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.
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.

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
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)

Why Is This Topic Important?
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
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

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

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)

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

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.

Source: Division of Early Childhood (DEC) Recommended Practices
How Do The DEC RP Align With The DTL 'House'?

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

Questions?

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

Environmental Practices Encompass The Following:

1. Physical environment (e.g., space, equipment, and materials)
2. Social environment (e.g., interactions with peers, siblings, family members)
3. Temporal environment (e.g., sequence and length of routines and activities)

Adapted from:
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.

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

1. Physical environment

**Physical Environment: Universal Design For Learning**

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.

Defining Boundaries

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

Physical Environment: Modifications To Materials

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.
Physical Environment: Modifications To Materials

Video 5.6: Using an adapted tricycle

Examples of Practices Associated with the Child's Social Environment

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.
Social Environment: Groupings, Materials, Activities

Social Environment: Interaction With Peers

Examples of Practices Associated With The Child’s Temporal Environment
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.

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.

Questions?
Resources that Support the Implementation of the Practices

Source: FPG-UNC

In-Service Suites


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
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

Module 1: Embedded Interventions
Module 2: Transition
Module 3: Communication for Collaboration
Module 4: Family-Professional Partnerships
Module 5: Assistive Technology Interventions
Module 6: Dialogic Reading
Module 7: Tiered Instruction (Social emotional development & Academic learning)

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](http://community.fpg.unc.edu)
  - In-service suites
  - Federal webinar series on high quality inclusion
  - Newsletters

Evaluation

Evaluation Link: [https://www.surveymonkey.com/r/InclusionCall_10-17-17](https://www.surveymonkey.com/r/InclusionCall_10-17-17)