

Preschool Inclusion: Laying the Groundwork for Success

SpecialQuest

Multimedia Training Library

*Supporting Young Children with Disabilities
and Their Families in Inclusive Settings*

Developed by

SpecialQuest Birth–Five: Head Start/Hilton Foundation Training Program

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**Preschool
Inclusion:
Laying the
Groundwork
for Success**

*Facilitator's
Planning
Worksheet*



**3 hours,
55 minutes total**

Preschool Inclusion: Laying the Groundwork for Success

Learning Outcomes

- ◆ *Participants will consider the benefits of inclusion for preschool children, families, and service providers.*
- ◆ *Participants will identify and discuss strategies to create and support collaborative services in inclusive preschool environments.*
- ◆ *Participants will review the DEC/NAEYC joint definition of inclusion and discuss three defining features of inclusion: access, participation, and supports.*
- ◆ *Participants will be aware of the legal requirements related to the inclusion of preschoolers with disabilities throughout early childhood service delivery systems.*

Agenda	Length	Facilitator
Introduction and Overview	25 minutes	
Agree on Ground Rules	5-10 minutes	
The Idea of Inclusion	20 minutes	
Preschool Inclusion: Working Together to Make it Happen	60 minutes	
View Video	<i>20 minutes</i>	
Large-Group Discussion	<i>15 minutes</i>	
Small-Group Discussion	<i>20 minutes</i>	
Large-Group Share-back	<i>15 minutes</i>	
Break		

Preschool Inclusion: Laying the Groundwork for Success

Icon Key

 Chart

 Handouts

 DVD

 Key Point

Agenda	Length	Facilitator
Definition of Inclusion	60 minutes	
Introduction to Definition of Inclusion	<i>10 minutes</i>	
View Video	<i>25 minutes</i>	
Small-Group Discussion	<i>15 minutes</i>	
Large-Group Share-back	<i>10 minutes</i>	
Legal Requirements	45 minutes	
Lecturette	<i>15 minutes</i>	
Small-Group Discussion	<i>20 minutes</i>	
Large-Group Share-Back	<i>10 minutes</i>	
Wrap-Up	5 minutes	
Reflections/Continuous Improvement	10 minutes	

Facilitation Team

Name/Family Voice

Name/Early Care and Education or Early Childhood Special Education Voice

Name/Early Intervention Voice

Presentation

Date/Time

Location

of Participants

What you will need:



Audio/Visual Equipment:

- LCD Projector and Screen or TV
- DVD Player
- Speakers



DVD:

- Preschool Inclusion: Working Together to Make It Happen*

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Charting Equipment:

- Flip chart and markers
- Masking tape or pins



Handout (English/Spanish):

- #1 Learning Outcomes
- #2 *Preschool Inclusion: Working Together to Make It Happen – Acknowledgements*
- #3 *Preschool Inclusion: Working Together to Make It Happen – Important Aspects of Inclusion – Guided Viewing*
- #4 Early Childhood Inclusion: A Summary
(A Summary of the Joint Position Statement of the Division for Early Childhood and the National Association for the Education of Young Children)
- #5 *Preschool Inclusion: Working Together to Make It Happen – Defining Features of Inclusion – Guided Viewing*
- #6 Small-Group Discussion: Legal Requirements for Inclusion

Important Considerations

This session has been designed to provide a foundation for discussions about preschool inclusion. It is the first session in the *Preschool Inclusion Series* of the *SpecialQuest Multimedia Training Library*. Other sessions in this series are “Samantha’s Story: Preschool Inclusion Success,” “Drew’s Family Story of Inclusion,” and “The Individualized Education Program: Partnering for Success.”

In this session, participants will view the video twice, each time looking at the content through a different lens. You may choose to conduct the session as a single session, or split the session into two parts. (See the Facilitator’s Planning Worksheet agenda box for a suggestion for where to split the session.)

Facilitators should be knowledgeable of their audience and be prepared to offer relevant information on the inclusion of preschoolers

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with disabilities in early care and education programs. Facilitators should also be knowledgeable of the laws and regulations that affect cross-systems teaming and collaboration related to inclusion. Avoid “agency bashing” and help participants consider positive approaches for working with others to make inclusion happen.

This session also uses information from the summary statement of the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

DEC is a branch of the Council for Exceptional Children, an international membership organization for those who work with or on behalf of young children with disabilities and other special needs.

NAEYC is a national membership organization dedicated to improving the well-being of all children birth through age 8.

Local terminology and policies are referenced in the video. Be sure to point these out, defining and equating them with the comparable language and expectations that are used in your participants’ communities.

Getting a sense of the participants’ perspectives on inclusion will help you guide this session more effectively. The section of the script entitled, “The Idea of Inclusion,” is intended to provide the facilitator with an initial idea of how the participants feel about inclusion.

This session complements several sessions in the original *SpecialQuest Multimedia Training Library*:

- ◆ “Developing a Vision for Inclusion,” session 2 in the volume *Including Infants and Toddlers with Disabilities**.
- ◆ “Listening to Families,” session 2 in the volume *Building Relationships with Families*.

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- ◆ “Developing Family-Service Provider Collaboration,” session 5 in the volume *Building Relationships with Families*.
- ◆ “Steps to Collaborative Services,” session 2 in the volume *Collaboration and Teaming*.

*These materials were originally developed for individuals who work with infants and toddlers who have disabilities; the materials are easily adapted for the purposes of those who serve preschool-age children who have disabilities.



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*Facilitator's
Script*



25 minutes

Preschool Inclusion: Laying the Groundwork for Success

Introduction and Overview

Welcome to "Preschool Inclusion: Laying the Groundwork for Success." My name is _____. I represent the voice of _____ (family, preschool special education, early care and education). Facilitating with me today are _____ (name/voice) and _____ (name/voice).

Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.

This session is intended to lay the groundwork for successfully implementing preschool inclusion for children who have disabilities. Together we will view a video about preschool inclusion titled *Preschool Inclusion: Working Together to Make It Happen*. We will then discuss how families and service providers can work effectively together to create and support successful preschool inclusion experiences for young children with disabilities.

Add participant introductions, as needed.

Review the Learning Outcomes and Agenda.

See pp. 21-22 of the Facilitator's Guide.

Learning Outcomes



Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ◆ *Participants will consider the benefits of inclusion for preschool children, families, and service providers.*
- ◆ *Participants will identify and discuss strategies to create and support collaborative services in inclusive preschool environments.*
- ◆ *Participants will review the DEC/NAEYC joint definition of inclusion and discuss three defining features of inclusion: access, participation, and supports.*
- ◆ *Participants will be aware of the legal requirements related to the inclusion of preschoolers with disabilities throughout early childhood service delivery systems.*

Agenda

Agree on Ground Rules

The Idea of Inclusion

Preschool Inclusion: Working Together to Make It Happen

- View Video: *Preschool Inclusion: Working Together to Make It Happen*
- Large-Group Discussion
- Small-Group Discussion
- Large-Group Share-Back

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Definition of Inclusion

- Introduction to the DEC/NAEYC Joint Position Statement on Inclusion
- View Video: *Preschool Inclusion: Working Together to Make It Happen*
- Small-Group Discussion
- Large-Group Share-Back

Legal Requirements

- Lecturette
- Small-Group Discussion
- Large-Group Share-Back

Wrap-Up

Reflections/Continuous Improvement



5-10 minutes total



Agree on Ground Rules

See pp. 22-23 of the Facilitator's Guide.

Chart and post ground rules.



20 minutes total



The Idea of Inclusion

Before we move into our session, it is helpful to learn a little bit about how each of us views inclusion. Please share one word describing what inclusion means for you.

Chart responses. Summarize responses.

In this session, we will also explore the views of various individuals who are involved in making inclusion successful for all children.



60 minutes total



20 minutes

Preschool Inclusion: Working Together to Make It Happen

View Video: *Preschool Inclusion: Working Together to Make It Happen*

The video *Preschool Inclusion: Working Together to Make It Happen* was developed in 2009, with a focus on supporting high-quality inclusion of preschoolers who have disabilities in early care and education settings that are responsive to families' priorities and concerns.

This video is one in a series of SpecialQuest Birth–Five preschool resources to support families, special educators, early care and education staff, administrators, and others to provide high-quality inclusive services to preschoolers who have disabilities.



Handout #2: *Preschool Inclusion: Working Together to Make It Happen* – Acknowledgements.

Guided Viewing: *Preschool Inclusion: Working Together to Make It Happen* – Important Aspects of Inclusion.

Please take out Handout #3, Guided Viewing: *Preschool Inclusion: Working Together to Make It Happen* – Important Aspects of Inclusion.

We're going to watch the video *Preschool Inclusion: Working Together to Make It Happen*. As you view this video, think about the aspects listed on your Guided Viewing handout and use the handout to record notes.

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After viewing, we will discuss your initial responses in the large group and then break into small groups to discuss your responses further. The video is approximately 18 minutes long.



Start DVD: *Preschool Inclusion: Working Together to Make It Happen.*
(18 minutes)



15 minutes

Large-Group Discussion



What reactions do you have?

What images stood out for you?

What did you hear about the benefits of inclusion?

What specific strategies were shared on how to make inclusion happen?



Ask for several responses to each of the questions above.

Listen for responses and add key points on next page, as needed:

The benefits of inclusion:

- *Children thrive*
- *Good for all—disabled, children who do not have disabilities, staff*
- *Teaches diversity*

Strategies:

- *Individualize for all children*
- *Develop partnerships and formal agreements*
- *Increase communication across systems*



20 minutes

Small-Group Discussion

In a moment you are going to break into small groups. Each group will address one important aspect of inclusion to discuss. In your group, please share your reflections about your assigned aspect, based on what you saw and heard in the video. As well, please share about how this relates to your personal experiences with inclusion.

Assign one aspect per table to discuss. Allow 20 minutes per table for discussion.



15 minutes

Large-Group Share-Back

Ask each group to share the topic they discussed and one good idea from their discussion.

Chart.

Listen for responses and add, as needed:

The purpose of inclusion

- *Sensitivity to diversity*
- *All children and adults benefit*



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The importance of peer relationships

- *Learning to interact*
- *Developmental gains—language, motor, etc.*
- *Modeling for adults*

Individualizing for all children

- *Based on research and practice*
- *Create system of individualizing for all children—benefits all*
- *Making simple adaptations for inclusion*

The benefits of inclusion

- *Creates opportunities for peers, parents, and providers to interact*
- *Creates good role models for all children*
- *Builds confidence for all children*

Teaming strategies that work for families and service providers

- *Address needs of families and communities*
- *Look at lessons learned*
- *Build partnerships—Special Education, family support organizations*
- *General education and Special Education working together to see possibilities*
- *Administrative support*

Success of inclusion

- *Having a “rainbow” team*
- *Getting all children ready for kindergarten*
- *Seeing the success of first and second graders who have been included*
- *Benefits for families of children with and without disabilities having “play dates”*
- *Parent/Teacher Organization involvement for all families*

If you elect to split the session, end the first part of the session here with a summary statement, brief personal reflections, the continuous improvement activity, and information about when the second part of the session will begin.



60 minutes total



10 minutes



Definition of Inclusion

Introduction to the DEC/NAEYC Joint Position Statement on Inclusion

Now, let's take a brief look at the national DEC/NAEYC joint definition of inclusion developed jointly by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

Handout #4: Early Childhood Inclusion: A Summary (A Summary of the Joint Position Statement of the Division for Early Childhood and the National Association for the Education of Young Children).

A joint position statement on early childhood inclusion was released in April 2009 by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). This shared position statement provides a much-needed definition of inclusion for the early childhood field. It also includes recommendations for how this statement can be used to improve early childhood services for all children. The definition is found on the first page of the summary, midway down the first column.

“Early Childhood inclusion embodies the values, policies, and practices that support the rights 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.”



What words do you find particularly meaningful in this definition of early childhood inclusion?



Chart.

The DEC/NAEYC joint position statement describes three defining features of inclusion that can be used to identify high-quality early childhood programs and services. These features are access, participation, and supports.

Let's review each of these defining features separately. Descriptions of the features are also provided on your handout in the right-hand column of the first page.

Access means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.

Participation means using a range of instructional approaches to promote engagement in play and learning activities and a sense of belonging for every child.

Supports refer to broader aspects of the system, such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to ensure high-quality inclusion.

We're going to again view the video *Preschool Inclusion: Working Together to Make It Happen*. This time, watch the video from the perspective of these defining features. Handout #5, *Guided Viewing: Defining Features of Inclusion* has space for note-taking as you view the video.



25 minutes



View Video: *Preschool Inclusion: Working Together to Make It Happen*

Start DVD: *Preschool Inclusion: Working Together to Make It Happen*.
(18 minutes)



Reflecting on the video and on our discussion about the important aspects of inclusion, what examples did you see of each defining feature?

Let's start with "access", we'll then move on to "participation" and "supports."

Elicit 2–3 examples from the video of each feature, listening for:

Access

- *range of activities and environments: Group exercise, play activities that encourage large and small motor skills, indoor and outdoor play*
- *remove physical barriers: Standing chair, foam wedge, swing, walker, wheelchair*

Participation

- *involved in daily routines: painting, water play, outside and inside play, signing*
- *"Never singled out."*
- *"Parent of student with disabilities exchanging number with general ed. parent for an afternoon play date."*
- *"Child feels valued and a part of the community."*

- *“Peers are powerful.”*
- *“...Samantha as a peer and equal.”*
- *“...helping all kids.”*

Supports

- *therapist in the classroom, early childhood program, special education staff in the classroom, parent volunteers, a team of people working on the IEP*
- *“Partnerships with good early childhood programs and parent organizations have helped us improve.”*
- *“...all important to success of the child.”*

Chart responses by feature.



15 minutes



Small-Group Discussion

In small groups we are now going to discuss what implications these defining features have for the work that you do. Here are some questions to consider:

How is your program or community demonstrating each of the three features?

Do you find one feature more lacking than another?

What opportunities do you see for enhancing a particular feature in your program or community?

Allow 10 minutes for discussion.



10 minutes

Large-Group Share-Back

Share one implication for your work that you shared in your small group.



Chart.

Let's now take a few minutes to discuss the legal requirements across systems that support inclusion but that require cross-systems collaboration to work.



45 minutes total

Legal Requirements

It is important that the most current legal requirements are described in the following section. If there have been updates to these requirements, adapt the lecturette to accurately reflect the current status of the legal requirements.



15 minutes

Lecturette

Community Partnerships Among Head Start, Childcare, and Special Education Are Essential

Children with disabilities have rights to services through the Individuals with Disabilities Education Act (IDEA), and those services should be provided in partnership with families and early care and education programs. The requirements of the Head Start Act, together with those of IDEA, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act, create natural opportunities for community partners to work with each other to support inclusion.

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“Both the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Sec. 504) require schools and agencies to provide equal educational opportunities for children with disabilities. Ever since *Brown v. Board of Education* held that separate was not equal, inclusion has been part of this requirement to provide equal educational opportunities. But the primary source for the inclusion requirement is the Individuals with Disabilities Education Act or IDEA. 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 preschool and school age children (ages 3-21), IDEA requires children with disabilities to be educated in the “least restrictive environment” (§1412(a)(5) and §1413(a)(1).”

Source of the above quote: “Policy Advisory, The Law on Inclusive Education” from CONNECT: The Center to Mobilize Early Childhood Knowledge, <http://community.fpg.unc.edu>

The definition of children with disabilities, ages birth to 5 years, is determined by each states’ lead early intervention and/or special education service agency. Preschoolers with disabilities are served under Part B, section 619, of IDEA, and their services are described in Individualized Education Programs (IEPs) (or Individual Family Service Plans [IFSPs] at a state’s discretion). As mentioned previously, according to IDEA, children must be given these services in the “least restrictive environment” (LRE) with their typically developing peers. Head Start programs are often appropriate LRE options, especially for families who meet income eligibility for Head Start programs . These federal policies, and the state and community partnerships they encourage, make the key features of inclusion — access, participation, and supports — possible.

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Since 1972, Head Start has mandated that its programs include children with disabilities in at least 10 percent of their enrollment opportunities. The most recent Head Start Reauthorization (2007) revised the language about serving children with disabilities as follows: “For fiscal year 2009 and thereafter, not less than 10 percent of the total number of children actually enrolled by each Head Start agency and each delegate agency will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act by the state or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act.” These changes in language align Head Start’s definition of a child with a disability with the state’s definition under the Individuals with Disabilities Education Act (IDEA). Head Start programs provide for all children and families a variety of services that promote optimal development and school readiness. Head Start ensures the inclusion of children with disabilities and their families in the full range of program activities. These services must be well coordinated with a Head Start program’s community partners, particularly the local educational agencies (LEAs) responsible for implementing IDEA. The new language in the Head Start Act also requires that the need for special education and related services be identified and responded to promptly and in coordination with the LEA. Once children are determined to have a disability, needed services are to be provided by the Local Educational Agency (LEA) in partnership with Head Start. In addition, Head Start services should ensure that families of children with disabilities are to be supported, involved in the IEP process as equal decision makers, and provided with information and assistance in understanding and advocating for services needed to address their child’s special needs.



20 minutes



Small-Group Discussion

Handout #6: Legal Requirements for Inclusion

Think about how the legal requirements support your efforts to make inclusion a reality for children and families in your community. Then reflect on the following questions:



To what extent do the federal requirements facilitate inclusive opportunities for children and families?

What are some of the practical implications of inclusion at the community level—both the challenges that exist when trying to create inclusive environments and the effects of successful inclusive practices?

What strategies have you found to be effective in collaborating with your community partners to make inclusion happen?

What additional strategies can you use with your community partners to make inclusion happen?

Be ready to share one exciting strategy from your table.



10 minutes



Large-Group Share-Back

Have each small group share one exciting strategy from its discussion.

Chart.

Encourage everyone's participation and responses in the large group. Be prepared to respond to specific comments or questions about relevant laws and regulations across systems that are a necessary part of making inclusion happen. Avoid getting into questions about why folks can't make inclusion happen, but rather focus on how participants can work together create inclusive environments.



5 minutes total

Wrap-Up

The video, *Preschool Inclusion: Working Together to Make It Happen*, provides a wonderful foundation for discussing the benefits and definition of inclusion, the teamwork that needs to happen to ensure that inclusion is successful, and the legal requirements that are the underpinnings of inclusion.



Are there any questions or comments about the training today?

Review Learning Outcomes.

See p. 28 in the Facilitator's Guide.

The remaining sessions in the Preschool Inclusion Series of the SpecialQuest Multimedia Training Library will give you the opportunity to think and learn more about collaboration among families and service providers, especially as collaboration influences the success of any effort to include preschool-age children with disabilities in settings with their typically developing peers.



10 minutes total

Reflections/Continuous Improvement

We would like to give you an opportunity to think about how this session applies to your work situation. Please take a few minutes to list 2–3 strategies you can start to use right away.

Gather Continuous Improvement feedback.

See p. 28-30 in the Facilitator's Guide.

Your suggestions for improvements help us to make our sessions responsive to your needs as learners. We'd like to hear about what worked for you in this session and what could be done to facilitate your learning.

Divide a piece of chart paper into 2 columns, as shown. Entitle 1 column “**What worked?**” and the other column “**Suggestions for improvement.**”

What worked?	Suggestions for improvement

Chart participants’ comments without rebuttal or discussion. *Facilitators* can act on these suggestions, as appropriate, in *future training sessions*.



What worked for you today?

What suggestions for improvement do you have?

Share information about the next training and describe follow-up activities or participants’ next steps.

We appreciate your participation today.

End training session