

# What Makes Inclusion Work In Early Childhood?



## Vision & Attitude

The program has a written vision statement supporting inclusion of children with disabilities, which is shared with families and the community.

- Staff, families and the community have input regarding the vision statement.
- It supports the belief that all children can and will learn.
- All children and families are full members of the community.
- Program has a culture of inclusion upheld by all staff.

## Formal Time to Plan & Reflect

Teams meet regularly. Teams use an agenda, a strategy to document meetings and decisions, and keep within an allotted time frame.

- Administration honors time by providing support to meet as a team.
- Schedules accommodate common planning time.
- Program promotes efficient and coordinated service delivery for children and families by creating the conditions for practitioners from multiple disciplines and the family to work together as a team.
- Team members honor the time frame determined.
- Team members use culturally and linguistically responsive practices.
- Team examines practices to be aware of implicit biases.

## Professional Learning

The system is committed to learning through a variety of venues. Team has a variety of opportunities for learning based on individual needs and continuous improvement plan.

- Team is supported to implement new strategies learned.
- Team adjusts teaching strategies based on new information from professional learning opportunities.
- All members of the team have time for reflecting and problem solving with others to implement new strategies.

## Adaptations & Support Systems

Team utilizes a consistent process for determining appropriate individualized accommodations and modifications based on assessment data.

- Adaptations are determined through the IEP process, used consistently with children and documented for future reference.
- Intervention plans are individualized and shared with all team members.
- Natural supports are provided for each child.
- Team provides adaptation and accommodations to promote engagement in activities and peer interactions.

For more on Recommended Practices and Evidence Based Practices visit: <http://www.dec-sped.org/> and <https://www.naeyc.org/>. "Team" is defined as all of the adults who work together to support a child, including families.

## Collaboration & Teaming

Practitioners use strategies to enhance team functioning and interpersonal relationships with and among team members.

- Teams use data based decision-making.
- Teams share and collaborate on lessons plans, goals, and individualized interventions.
- Items from previous meetings are reviewed to ensure follow-up.
- Teams have access to assessments, interventions and progress reports from all team members to support planning.

## Family & Community Partnerships

Program, family and community providers collaborate to provide high quality inclusion.

- Families are invited to and are supported to participate in meetings.
- Families have multiple opportunities and means for communicating with the team supporting their children.
- Families receive frequent updates on progress and challenges.
- Families are given an opportunity to provide feedback on the program.
- Families are linked with community programs/services that support young children and their families.
- Services are provided within the program the child attends.

## Evidence Based Practices

Program-wide, teams use developmentally appropriate, evidence-based practices.

- Team uses diverse instructional practices.
- Groups are flexible and based on the needs of individual children.
- Special education supports and related services are embedded into the classroom, including specialized instruction as needed.
- Related services are provided within the routine of the general education classroom.
- Children's progress is continually monitored through authentic assessment.

## Administrative Support

Administration provides leadership to support high quality inclusion.

- Administrators are supportive of inclusion in concrete and identifiable ways.
- Administration values open communication regarding supports and services for children and there is a clear line of communication for problem solving.
- Administration implements policies and procedures that support continuous quality improvement specifically related to inclusion.
- Program combines resources to provide a unified system.