

 **Environments that Support High Quality Inclusion**

- The webinar will begin at 3:00 EDT
- There will be minimal audio before the webinar begins.
- Please use the chat box if you need assistance
- There are 3 videos in this session. **HERE IS A TIP ABOUT HEARING THE AUDIO OF THOSE VIDEOS.** If you are listening via phone, you will not be able to hear the audio of those videos over the phone. Turn on the audio of your computer for those moments but do mute your phone when you do that.



 **Environments that Support High Quality Inclusion**

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Presenters:
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 **Presenters**



Presenter: Pam Winton
National Center on Early Childhood
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Presenter: Tracey West
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Logistics

Questions?
Comments?



USE THE CHAT BOX



Session Objectives

At the end of this presentation, you should be able to:

- Understand the importance of knowing about and using evidence-based practices that support inclusion.
- Define the components of natural and inclusive environments for young children 0-5 suspected of or with identified disabilities, and children with chronic health conditions
- Understand specific evidence-based practices for enhancing the inclusiveness of children's environments
- Know where to access free professional development resources that support staff in making modifications and accommodations to environments

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Session Agenda

Here's what we're doing today:

1. Welcome and overview
2. Rationale for focusing on practices
3. Introduction of evidence-based practices that support individualization
4. Demonstration of practices for modifying and adapting the environment to support inclusion
5. Resources that support implementation of practices

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Who's In The Room?

Who do we have participating with us today?

- A. Education Staff
- B. Disability Coordinator
- C. Early Childhood Specialist
- D. Administrators
- E. Other (list in Chat Box)



The image shows a 'VOTE' button with a mouse cursor pointing at it. To the right is a screenshot of a Zoom meeting participant list. The list shows 'rebecka 1' as the host, and other participants 'rebecka 1' and 'becky'. A dropdown menu is open over the 'rebecka 1' participant, showing options A through E, with 'A' selected.

Why Is This Topic Important?



The image shows two young children in a classroom. One child is using a yellow walker. The other child is standing next to them. They are both wearing pink clothing. The background shows a classroom with a blue wall and a yellow chair.

We Have Strong Legal & Policy Foundations

- Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act
- Individuals with Disabilities Education Act (IDEA)
- Head Start regulations



The image shows the United States Capitol building in Washington, D.C. The building is white with a large dome and is surrounded by a blue sky and a clear view of the city.

 **We Have Strong Research Base On Inclusion**



- Research shows that inclusion benefits all children
- Children can be effectively included in programs using modifications and specialized instruction
- Families of all children generally have positive views of inclusion
- Inclusion is not more expensive
- Children do not need to be “ready” for inclusion



Introduction Of Research-based Practices That Support Individualization





 **How Were Practices Identified?**

DEC is an international membership organization for those who work with or on behalf of young children (0-8) with disabilities and other special needs and their families.





2014 DEC Recommended Practices



8 Topic Areas:

Child-focused

- Instruction
- Assessment
- Interaction
- Environment

Family & System-focused

- Teaming
- Transition
- Family
- Leadership

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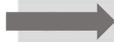
DEC Recommended Practice Parameters

- Supported by research, values, and experience
- Observable
- Not disability specific
- Delivered in all settings (natural/inclusive environments)
- Build on and are not duplicative of other standards (such as NAEYC DAP)



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How Do The DEC RPs Align With Outcomes In The HSELOF Social & Emotional Domain?

Example		<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold;">SOCIAL AND EMOTIONAL DEVELOPMENT</div>	
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	<p>DEC Recommended Practices Examples: E1: Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.</p> <p style="font-size: x-small; text-align: right;"><i>Source: Division of Early Childhood (DEC) Recommended Practices</i></p>
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	

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How Do The DEC RP Align With The DTL 'House'?

Note the roof of the house:
Highly Individualized Teaching and Learning Practices

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Questions?

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Demonstration Of Practices For Adapting And Modifying The Environment Through The Use Of Free Open-access Resources

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 **DEC Topic Area: Environment**

- Practices that support effective, engaging, and accessible environments refer to age-appropriate equipment, materials, supplies, and physical spaces.
- Environments also include developmentally appropriate schedules, lesson plans, and experiences that staff and families can alter to make necessary accommodations to support all children, especially those at risk for or diagnosed with disabilities.

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 **Environmental Practices Encompass The Following:**

		
Physical environment e.g., space, equipment, and materials	Social environment e.g., interactions with peers, siblings, family member	Temporal environment e.g., sequence and length of routines and activities

Adapted from: 

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 **DEC Topic Area: Environment**

E1: Practitioners provide services and supports in natural and inclusive environments during **daily routines and activities** to promote the child's access to and participation in learning experiences.

E2: Practitioners consider **Universal Design for Learning** principles to create accessible environments.

E3: Practitioners work with the family and other adults to **modify and adapt the physical, social, and temporal environments** to promote each child's access to and participation in learning experiences.

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 **DEC Topic Area: Environment**

E4: Practitioners work with families and other adults to **identify each child's needs for assistive technology** to promote access to and participation in learning experiences.

E5: Practitioners work with families and other adults to **acquire or create appropriate assistive technology** to promote each child's access to and participation in learning experiences.

E6: Practitioners create environments that provide **opportunities for movement and regular physical activity** to maintain or improve fitness, wellness, and development across domains.

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 **Examples Of Practices Associated With The Child's Physical Environment**



Physical environment

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 **Physical Environment: Universal Design For Learning**



E2: Practitioners consider Universal Design for Learning principles to create accessible environments.

Picture courtesy of FPG-UNC

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Physical Environment: Adaptation



E3: Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.

Picture courtesy of FPG-UNC

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Physical Environment: Adaptation

Defining Boundaries



E2: Practitioners consider Universal Design for Learning principles to create accessible environments.

Adapted from NCEOTL

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Physical Environment: Modifications To Materials



The child uses the yellow switch to activate or turn on the toy cat.¹



Knobs on puzzle pieces and foam around a rattle handle extend or build up the toy to allow a child to more easily grab and hold the toy.²

E5: Practitioners work with families and other adults to acquire or create appropriate assistive technology to promote each child's access to and participation in experiences.

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Physical Environment: Modifications To Materials

Video 5.6: Using an adapted tricycle

How: [Module 5: Assistive Technology Interventions](#) [Step 2: Evidence](#) [Step 3: Evidence](#) [Step 4: Evidence](#) [Step 5: Evidence](#) [Step 6: Evidence](#) [Step 7: Evidence](#) [Step 8: Evidence](#) [Step 9: Evidence](#) [Step 10: Evidence](#) [Step 11: Evidence](#) [Step 12: Evidence](#) [Step 13: Evidence](#) [Step 14: Evidence](#) [Step 15: Evidence](#) [Step 16: Evidence](#) [Step 17: Evidence](#) [Step 18: Evidence](#) [Step 19: Evidence](#) [Step 20: Evidence](#) [Step 21: Evidence](#) [Step 22: Evidence](#) [Step 23: Evidence](#) [Step 24: Evidence](#) [Step 25: Evidence](#) [Step 26: Evidence](#) [Step 27: Evidence](#) [Step 28: Evidence](#) [Step 29: Evidence](#) [Step 30: Evidence](#) [Step 31: Evidence](#) [Step 32: Evidence](#) [Step 33: Evidence](#) [Step 34: Evidence](#) [Step 35: Evidence](#) [Step 36: Evidence](#) [Step 37: Evidence](#) [Step 38: Evidence](#) [Step 39: Evidence](#) [Step 40: Evidence](#) [Step 41: Evidence](#) [Step 42: Evidence](#) [Step 43: Evidence](#) [Step 44: Evidence](#) [Step 45: Evidence](#) [Step 46: Evidence](#) [Step 47: Evidence](#) [Step 48: Evidence](#) [Step 49: Evidence](#) [Step 50: Evidence](#) [Step 51: Evidence](#) [Step 52: Evidence](#) [Step 53: Evidence](#) [Step 54: Evidence](#) [Step 55: Evidence](#) [Step 56: Evidence](#) [Step 57: Evidence](#) [Step 58: Evidence](#) [Step 59: Evidence](#) [Step 60: Evidence](#) [Step 61: Evidence](#) [Step 62: Evidence](#) [Step 63: Evidence](#) [Step 64: Evidence](#) [Step 65: Evidence](#) [Step 66: Evidence](#) [Step 67: Evidence](#) [Step 68: Evidence](#) [Step 69: Evidence](#) [Step 70: Evidence](#) [Step 71: Evidence](#) [Step 72: Evidence](#) [Step 73: Evidence](#) [Step 74: Evidence](#) [Step 75: Evidence](#) [Step 76: Evidence](#) [Step 77: Evidence](#) [Step 78: Evidence](#) [Step 79: Evidence](#) [Step 80: Evidence](#) [Step 81: Evidence](#) [Step 82: Evidence](#) [Step 83: Evidence](#) [Step 84: Evidence](#) [Step 85: Evidence](#) [Step 86: Evidence](#) [Step 87: Evidence](#) [Step 88: Evidence](#) [Step 89: Evidence](#) [Step 90: Evidence](#) [Step 91: Evidence](#) [Step 92: Evidence](#) [Step 93: Evidence](#) [Step 94: Evidence](#) [Step 95: Evidence](#) [Step 96: Evidence](#) [Step 97: Evidence](#) [Step 98: Evidence](#) [Step 99: Evidence](#) [Step 100: Evidence](#)

An adult adapts a tricycle with a belt and foot pedals to help a child participate in riding bikes with other children on the playground and also to help with physical delays (running time 3 min, 18 sec.)



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Examples of Practices Associated with the Child's Social Environment

2



Social environment

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Social Environment

To promote participation:

- Strategically selecting peer pairs, groupings, and seating arrangements.
- Selecting materials that motivate shared play.
- Designing activities that promote social interactions.

Adapted from 

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Social Environment: Groupings, Materials, Activities



E3: Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.

Adapted from **NCQTIL**

Social Environment: Interaction With Peers



E1: Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.

<http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-10>

Source: **CONNECT Modules**

Examples of Practices Associated With The Child's Temporal Environment



Temporal environment

Adjust the schedule.

Adjust the time spent on various tasks.

Temporal Environment: Schedules And Time



E3: Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.

Adapted from 

NCQTL

Temporal Environment: Adjusting Time



E3: Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.

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Questions?



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Resources that Support the Implementation of the Practices



Source: FPG-UNC

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In-Service Suites

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning>



HEAD START ECLKC

Children with Disabilities

Highly Individualized Teaching and Learning

These 15 articles in service Suites are a professional development resource for staff to help address early childhood centers and programs. They are organized around one topic or key idea and address effective teaching and assessment practices. Before you begin, explore Highly Individualized Teaching and Learning: An Overview to learn more about individualizing teaching.

Curriculum Implementation

- An Introduction
- Environment Support
- Materials Organization
- Activity Implementation
- Child Participation
- Activity Equipment
- Adult Support
- Peer Support
- Transition Support
- Planning and Reflection

Individual Learning

- Break & Connect: Turning Goals into Everyday Learning Opportunities
- Individualizing: Organizing Learning Throughout the Day
- The Learning Loop

Back to the 15 articles in service Suites

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Other Resources and Products on ECLKC

- Disabilities Services Newsletters
- Webinars
- Search “children with disabilities” on ECLKC for additional resources

Coming Soon:

- Briefs
- Course and Curriculum on Foundations of Inclusion
- Resources on Practices that Support Individualization



HEAD START ECLKC

Children with Disabilities

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Help With Finding ECLKC Resources



Coming Soon on ECLKC:

- *Resources on Practices that Support Individualization*
- A collection of resources that provides access to evidence-based practices that support individualization and associated resources, including alignment of the practices with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF)*.

CONNECT Courses & Modules



Listen & Learn From Staff



Join MyPeers & the Disabilities/Inclusion Community!

- An online space for networking and peer support
- A space for you to learn from each other
- A space for us to learn with you:
 - Your ongoing work
 - Your successes and challenges
- A way for us to respond to your requests
- To join go to: <http://www.123contactform.com/form-2230355/My-Peers>

 **Featured Resources**

- CONNECT modules and courses <http://community.fpg.unc.edu>
- ECLKC resources on children with disabilities <https://eclkc.ohs.acf.hhs.gov/children-disabilities>
 - In-service suites
 - Federal webinar series on high quality inclusion
 - Newsletters
- Resources on Practices that Support Individualization: <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/resources-supporting-individualization>
- Join MyPeers: <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

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 **Evaluation**

Evaluation Link:
https://www.surveymonkey.com/r/InclusionCall_10-17-17

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 **Thank You**



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