

**Inclusive Practices**  
**In Early Childhood Special Education/Early Intervention:**  
*Selected Links to Online Resources Promoting Evidence-Based Practices*

**California Department of Education, Child Development Division**

<http://cainclusion.org/camap/inclusionworks.html>

*Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs.* This training includes PowerPoint, participant handouts, and trainer notes.

**Child and Family Studies Research Programs, Thomas Jefferson University**

<http://jeffline.tju.edu/cfsrp>

The CFSRP supports research projects devoted to developing evidence based training programs and models to identify and implement best practices for families, their infants, toddlers, and young children with disabilities. Projects address assistive technology, participation-based services, training for early intervention providers, and training modules on inclusive childcare.

See, for example, *Philadelphia Inclusion Network Training Programs: Promoting the Inclusion of Infants and Young Children with Disabilities in Child Care Settings*

<http://jeffline.tju.edu/cfsrp/products/materials-pin1.html>

**Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC)**

- Position Statements and Papers- See for example, *Joint Position Statement of the Division for Early Childhood and the National Association for the Education of Young Children* (2009) available in English/Spanish.  
<http://www.dec-sped.org/papers>
- DEC Recommended Practices- download the newly updated Practices and supporting Glossary and view 3 brief video overviews.  
<http://www.dec-sped.org/recommendedpractices>

**ECTA Center: The Early Childhood Technical Assistance Center**

<http://ectacenter.org/>

The ECTA is funded to improve early childhood systems, practices and outcomes. One area of emphasis is Inclusion in Least Restrictive Environments.

<http://ectacenter.org/topics/inclusion/default.asp> See for example:

- 2014-2015 Inclusion of Young Children with Disabilities Webinar Series
- OSEP Reporting Requirements
- Tools for Understanding EC-LRE
- 2014 Preschool Inclusion Fact Sheets
  - Barton, E. E. & Smith, B. J. (2014). *Brief fact sheet of research on preschool inclusion.* Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion. Denver, CO.

- Barton, E. E. & Smith, B. J. (2014). Fact sheet of research on preschool inclusion. Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion. Denver, CO.
- Smith, B. J. (2014). IDEA Provisions Supporting Preschool Inclusion. School of Education on and Human Development, University of Colorado, Denver.
- Strain, P. (2014). Inclusion for Preschool Children with Disabilities: What We Know and What We Should Be Doing. University of Colorado, Denver.
- Cate, D., Diefendorf, M.L., McCullough, K., Peters, M., & Whaley, K. (2010). Quality indicators of inclusive programs/practices: A compilation of selected resources designed for families, practitioners, program administrators, researchers, and state administrators.  
<http://ectacenter.org/~pdfs/pubs/qualityindicatorsinclusion.pdf>
- Diefendorf, M., Cate, D., McCullough, K., & Peters, M. (2012, April). Considerations for Making Finance Decisions to Promote Preschool Inclusion: A Toolkit.  
<http://ectacenter.org/~pdfs/topics/inclusion/financeinclu.pdf>
- Whaley, K., Goode, S., & deFosset, S. (2005) *Selected Resources on Financing Early Childhood Systems to Support Inclusive Options for Young Children with Disabilities - Minibibliography*.  
<http://ectacenter.org/~pdfs/pubs/financemini.pdf>

**Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill** <http://www.fpg.unc.edu>

FPG scientists study important issues facing young children and their families and use the information to enhance policy and improve practices. Researchers focus on parent and family support; early care and education; child health and development; early identification and intervention; equity, access and inclusion; and early childhood policy. The center supports multiple projects, websites, and products. See for example FPG Projects:

**CONNECT: The Center to Mobilize Early Childhood Knowledge.**

<http://community.fpg.unc.edu/>

Funded by the US Office of Special Education Programs, the center is developing free web-based instructional modules for faculty and other professional development providers focused on evidence based practices for working with young children with disabilities in inclusive settings. The first modules address topics including *Embedded Interventions, Transition, Communication for Collaboration, Family-Professional Partnerships, Assistive Technology, Dialogic Reading, and Tiered Instruction*. Modules are available in English and Spanish. The project also produced a 12-minute video *Foundations of Inclusion* to view or download from <http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-inclusion-birth-to-five>

New in 2013 is the Foundations of Inclusion Training Curriculum, a 2-hour training designed for use by professional development/technical assistance providers in a face-to-face facilitated workshop. Facilitator's guide, handouts, and activities can be downloaded at <http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-Inclusion>

### **National Professional Development Center on Inclusion**

<http://npdci.fpg.unc.edu/>

The NPDCI is funded by the US Office of Special Education Programs to create a system of high quality, cross-agency professional development for early childhood personnel to support inclusion. See, for example:

- *Quality Inclusive Practices: Resources and Landing Pads (2012)*
  - *Universal Design for Learning*
  - *Assistive Technology*
  - *Embedded Instruction and other Naturalistic Interventions*
  - *Scaffolding Strategies*
  - *Tiered Models of Instruction/Intervention*
  - *Professional Development*
  - *Models of Collaboration*
  - *Family-Professional Collaboration*
- *The Inclusive Classroom Profile*

### ***An Administrator's Guide to Preschool Inclusion***

<http://www.fpg.unc.edu/resources/administrators-guide-preschool-inclusion>

This guide was developed to help administrators who are responsible for setting up, monitoring, supporting and maintaining inclusive programs for preschool children with and without disabilities. It delineates barriers and roadblocks, while at the same time offering strategies, supports, and illustrations. The guide was developed by the Early Childhood Research Institute on Inclusion, a 5-year national research project that ended in 2000.

### **Head Start Center for Inclusion** <http://depts.washington.edu/hscenter/>

This website was funded by the Office of Head Start with the goal of increasing the competence, confidence, and effectiveness of Head Start personnel in providing services to young children with disabilities. The site includes video and print resources for trainers, administrators, and practitioners (some materials also in Spanish).

### **Head Start National Center on Quality Teaching and Learning**

- **Disabilities** – Includes Head Start policy on services to children with disabilities, FAQs, program planning, staff support and supervision issues, family supports. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities>
- **Framework for Effective Practice** – Resources on engaging interactions and environments, research-based curricula and teaching practices, ongoing child

assessment, highly individualized teaching and learning.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice>

- **SpecialQuest Preschool Inclusion Series-** The SpecialQuest Multimedia training Library can be accessed from the Head Start Early Childhood Learning and Knowledge website. The SpecialQuest Preschool Inclusion Series focuses on including preschoolers who have disabilities in programs and settings with their typically developing peers. This series contains four videos. The first provides an overview of the benefits and rationale for inclusion, as well as perspectives from many stakeholders of what makes inclusion work. Two additional videos each feature a story about the successful inclusion of a child. In these videos, viewers learn what it took for their families and their service providers to ensure that these children were given the supports and opportunities they needed to flourish in programs with their typically developing peers. The fourth video provides practical and concrete strategies for making the Individual Education Program (IEP) a process that is collaborative and that ensures inclusion, for the perspectives of family members, service providers, and administrators from several service delivery systems. Five sessions, complete with facilitator scripts and handouts, accompany the videos. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Staff%20Support%20and%20Supervision/Orientation/specialquest-training-library/resource-finder.html>

#### **Kansas Inservice Training System (KITS) [www.kskits.org](http://www.kskits.org)**

KITS is a program of the Kansas University Center on Developmental Disabilities at Parsons and is supported through the Kansas Department of Health and Environment-Infant/Toddler Services. The KITS project is designed to provide a training and resource system for early intervention networks collaborative training and technical assistance activities on a comprehensive statewide basis. Additionally, parents and staff of agencies collaborating with these early intervention networks, including preschool programs, are afforded the opportunity to be involved in all activities associated with the project. The comprehensive system is realized through four identified system components of collaboration/ linkages, information services, training, and technical assistance. An online resource center, a collaborative training calendar, technical assistance packets, web-based training modules, and resources supporting inclusion in natural environments/LRE can be accessed on the KITS website. See, for example:

- *Itinerant ECSE Services Through Coaching and Consultation*  
[http://kskits.org/ta/virtualKits/itinerantECSE\\_Services\\_Through.shtml](http://kskits.org/ta/virtualKits/itinerantECSE_Services_Through.shtml)
- *Preschool LRE & Inclusion Resources*  
[http://www.kskits.org/ta/preschool\\_LRE\\_Resources](http://www.kskits.org/ta/preschool_LRE_Resources)
- *What Do You Do When You Get There?*  
<http://kskits.org/ta/Packets/WhatDoYouDoWhen.shtml>
- *KITS Early Childhood Resource Center Online Catalogue*
- <http://kskits.org/ecrc/>

#### **National Association for the Education of Young Children (NAEYC)**

- DEC/NAEYC (April 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.  
[http://www.naeyc.org/files/naeyc/file/positions/DEC\\_NAEYC\\_EC\\_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf)

- Conn-Powers, M., Cross, A., Traub, E., & Hutter-Pishgahi, L. (2006, Sept.). Universal design of early education: Moving forward for all children. *Beyond the journal: Young children on the web*, 1-9.  
<http://www.naeyc.org/files/yc/file/200609/ConnPowersBTJ.pdf>

### **Project DIRECT**

[http://www.utoledo.edu/education/grants/direct/Training%20Modules/Training\\_Modules.html](http://www.utoledo.edu/education/grants/direct/Training%20Modules/Training_Modules.html)

Laurie Dinnebeil and William McInerney of the University of Toledo's Project DIRECT created a series of five training modules for itinerant early childhood special education teachers interested in shifting from a model of direct service delivery to a more consultative itinerant service delivery model. Download an entire training module or individual resources. See also Dinnebeil and McInerney (2011) *Guide to Itinerant ECSE Services*, available from Brookes Publishing or the KITS Early Childhood Resource Center ([www.kskits.org](http://www.kskits.org)).

### **Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion**

[http://www.pyramidplus.org/framework/inclusion\\_model](http://www.pyramidplus.org/framework/inclusion_model)

The Pyramid Plus Center works to improve the social and emotional competence and inclusion of young children through the Pyramid Plus Approach: embedded inclusion practices along the entire developmental continuum (Birth – 5 years) within the Pyramid Model framework. This approach builds on the work of the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), the Technical Assistance Center on Social Emotional Interventions (TACSEI), and the SpecialQuest Approach and materials.

### **Specialink: The National Centre for Child Care Inclusion**

[http://www.specialinkcanada.org/home\\_en.html](http://www.specialinkcanada.org/home_en.html)

Specialink's goal is to expand the quality and quantity of opportunities for inclusion of young children with special needs and their families in childcare, recreation, education, and other community settings. Resources on the best available practices supporting inclusion are provided for parents, early childhood educators and directors, researchers and policy makers across Canada, but available to anyone. See for example:

- *Specialink Early Childhood Inclusion Quality Scale* (2009)
- *Specialink Child Care Inclusion Practices Profile and Principles Scales* (2005) and DVD

### **U.S. Department of Health and Human Services (HHS) & U.S. Department of Education (DoE)**

U.S. Departments of HHS & DoE (2015). *Policy statement on inclusion of children with disabilities in early childhood programs.*

<http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>

This joint policy statement advances the position of the Departments by

- Providing a definition of inclusion that proposes consideration of “natural proportions” for students with all types of disabilities, mild to severe;
- Increasing understanding of the science supporting inclusion, from the earliest ages;
- Highlighting legal foundations supporting inclusion;
- Providing specific recommendations for action at the state and local levels; and
- Identifying free resources to support high-quality programming and inclusion in early childhood programs.

See also:

- U.S. Department of Health and Human Services & U.S. Department of Education (2016). *Inclusion in Early Childhood Programs—Webinar Series.* <http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html>
- Association of University Centers on Disabilities (2015). *HHS/ED Joint Policy Statement on Inclusion in Early Childhood Programs and the Role of UCEDDs.* Early Intervention/Early Childhood Special Interest Group Webinar Series, May 26, 2015. [https://aucd.adobeconnect.com/\\_a1005431686/jointpolicystatement/](https://aucd.adobeconnect.com/_a1005431686/jointpolicystatement/)