"Building Competence, Confidence and Cohesion Towards an Inclusive Future"

DC Early Intervention Provider Panel

LEA Institute: "It Takes a City: DC Does it Best"
May 20th, 2016
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Definition from the Joint Position Statement on Inclusion from DEC and NAEYC

"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**."

- Division for Early Childhood and National Association for the Education of Young Children, 2009

Group Definition- "Inclusion"

Brainstorm

1. What is Inclusion?

2. Why does Inclusion benefit overall program implementation?

Americans with Disabilities Education Act (ADA)

Americans with Disabilities Act

- The **Americans with Disabilities Education Act (ADA)** requires schools and agencies to provide equal education opportunities for children with disabilities.

What Impact does ADA have on Child Care Programs?

January 26, 1992

- Child Care programs can not discriminate on the basis of disability whether or not they receive public funds

- ADA demands a "new way of thinking"

- Accommodations required by the individual are weighed against the resources available to the child care program to make any necessary accommodations

- Evaluation based on case by case basis

ADA Requirements for Child Care Centers

Examples of Change in Policy Include:

- Eliminating prohibitions against serving children with disabilities in admission policies

- Elimination restricting children who are not toilet trained from being considered for admission

- Providing alternative foods at lunch/snack time for children with allergies/special diets

- Making a schedule change for child who takes medication and/or naps in the morning.

ADA Requirements for Child Care Centers

Programs are required to provide "auxiliary aides and services"

Definition:

Services and devices designed to ensure full inclusion. Such as **AAC (Augmentative and Alternative Communication,** ex. PECS**), Assistant listening devices, interpreters, audiotapes, large print materials etc.**

- Exemption would ONLY be if the modification would fundamentally alter the nature of the program and there are no reasonable alternatives
- An undue burden means a significant difficulty or expense

ADA Requirements for Child Care Centers

Architectural Barrier Prevents Services:
- Can the barrier be removed?
- Readily removed easily without much difficulty or expense
- Cannot be removed
- Services available through alternate methods

Medical Devices:
- Child Care Programs are not required to provide children devices such as wheel chars, glasses, hearing aides etc.
- Programs are required to provide services such as toileting, dressing etc.

Safety Considerations

Safety Considerations for Enrollment and Retention:

- Can refuse if documented that a child will pose a direct threat to the health and safety of others in care
- Can the threat be eliminated without fundamentally altering the program for enrollment and retention?

Legality of Extra Charges:

- **NO ADDITIONAL CHARGES** for children with disabilities
- Program are allowed to spread the cost to all families in the program

Inclusive Environment Best Practice Checklist

- Provides ideal structure and organization for child care programs to model inclusionary best practice when setting up environments for child with special needs.

- Includes a **Sample Policy** for caring for children with special needs as well as a program **Action Plan** for Individualized future development.

**Please fill out one section and leave at Strong Start table by end of the day*

If you would like additional consultation: 1)Please fill out the entire checklist, 2)Return to Strong Start and a consultant will contact you

IDEA (Individuals with Disabilities Education Act)

- IDEA not only supports equal educational opportunities, it specifically **requires** schools to support inclusion of children with disabilities through the least restrictive and natural environment mandates.
- For **pre school and school age children** (ages 3-21), IDEA requires that children with disabilities be educated in the "least restrictive environment'' (1412(a)(5) and 1413 (a)(J)).
- For **infants and toddlers** (ages 0-3) with disabilities, IDEA promotes the use of "natural environments" for early intervention services (1432(4)(0)).

Natural Environments

- **All young children** tend to thrive when they're in familiar surroundings and with the people and objects that are most dear to them.

- This includes any environment, **typical for the child's same-age peers** who have no disabilities, that is apart of the child's **daily routine**:

Yes	No
1) In-Home	1) Specialized classroom
2) Child Care Center with appropriate age placement	2) Classroom placement based on ability
3) Other community settings	3) Separate Schooling/Therapy room

DEC/NAEYC Joint Statement Reference

Brainstorm

1. What is DEC?

2. What are the DEC/NAEYC Recommended Practices?

DEC Recommended Practices

Topic Areas:

1. Leadership

2. Assessment

3. Environment

4. Family

5. Instruction

6. Interaction

7. Teaming and Collaboration

8. Transition

DEC RP's- Leadership

Leadership:

"The set of practices in this section address the responsibilities of those in positions of program authority and leadership related to providing services to young children who have or are at risk for developmental delays/disabilities and their families."

Example: *L9. *Leaders develop and implement an evidence-based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.*

Be the kind of leader that you would follow.

DEC RP's- Assessment

Assessment:

"In early intervention and early childhood special education, assessment is conducted for the purposes of screening, determining eligibility for services, individualized planning, monitoring child progress, and measuring child outcomes."

Example: *A2. Practitioners work as a team with the family and other professionals to gather assessment information.*

DEC RP's-Environment

Environment:

*"*Environmental practices refer to **three** types of environments:

- **physical environment** (e.g., space, equipment, and materials)
- **social environment** (e.g., interactions with peers, siblings, family members)
- **temporal environment** (e.g., sequence and length of routines/activities).*"*

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

*"Multiple Means of **Representing information**, multiple means of **Expressing knowledge,** and multiple means of **Engagement**"*

(UDL's beneficial for all populations)

DEC RP's-Family

Family:

"Family practices refer to ongoing activities that (1) promote the **active participation of families** in decision-making related to their child (2) lead to the development of a service plan or (3) support families in achieving the goals they hold for their child and the other family members.

Example: *F4. Practitioners and the family **work together** to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.*

DEC RP's-Instruction

Instruction:

"Instructional practices are intentional and systematic strategies to inform **what** to teach, **when** to teach, **how to evaluate** the effects of teaching, and how to support and evaluate the ongoing quality of instructional practices implemented by others."

Example: *Counting*- can participate through **arts** or **fine motor** and can modify goals by **adding/reducing** the number of spaces to fill **or** work on color identification.

DEC RP's-Interaction

Interaction:

"Practitioners will plan specific ways to engage across routines, and activities based on the **child's developmental levels** and **cultural/linguistic background**."

Example: *INT2. *Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.*

DEC RP's-Teaming and Collaboration

Teaming and Collaboration:

"The teaming and collaboration practices we present include strategies for interacting and sharing knowledge and expertise by the **family** and **multiple disciplines** in ways that are **respectful, supportive, enhance capacity,** and are **culturally sensitive.**"

Example: *TC2. *Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build **team capacity** and jointly solve problems, plan, and implement interventions.*

DEC RP's-Transition

Transition:

"Transition refers to the events, activities, and processes associated with key changes between environments or programs during the early childhood years and the practices that **support the adjustment of the child and family to the new setting**."

Example: *TR1. *Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.*

Should happen <u>internally (classrooms)</u> and <u>externally (between schools)</u>

Service Coordination Perspective

Jasmyn Price

SLP Perspective

Darla Kimbrough

Conversation, Conversation and More Conversation!

"The most important aspect to evaluate in early childhood settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers."

- Hart & Risley, 2002

PT Perspective

Dr. Pamela Brown-White

OT Perspective

Wanda Banks

Special Instruction/Behavioral Perspective

Dr. Marie Celeste

Resources

- NAEYC and DEC Joint Statement (Full)- http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf
- IDEA Part C and Part B Components- http://ectacenter.org/partc/partc.asp
- DEC Recommended Practice's (Full List)- http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf
- ADA Compliance (Full)- http://www.ada.gov/2010_regs.htm
- Commonly Asked ADA Child Care Questions- http://www.ada.gov/childqanda.htm
- Play Modifications- http://rbaeyc.org/resources/Inclusion_Article.pdf
- Universal Design for Learning (UDL's)- http://www.udlcenter.org/

Questions

Break Out Groups

1. Your group will be assigned **1** of the 8 areas in DEC Recommended Practices.

2. How will you implement these practices into your individual programs?

   **Reference DEC RP's Handout for specific area Recommended Practices