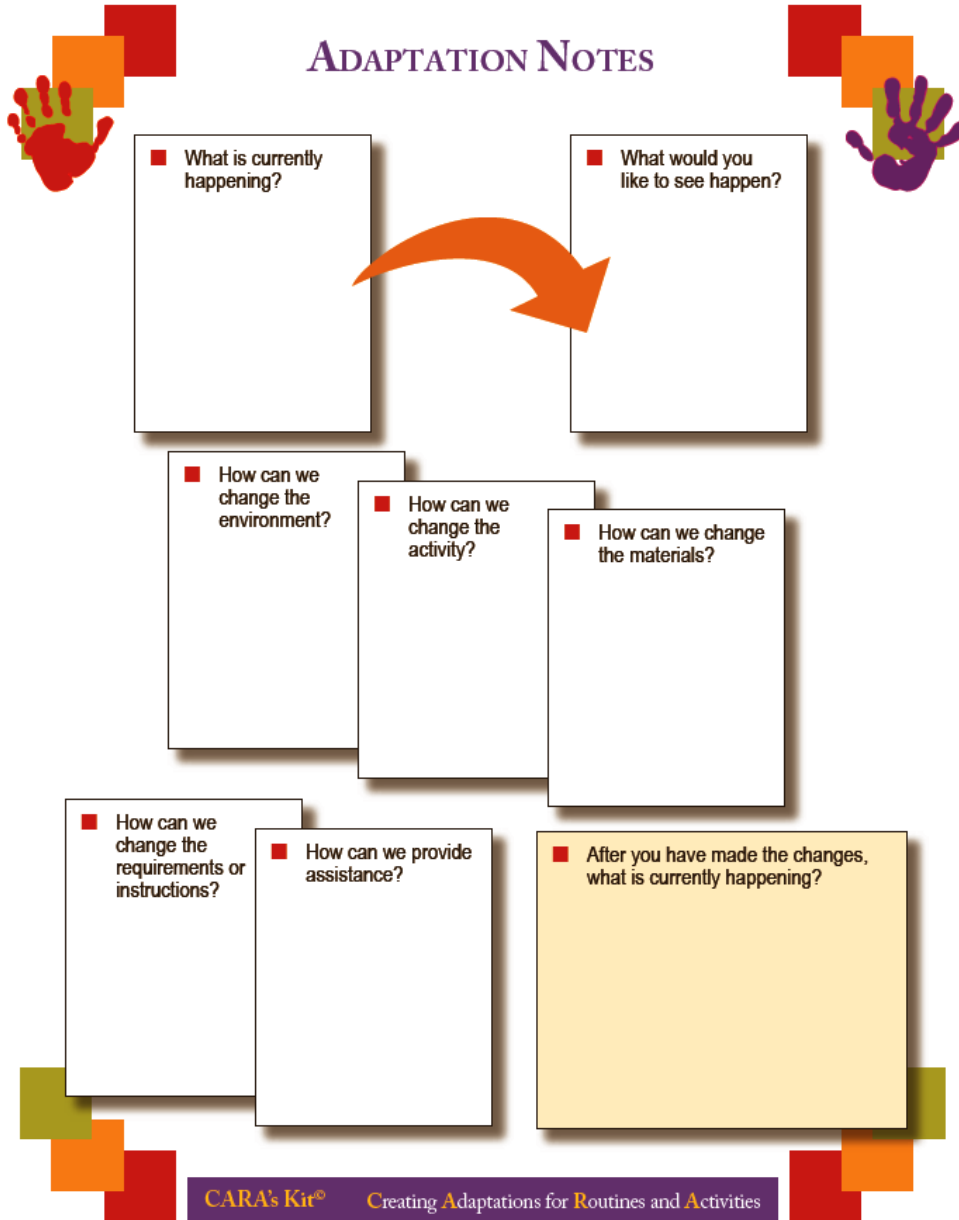




# Practices That Support PARTICIPATION: Scaffolding Strategies



# ADAPTATION NOTES



# Song of our Children



# Practices That Support PARTICIPATION: **Tiered Models of Instruction/Intervention**

[Resources on  
Response to  
Intervention](#)

[Center for  
Response to  
Intervention  
in Early  
Childhood](#)

# Practices Relating to Systems-Level SUPPORTS

**Professional Development**

**Models of Collaboration**

**Family-Professional Collaboration**



So what do you think?

Suggestions?  
Resources?

Are these resources you could use in your work?



What do you think about the next steps?