Viewer's Guide

This viewer's guide gives you ideas, steps, and possible strategies you can guide coachees to use to create learning spaces that promote equity, inclusion, and belonging. The reflection questions and activities will help you think about ways to support each coachee's learning about these practices and strategies. There will also be opportunities for you to reflect on your own practice as a coach. Helpful resources can be found in the Resources section of this guide.

What is Inclusion?

Inclusion is not…

- Not a physical place, specific program, classroom, or school
- Not a one-size-fits all approach
- Just a benefit for children with disabilities

Inclusion is…

- A human rights issue
- A benefit for all children

Inclusion leads to…

- Positive outcomes across domains for children with and without disabilities
- Increased achievement of goals
- High social acceptance
- Opportunity for friendship

National Center on
Early Childhood Development, Teaching, and Learning

Interview with Brittney Lee, NCECDTL

What can a coach do to prepare themselves to support inclusion and belonging in the learning environment?

What strategies can coaches use to help coachees set up an inclusive environment for the very start?

What questions have you heard young children ask about disabilities and how have you helped coachees to respond?

How can a coach best leverage coaching to support equity, inclusion, and belonging?

Dimensions of Belonging

TIES Center have identified ten essential dimensions of belonging for children with significant cognitive disabilities (Biggs & Carter, 2017; Brock et al., 2020; Carter, in press).

Belonging is experienced when children are *present, invited, welcomed, known, accepted, involved, supported, heard, befriended,* and *needed*.

When each of these areas is addressed well, children with disabilities thrive and are seen as valued and indispensable members of the learning environment.

👁️ Coaching and Practice

Meet Coach Freya and Ivy

Coach Freya is supporting Ivy, the teacher of the 3–4-year-old class. Freya and Ivy are working towards a goal related to supporting child engagement during circle time. The goal was to support all children with being actively engaged, having a variety of ways to participate/respond, and providing choices within. Ivy has been successful in increasing engagement with most children but Freya notices that one child, Naomi, does not participate. During circle time, Naomi is observed wandering in the classroom. When Freya shares this data with Ivy, Ivy let's Freya know that Naomi won't sit in the circle and that they just let her wander around the class.

What might the coach recommend Ivy do first?

Belonging Reflection Tool

Although individuals can use this reflection tool, it is designed for collaborative reflection. To the greatest extent possible, talk with and listen to others at your school/program (e.g., teachers, related service providers, school counselors, administrators, paraprofessionals, families, students/children with and without disabilities). For each of the ten dimensions of belonging, reflect on what you are doing well and what could be done better or differently. To ensure this reflection leads to observable action, agree on taking at least three actionable steps that will make a noticeable difference in promoting inclusion and belonging at your school.

Dimensions of belonging	What are we doing *really well* right now in this area?	What could we be doing *better* or *differently* in this area?
Present Are students/children involved in all of the same spaces and activities as their peers?		
Invited Is the presence and participation of students/children actively sought out and encouraged by others at their school/program?		
Welcomed Are students/children received by others at the school/program with warmth, friendliness, and authentic delight?		
Known Are students/children viewed as unique individuals, recognized by their strengths, and appreciated for who they are?		

Dimensions of belonging	What are we doing *really well* right now in this area?	What could we be doing *better* or *differently* in this area?
Accepted Are students/children embraced without condition and viewed as equals by their peers?		
Involved Are students/children actively engaged with their peers in shared learning and common goals?		
Supported Are students/children given what they need to reach their full potential and truly thrive?		
Heard Are the perspectives of each student/children sought out, listened to, and respected by others?		
Befriended Have students/children developed relationships with their peers that are marked by mutual affection and reciprocity?		

Dimensions of belonging	What are we doing *really well* right now in this area?	What could we be doing *better* or *differently* in this area?
Needed Are students/children valued by others and considered to be indispensable members of the school/program community?		

Next Steps

What actionable steps should we take next to ensure all students/children experience belonging in our school/program?

1.

2.

3.

Adapted from: Carter, E. W. (2020, November). *From barriers to belonging: Creating inclusive communities for everyone.* Keynote presentation at the International OCALICON Conference.

Koko's Corner

The Head Start Coaching Companion is a video-sharing and coaching-feedback application for early care and education staff and providers. It helps coaches, coachees, and peer-coaching teams work together, even between coach visits or from a distance. Share video files, ask questions, exchange feedback, and develop individualized coaching plans that support quality teaching and positive outcomes for young children.

Use this link login or join the Head Start Coaching Companion: **https://eclkc.ohs.acf.hhs.gov/professional-development/head-start-coaching-companion/head-start-coaching-companion**

For more information, contact **coachingcompanion@eclkc.info**
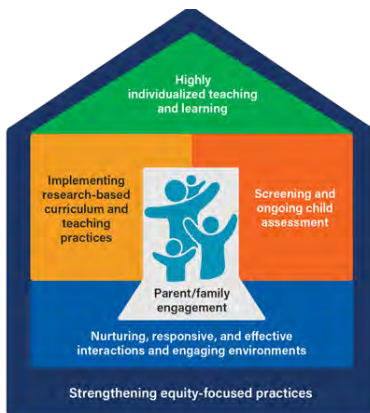
In this video, explore how to find videos to illustrate practices found in the "roof" (highly individualized teaching and learning) of the house within the resource library of the Head Start Coaching Companion.

Framework for Effective Practice

Helpful Resources

Online Resources

The Practice-Based Coaching Coach Competencies
https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-coach-competencies.pdf

Framework for Effective Practice
https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/framework-effective-practice

Practice-based Coaching to Support Inclusion (webinar)
https://eclkc.ohs.acf.hhs.gov/video/practice-based-coaching-support-inclusion

Practice-Based Coaching for Inclusion: FAQs

https://eclkc.ohs.acf.hhs.gov/publication/practice-based-coaching-inclusion-faqs

Disability Services Coordinator Orientation Guide
https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/disability-services-coordinator-orientation-guide

Disability Services Coordinator Orientation Guide: Improving Disability Services
https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/improving-disability-services

Infographic: Young Children with Disabilities
https://eclkc.ohs.acf.hhs.gov/children-disabilities/publication/infographic-young-children-disabilities

ECTA Practice Improvement Tools: Performance Checklists
https://ectacenter.org/decrp/type-checklists.asp

Practice-based Coaching to Support Inclusion (webinar)
https://eclkc.ohs.acf.hhs.gov/video/practice-based-coaching-support-inclusion

Children with Disabilities
https://eclkc.ohs.acf.hhs.gov/children-disabilities

Teacher Time Series, Inclusion and Belonging, Birth to Five
https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/inclusion-belonging-birth-5

Head Start Policy and Regulations – Inclusion of Children with Disabilities
45 CFR §§1302 Subpart F - Additional Services for Children with Disabilities
https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-subpart-f-additional-services-children-disabilities

Disability Service Coordinator Foundations iPD course
https://eclkc.ohs.acf.hhs.gov/professional-development/individualized-professional-development-ipd-portfolio/recommended-courses-professional-development-goals

Office of Head Start Email Updates – Subscribe to "Disability Services" to receive a monthly Disability Services Newsletter with strategies and resources to support children with disabilities and their families.
https://eclkc.ohs.acf.hhs.gov/subscribe

Supporting Children with Disabilities or Suspected Delays
https://eclkc.ohs.acf.hhs.gov/publication/supporting-children-disabilities-or-suspected-delays

Dignity & Disability: Inclusive Conversations (Barton Lab)
https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/06/22130958/DD_-Inclusive-Conversations.pdf

Mobile Apps

ELOF2GO Mobile App (English and Spanish)
https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app

ELOF@Home
https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors

Text4Teachers
https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers

Text4HomeVisitors (English and Spanish)
https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors

Ready DLL Mobile App
https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app

Online Communities

MyPeers: Practice-Based Coaching and Disabilities and Inclusion Network

https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community