



Inclusion Pathway for Teachers and Caregivers

Goal: Children with special needs* have access to quality early care and education, are included in typical program activities and routines, and have their individual needs and goals met.

Pathway	Exploring <i>Teachers/Caregivers learn about the impact of special needs on developmental domains and range of abilities; learn definition of inclusion and universal design</i>	Implementing <i>Teachers/Caregivers collaborate with families and program staff to explore strategies and adaptations to support active participation of all children</i>	Refining <i>Teachers/Caregivers consult with specialists in partnership with families to use individualized, adaptive strategies within their classrooms specific to an individual child's needs</i>	Integrating <i>Teachers/Caregivers regularly collaborate with family and specialized community partners, refine their classroom accommodations and adaptations, enriching the classroom for all children</i>
Teachers and Caregivers: Inclusive Care & Learning Environments 1. Physical Environment & Daily Routines	<p>Understands that a high quality early learning environment should reflect the individual needs of all children.</p>	<p>Partners with the family to discuss observations, and explores options for adaptations and accommodations to routines, materials, and the environment to meet the individual needs of the child.</p> <p>Partners with director to utilize a standardized tool for assessing classroom readiness to meet the needs of all children.</p>	<p>Consults with specialists and family to implement adaptations of routines, materials, and/or environment that are specifically designed to meet unique needs, specified in the child's IFSP/IEP/Medical plan.</p>	<p>Regularly makes adjustments to the environment and routines based upon observation and input from family and disability specialists.</p>

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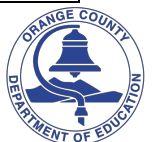


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Teachers and Caregivers: Inclusive Care & Learning Environments 1. Physical Environment & Daily Routines	<p>Shelley Moore: Transforming Inclusive Education (YouTube video)</p> <p>Fair is not Always Equal Adapted from <i>Teaching Everyone</i> by Whitney Rapp and Katrina Arndt and <i>Universal Design for Learning in Action</i> by Whitney Rapp</p> <p>Inclusion, What it is and What it isn't: Child Care Plus, <i>The Center on Inclusion in Early Childhood Tip Sheet #21</i>, Montana Dept. of Health and Human Services</p> <p>What is Inclusion in Child Care: Child Care Plus, Rural Institute on Disabilities, Missoula, MT</p> <p>High Quality Early Learning Environment: <i>Seeds of Partnership</i>, Santa Barbara County Education Office</p>	<p>Questions to Consider in Universally Designed Learning (UDL)</p> <p>Observations of Early Childhood Environments & Checklist: <i>Building Inclusive Child Care</i>, Northampton Community College and Pennsylvania Developmental Disabilities Council</p> <p>Adapting the Child Care Environment for Children with Special Needs: NAEYC, <i>Beyond the Journal</i>, Young Children on the Web, May 2003</p> <p>“A Child’s Place Learning Center, Inc. Parent Questionnaire”</p> <ul style="list-style-type: none"> • Parent Questionnaire <p>Links to assessment tool(s):</p> <p>Desired Results Access Project</p>	<p>Using Routines-Based Interventions in Early Childhood Special Education: <i>Dimensions of Early Childhood Vol. 40, No. 2</i>, 2012</p> <p>Environmental Support Head Start An Office of the Administration for Children and Families <i>Early Childhood Learning & Knowledge Center (ECLKC)</i></p> <p>Play Modifications for Children with Disabilities:</p>	<p>Measuring the Quality of Inclusion: The Inclusive Classroom Profile Posted: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute</p>

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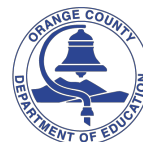


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<p>Teachers and Caregivers: Inclusive Care & Learning Environments</p> <p>2. Activities & Experiences</p>	<p>Accepts Universal Design for Learning principles and understands that all children should be accepted, supported and included in classroom activities and experiences.</p>	<p>Understands the unique strengths and needs of the child, so that activities and experiences include adaptations that support the range of developmental abilities in the classroom.</p>	<p>Consults with family and specialists, developing specific adaptations of activities and experiences that are designed to meet the child's unique needs, as specified in the child's IFSP/IEP/medical plan.</p>	<p>Partners with specialists so that interventions provided by the specialist occur within the context of regular classroom activities (e.g., co-planning and/or co-teaching for select periods).</p>

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Teachers and Caregivers: Inclusive Care & Learning Environments 2. Activities & Experiences	<p>Universal Design – UDL 101 in Early Childhood Environments</p> <p>Universal Design for Learning Guidelines: National Center on Universal Design for Learning AT CAST</p> <p>Attend:</p> <ul style="list-style-type: none"> Quality Start OC Online training calendar: 	<p>Tips for Early Care and Education Providers: Simple Concepts to Embed in Everyday Routines: Administration for Children and Families</p> <p>Environment modifications to support learning:</p> <p>Curriculum Modifications: An Overview</p> <p>Curriculum Modifications: Child Participation Evaluation Form</p> <p>Classroom Visuals and Supports</p>	<p>While it is important to understand the basics of making accommodations and adaptations in your classroom, it is imperative to consult and collaborate with specialists and families to individualize for the specific child.</p> <p>See the following resources:</p> <ul style="list-style-type: none"> Increasing the Playability of Toys and Play Materials CARA's Kit: Creating Adaptations for Routines and Activities The ABC's of IEP Head Start Center for Inclusion 	<p>“Virtual Lab School: Working with Families of Children with Special Needs. Recommendations for Effective Collaboration”</p> <p>CONNECT Course: Weaving Inclusion into Everyday Activities Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill. Online course (\$30 registration fee)</p>

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Training, Tools, and Additional Resource for Inclusive Practices

- Orange County Department of Education, Special Education Services, Early Childhood webpage: www.ocde.us/EarlyEducation/Pages/default.aspx
- Comfort Connection Library at the Regional Center of Orange County: <http://www.rcocdd.com/frc/ccfrc/>
- TASK trainings in Orange County <http://taskca.org/workshops>
- Children’s Home Society of California – Child Care Referrals’: <https://www.chs-ca.org/for-families/child-care-referrals>
- Contact Early Learning Specialist at local school district for assistance in understanding district special education screening and services.
- Infant/Toddler & Preschool Learning Foundations and Frameworks: <http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>
- California MAP to Inclusion and Belonging website (WestEd): <http://cainclusion.org/camap>
- Child Care Law Center: <http://childcarelaw.org>
- Foundations of Inclusion Training Curriculum: <http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-Inclusion>
- Early Childhood Education Competencies, Special Needs and Inclusion: <http://ececompsat.org/competencies/sni/sni.html>





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- Special Quest <https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest/specialquest>
- ICP – Inclusive Classroom Profile: <http://npdci.fpg.unc.edu/measuring-quality-inclusion-inclusive-classroom-profile>
- Inclusion Works! <http://cainclusion.org/camap/map-project-resources/inclusion-works/>
- Building Inclusive Child Care <http://ici.umn.edu/products/impact/221/15.html>
- Joint position statement from NAEYC/DEC:
http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
- Universal Design for Learning Checklists: <http://cast.org/>
- Individuals with Disabilities Act (IDEA) Part C and Part B regulations: <http://idea.ed.gov>
- Super Duper Publications: Fun Learning Materials for Kids <http://www.superduperinc.com/Handouts/Handout.aspx>
- [Policy Statement from U.S. Department of Health and Human Services and U.S. Department of Education](#)

