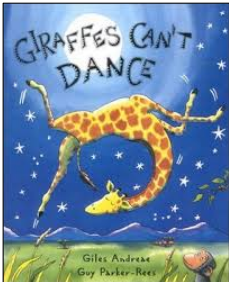


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Inclusion in the Real World: Perspectives and Strategies for Early Childhood





Supporting Inclusive Practices
Seven Hills Conference Center - SFSU
February 7, 2019

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Giraffes Can't Dance

Written by Giles Andreae
Illustrated by Guy Parker-Rees



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Agenda

Inclusion in the Real World: Perspectives and Strategies for Early Childhood Workshop
Supporting Inclusive Practices
February 7, 2019 10am – 3pm
Seven Hills Conference Center, San Francisco State University


Agenda	
10:00-10:10	Introduction/ Coffee and tea
10:10-10:20	Welcome by Dr. Cynthia Grutzik, Dean of Graduate College of Education, SF State
10:20-11	A Framework for Inclusion in the Early Childhood Classroom – Amber Friesen and Kimberly Knodel
11-12	Guest Speaker: Todd Parr, Children Book Author and Illustrator
12-1	Todd Parr Book Signing and Boxed Lunch
1:00 – 1:45	Applying the Framework for Inclusion in Early Childhood Settings – Amber Friesen and Kimberly Knodel
1:45 – 2:30	Guest Speaker: JoAnna Van Brusselen, Parent Mentor Coordinator at Support for Families of Children with Disabilities
2:30 – 3:00	Reflections and Goal-Setting – Amber Friesen and Kimberly Knodel



+ Welcome

Dr. Cynthia Grutzik
Dean of Graduate College of Education
San Francisco State





+ Further Introductions



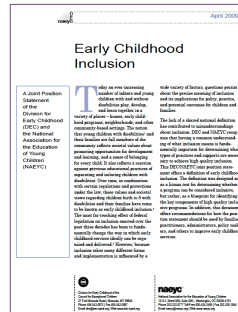
+ A Framework for Inclusion in the Early Childhood Classroom



1. Early Childhood Inclusion and its Research Base
2. Effectively Planning Inclusion: High-Quality Learning Environments, Modifications/ Adaptations, Individualized Learning Goals

+ Early Childhood Inclusion

- Defining Early Childhood Inclusion
- A joint position statement by two important organizations advocating within early childhood education
 - Division of Early Childhood (DEC) <http://www.dec-spced.org/>
 - National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org/>

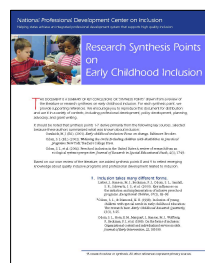


- Early childhood inclusion embodies the values, policies, and practices that support the **right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.** The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports

(DEC & NAEYC, 2009, p. 2).



+ What do we know about inclusion within early childhood settings?



+ What Do We Know About Inclusion Within Early Childhood Settings?

1. Inclusion can take many different forms
2. Progress has been achieved in efforts to ensure access to inclusive programs, particularly for pre-kindergarten children (3-5 years old). However, in the U.S. **universal access to inclusive programs for all children with disabilities is far from a reality.**
3. Children in inclusive programs generally do at least as well as children in specialized programs. **Inclusion can benefit children with and without disabilities,** particularly with respect to their social development.



(National Professional Development Center on Inclusion, 2009)

+ What Do We Know About Inclusion Within Early Childhood Settings?

4. A **variety of factors** such as policies, resources, and beliefs influence the acceptance and implementation of inclusion.
5. **Specialized instruction** is an important component of inclusion and a factor affecting child outcomes.
6. **Collaboration** among parents, teachers, and specialists is a cornerstone of high quality inclusion.



(National Professional Development Center on Inclusion, 2009)

+ What Do We Know About Inclusion Within Early Childhood Settings?

7. **Families of children with disabilities generally view inclusion favorably,** although some families express concern about the quality of early childhood programs and services.
8. Limited research suggests that the **quality of early childhood programs that enroll young children with disabilities is as good as, or slightly better,** than the quality of programs that do not enroll these children (though more research is needed).
9. Some evidence suggests that **early childhood professionals may not be adequately prepared** to serve young children with disabilities enrolled in inclusive programs.



(National Professional Development Center on Inclusion, 2009)

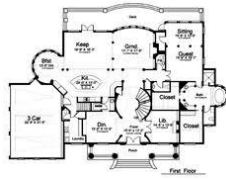
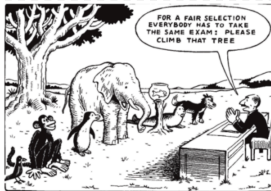
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How can we begin to think
about effectively
supporting all children
within an inclusive early
childhood setting?



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High Quality Learning Environment



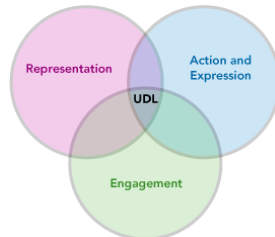
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+ High-Quality Learning Environments

- In planning and implementing high quality instruction, considerations are given to how learning opportunities can universally promote access, participation, and learning.

- More resources on UDL in early childhood classrooms can be found here - <http://ectacenter.org/topics/atech/udl.asp>



+ High-Quality Learning Environment

- Developmentally Appropriate, Meaningful Curriculum
- Physical Environment
- Social Environment
- Temporal Environment
- Family/Community Partnerships



Early Childhood Environments: Designing Effective Classrooms Module
<https://iris.peabody.vanderbilt.edu/module/emr/#content>

+ The Role of Modifications and Adaptations

- Some children may benefit from modifications and adaptations being made to the ongoing instruction or activities in order to maximize their learning and participation.
- There are many different ways to modify and adapt activities.



Environmental Support	Altering the physical, social, and temporal environment
Materials Adaptation	Modifying materials
Activity Simplification	Simplifying a complicated task by breaking it into smaller parts
Child Preference	Identify and integrate child preferences
Special Equipment	Use special or adaptive devices to promote participate and learning
Adult Support	Have an adult intervene and support
Peer Support	Encourage a peer to intervene and support
Invisible Support	Purposeful arrangement of naturally occurring events within an activity

(Sandell & Schwartz, 2008)



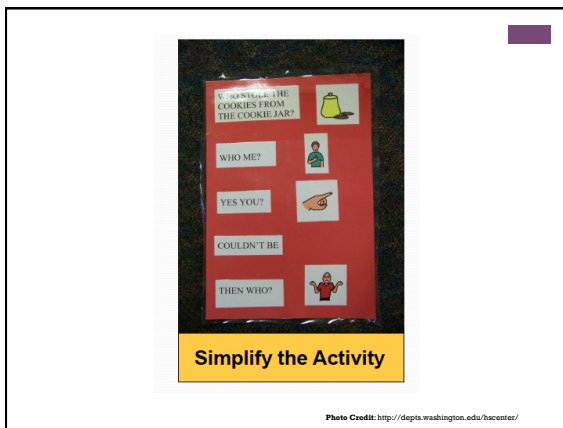




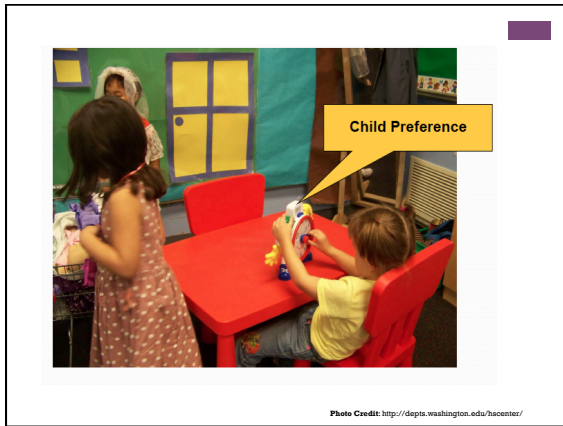


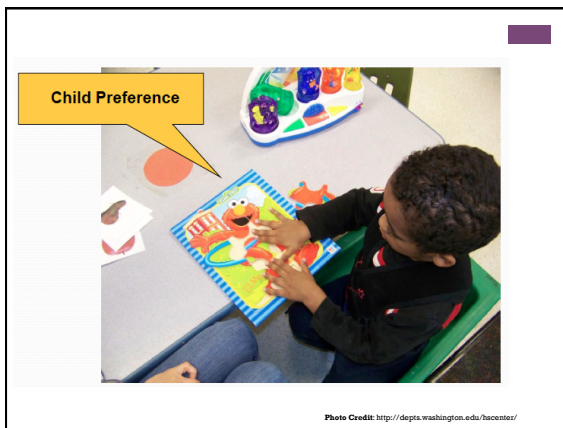




















Peer Support



Photo Credit: <http://depts.washington.edu/hscenier/>

Peer Support



Photo Credit: <http://depts.washington.edu/hscenier/>

Invisible Support



Photo Credit: <http://depts.washington.edu/hscenier/>

+ Individualized Learning Goals

- We know some children will have individualized learning goals that will require more intense, intentional support.
- The necessity of collaboration with family members and other professionals is key to ensure this development is meaningful, spans different environments, and is constantly evaluated.
- Considering how these goals can be meaningfully embedded within an inclusive setting is key.



+ Embedded Learning Opportunities

- We can increase or enhance children's learning by intentionally embedding or integrating short teaching episodes for specific children within routines and activities.
- Opportunities focus on specific learning objectives
- Can be short, intentional, and authentic
- Video Example:
 - Embedding learning about prepositions into block center
 - <http://www.youtube.com/watch?v=lzHY44H4RDA>



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Todd Parr





Book Signing and Lunch

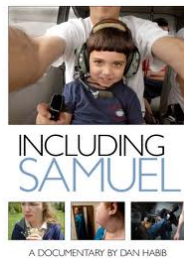


Applying a Framework for Inclusion to Early Childhood Settings



A Closer Look at Inclusive Early Education in Action

Including Samuel
A documentary by Daniel Habib



+ Applying Inclusion in Early Childhood Settings

- **High Quality Learning Environment**
- **Modifications and Adaptations**
- **Individualized Learning Goals**



+ Applying Inclusion in Early Childhood Settings

- Within your table, share the following:
 - What is a success your classroom/program/school has experienced with inclusion?
 - What do you feel is one of the greater challenges in applying effective inclusive practices within your classroom/program/school?
 - What do you feel is most applicable in terms of content from today to implementing inclusive practices within your classroom/program/school?




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JoAnna Van Brusselen



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Reflection and Goal-Setting: Inclusion to Early Childhood Settings

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Reflection and Goal-Setting Activity


- Within your table...
 - Grab a piece of magic model clay
 - Work together to create a sculpture (you can combine your clay!)
 - Build a sculpture that represents a goal would like to set that will help make your early childhood setting more inclusive



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Reflection and Goal-Setting Discussion

- Reflection questions
 - What goal did your table set?
 - Were there multiple goals? Was it hard to decide on one?
 - What is one take away from today's workshop?
 - What is one question you still have?



+ Concluding Thoughts

- In this workshop we considered:
 - What inclusion is and what we know about it within early childhood settings.
 - What we can do to begin effectively support all children within an inclusive early childhood setting.



*Gerald felt so wonderful
And his mouth was open wide
"I am dancing! Yes, I am dancing.
I AM DANCING!" Gerald cried.*



+ Contact Information

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