Inclusion in Early Childhood Programs
Successful Strategies from Experienced Early Childhood Educators

Presentation Team
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Webinar Objectives
- Define inclusion in ECE settings
- Discuss benefits and challenges
- Learn successful strategies from state and local educators
DEC/NAEYC Position Statement

Key elements:

- Access
- Participation
- Support

What is Inclusion?

- "including children with disabilities in early childhood programs, together with their peers without disabilities;
- "holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and
- "using evidence-based services and supports to foster their
eas development (cognitive, language, communication, physical, behavioral, and social-emotional),
friendships with peers, and
sense of belonging."

Natural Environments

Least Restrictive Environment

Inclusion for all
“from those with the mildest disabilities to those with the most significant disabilities.”

Benefits
Barriers

Recommendations

For States, Local Programs, Families

- Statewide and local collaboration
- Policies that promote inclusion

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- Policies that promote inclusion
- Resource allocation
- Data-driven decision-making
- Professional Development
- Social Emotional and Behavioral Health

Panel Introductions

- Beth Fairchild
  Education Consultant
  Early Intervention Technical Assistance
  Pennsylvania Training and Technical Assistance Network

- Lisa Parker
  Division Chief for the Office of Child Development and Early Learning/Bureau of Early Intervention Services
  Pennsylvania Departments of Education and Human Services

- Andi Knowlton
  Director of Early Childhood Services Department
  Napa County Office of Education

Reactions to the Policy Statement
Connections to Current Practices: Hands & Voices Guide By Your Side (GBYS)™ of PA

Connections to Current Practices: Include Me from the Start

Connections to Current Practices:

- Vision and mission
- Hiring practices
Vision and mission
Hiring practices
Integrated therapy model

Connections to Current Practices:

Vision and mission
Hiring practices
Integrated therapy model
Community partnerships

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Vision and mission
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History of high quality services
Connections to Current Practices:

- Vision and mission
- Hiring practices
- Integrated therapy model
- Community partnerships
- History of high quality services
- Parent collaborations
- Interagency and braided funding
- Professional development
Strengths of the Statement

- Time
- Strategic planning
- Starting smaller and working incrementally
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- Time
- Strategic planning
- Starting smaller and working incrementally
- Shifting ideas and practices
- Validating high quality services
- Sustainable
Strengths of the Statement

- Shifting attitudes
- Technical assistance
- Access, participation, and supports
Gaps to Consider

- Funding
- Ongoing professional development and consultation
- Different classroom models
Gaps to Consider

- Funding
- Ongoing professional development and consultation
- Different classroom models
- Understanding special education funding
  - Moving away from place-based thinking
  - Thinking about resources differently

Next Steps: Napa

- Statewide policy

Next Steps: Napa

- Statewide policy
  - Collaborations across programs
Next Steps: Napa

- Statewide policy
- Collaborations across programs
- Partnerships with families
- Quality Rating Improvement Scale

Next Steps: Napa

- Classrooms in community schools
Next Steps: Napa

- Classrooms in community schools
- Catalyst for change within school districts
  - Children with autism
- Support for funding
Next Steps: Pennsylvania

- Statewide policy forum
  - Policy regarding suspension and expulsion
- Regional policy forums
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- Joint meetings with ELC and SICC

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- STARS – re-visioning
Additional Resources

- 2016 National Inclusion Webinar Series

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

Contact Us

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