

Evidence-Based Practices to Support Inclusion in Early Childhood Education Settings

Alissa Rausch

Adapted from The Preschool Inclusion Toolbox
and
Embedded Instruction Early Learning Project

Purpose of the Session

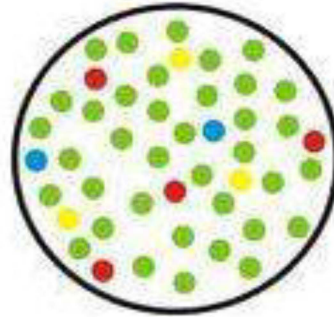
Quality inclusion for preschoolers with special needs requires the use of efficient team and classroom evidence-based practices. This session is designed to support practitioners in building knowledge and skills toward practices that provide opportunities for children with special needs to be included with their general education peers. Evidence-based practices reviewed here include blended practices, data collection, embedded scheduling, and adaptations and accommodations.

Inclusion: My/Our Stance

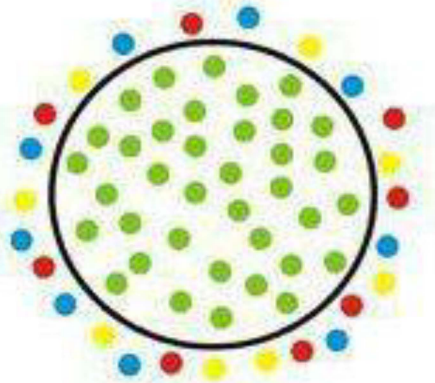
What Do We Mean by “Inclusion”?

Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, **together with their peers** without disabilities; holding **high expectations** and **intentionally promoting participation** in all learning and social activities, facilitated by **individualized accommodations**; and using **evidence-based** services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging (US Department of HHS & US Department of Ed, 2015, p. 3)

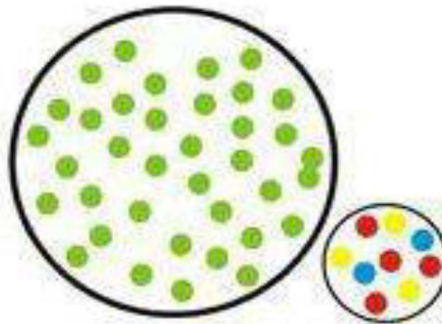
This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities (p. 3)



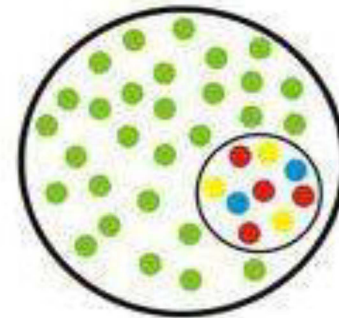
Inclusion



Exclusion



Segregation




Integration

What We Mean by “Inclusion” Continued ...

- Active engagement in social interaction with typical peers (Strain & Bovey, 2014)
- Active engagement with typical peers in all daily routines (Buysse, Goldman, & Skinner, 2002)
- Active engagement in instructional interactions with adults and typical peers (McWilliam & Bailey, 1995)

(Rausch, Joseph & Strain, in press)

What We DO NOT Mean by “Inclusion”



“The pull-out approach is driven by the fallacy that poor school adjustment and performance are attributable solely to characteristics of the student rather than to the quality of the learning environment.”

-WANG, REYNOLDS & WALBERG
RE-THINKING SPECIAL EDUCATION, 1988.
THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT.

www.theinclusiveclass.com

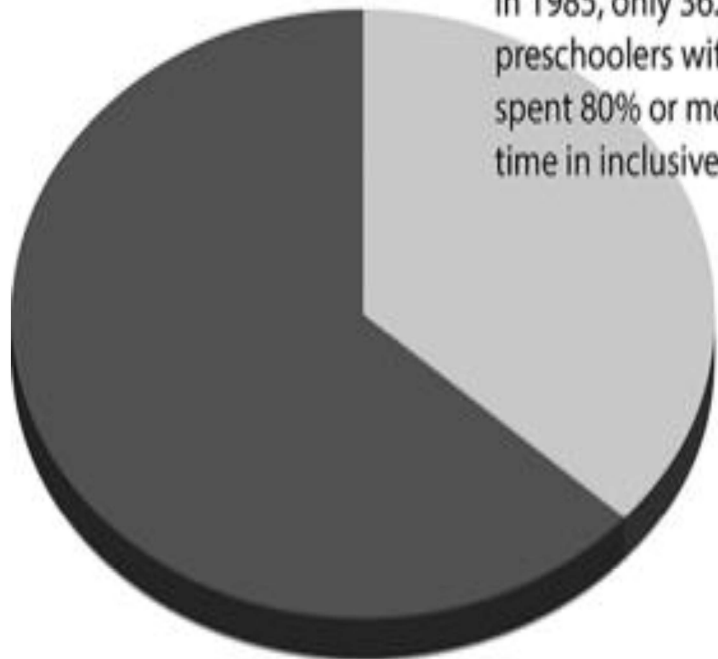
- Practicing different skills in different areas than peers without disabilities
 - Practicing skills during different routines than peers without disabilities
 - Entering the classroom for designated periods of time only (e.g., recess, music time, snack)
-

Why Knowing What We Mean Matters

- In 2012, across all states, a total of 42.5% of children age 3–5 served under IDEA received their special education and related services in a regular early childhood classroom.
- During 1984–1985, across all states, a total of 36.8% of children age 3–5 served under IDEA received their special education and related services in a regular early childhood classroom.
- Comparing the 1985 data to the 2012 data, the practice of providing special education and related services to children with disabilities age 3–5 in regular early childhood settings increased by only 5.7%.

1985

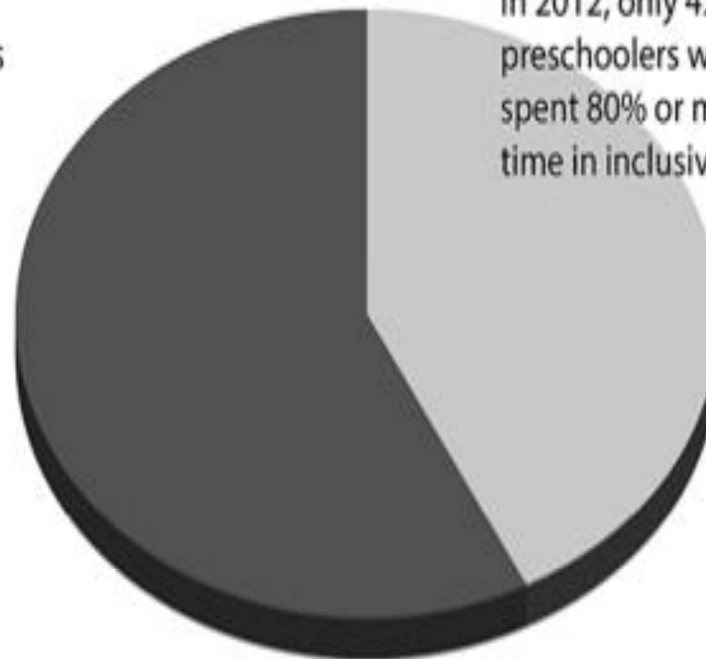
In 1985, only 36.8% of preschoolers with disabilities spent 80% or more of their time in inclusive settings.



In 1985, young children with disabilities were included in the Individuals with Disabilities Education Act, which mandated LRE (or inclusion)

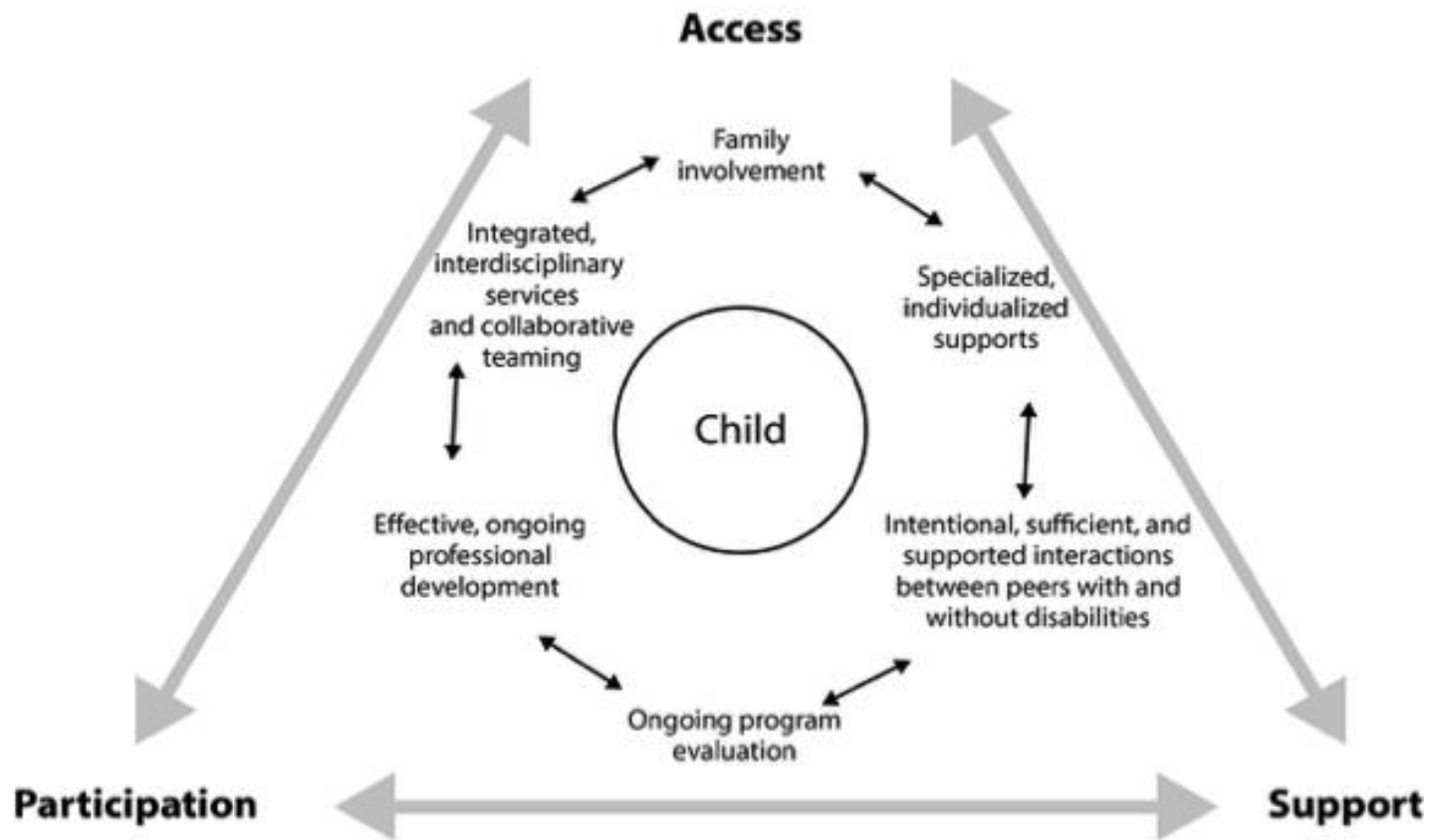
2012

In 2012, only 42.5% of preschoolers with disabilities spent 80% or more of their time in inclusive settings.



Research Support for EC Inclusion

- Inclusive programs are at least comparable to, and at times of higher quality than, segregated placements that do not enroll children with disabilities
 - Early childhood inclusion is not more costly than specialized, segregated placements
 - Teachers and parents of children with and without disabilities have positive views about early childhood inclusion, and children with and without disabilities benefit from attending quality inclusive early childhood settings
-



The Preschool Inclusion Toolbox: How to Build and Lead a High-Quality Program by Erin E. Barton and Barbara J. Smith.
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DEC/NAEYC Joint Position Statement on Inclusion: Access

THE PARENT SIDE™



Mixed Messages

- Ensure that all children have access to effective learning environments; typical routines, activities, and settings; and general education curricula.
- Enhance physical accessibility.
- Identify and eradicate physical or structural barriers.
- Offer multiple and varied learning opportunities.

DEC/NAEYC Joint Position Statement on Inclusion: Participation



- Ensure all children are active, independent participants in their families, classrooms, and communities.
- Use a range of instructional practices to ensure all children have opportunities to engage, participate, and learn.
- Use adaptations to promote active participation and sense of belonging for all children.
- Emphasize the needs of the individual child and his or her family.

The Preschool Inclusion Toolbox: How to Build and Lead a High-Quality Program by Erin E. Barton and Barbara J. Smith.

DEC/NAEYC Joint Position Statement on Inclusion: Supports

- Provide broad, infrastructure-level support to administrators, teachers, and staff.
- Ensure that all adults involved have access to high-quality professional development, effective ongoing follow-up assistance, and support for collaborative teaming.
- Put effective policies in place that promote and incentivize high-quality preschool inclusion.

One Way to Start Asking Yourself About Inclusion is to Consider These Questions ...

1. Are adults performing tasks that children could be doing?
 2. Is the child doing what his/her peers are doing (in the same area of the room, with the same or similar materials as peers, and during the same routine)?
 3. Could we incorporate social engagement into this routine or task?
 4. How should the physical environment be altered to increase social engagement and/or independence?
 5. Does the length/duration of the routine need to be altered?
-

Division for Early Childhood (DEC) Recommended Practices

- Provide guidance to practitioners about effective ways to promote the development of young children with or at risk for disabilities
- Translate research into practice and emphasize the practices that are known to be effective and that produce better outcomes for children and families
- Should be used within developmentally and culturally responsive frameworks

Blended Instructional Approaches

- Ensure practitioners in inclusive classrooms identify what to teach *and* how to teach to ensure that *all* children have access to and participate in the daily routines and activities
- Set the occasion for children's learning (i.e., organizing the learning environment to provide learning opportunities) and ***ensure sufficient opportunities*** for children to respond

Embedded Instruction

(Adapted from Embedded Instruction
Early Learning Project)

Key Features of Embedded Instruction

- Promotes child **engagement** and **learning** in **natural settings**
- Emphasizes identifying times and activities when instructional procedures for teaching a child's goals are implemented during naturally occurring activities and routines in natural settings

Embedded **INSTRUCTION**

- Emphasis is on:
 - Intentional, sufficient, and SYSTEMATIC learning opportunities during natural activities and routines
 - Contextually relevant opportunities
- Identify **instructional procedures** to be used within or across activities and routines to teach child goals

INSTRUCTIONAL procedures

Universal

- Universal Design
- Curricular Modifications
- Naturalistic Instructional Strategies
 - Environmental arrangement
- Prompting (with prompt fading)
- Feedback and consequences

Targeted

Universal Design

- Alter the environment (physical, social, temporal)
- Modify the materials (size, accessibility)
- Modify the instructional media (paper/pencil to computer)
- Alter the task or activity (duration, difficulty, or size)

Curricular Modifications

- Use child preferences
- Interesting materials
- Out of reach materials
- Inadequate portions
- Making choices
- Unexpected situations
- Use specialized equipment

Naturalistic Instructional Strategies

- Following the child's lead
- Expanding on what they are doing, loosely structured, highly intentional
- Direct and natural consequences
- Variety of materials
- Program common stimuli
- Teach functional skills

In pairs, how do you use this?

Prompting (cues)

- Type of prompts:
 - Verbal
 - Visual
 - Model
 - Gestural
 - Peer
 - Material
 - Physical
- Considerations:
 1. Natural prompts?
 2. Least intrusive
 3. Plan for fading over time

In pairs, how do you use this?

Feedback and Consequences

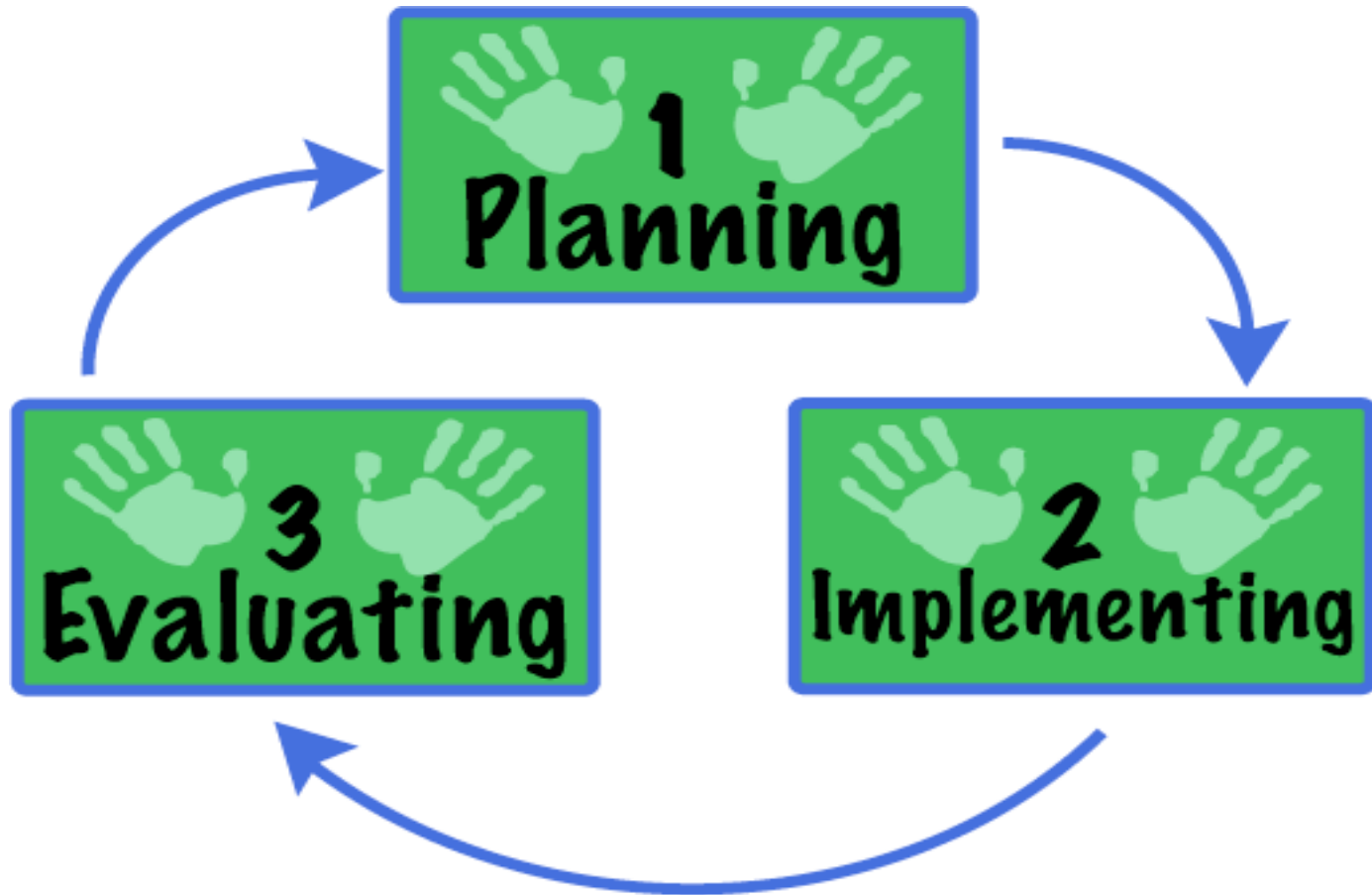
- Positive Reinforcement
- Shaping (successive approximations)
- Thin over time

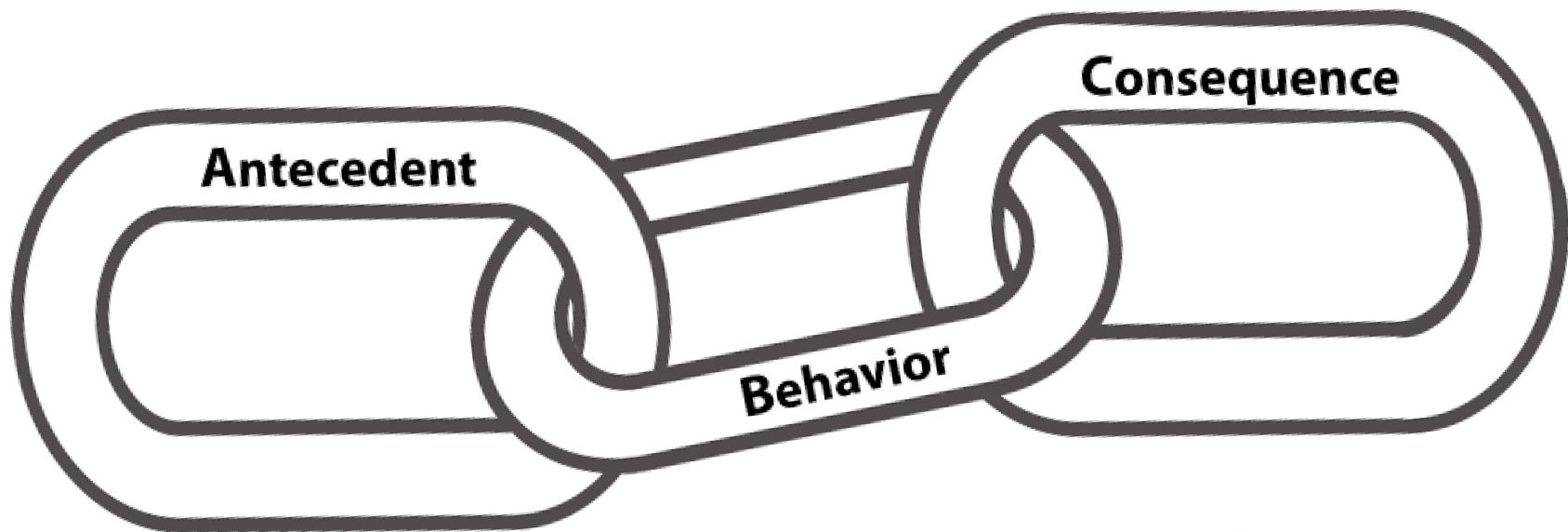
In pairs, how do you use this?

Planning for Embedded Instruction

- **What to teach:** functional, generative, measurable child goals
- **When to teach:** during on-going routines, activities, transitions, etc.
- **How to teach:** EBPs, universal design, child focused strategies

Embedded Instruction

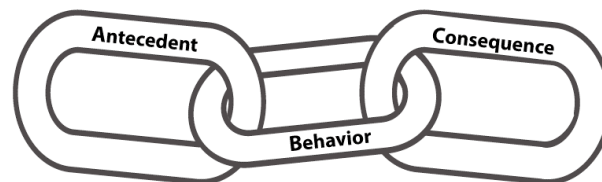




Complete Learning Trial

Complete Learning Trials

Antecedent / Prompt	Child Goal	Consequence / Feedback
Teacher holds the juice pitcher and says, "Juice?"	"Juice, please"	Teacher, "you want juice!" and pours juice
Teacher points to the schedules on the wall	Child walks over and checks her schedule	Teacher says, "I like the way you checked your schedule!!"
Snack is over and peers are emptying plates in the sink. Teacher points to clean up picture above the sink and looks at the child.	Child follows peers to sink and puts plate in the sink.	Teacher, "nice cleaning up!"



Complete Learning Trial

Identify the CLT (PINS)



CONNECT

The Center to Mobilize Early Childhood Knowledge



The Learning Cycle

- Acquisition
- Fluency
- Maintenance
- Generalization

Where do you focus your instructional time?

Targeted Behaviors

Examples of Desired Behaviors in the Classroom

Planning Forms

Individual Child Activity Matrix

Child's Name: _____ Date: _____

Teacher or Classroom: _____

	Target Behavior 1*	Target Behavior 2	Target Behavior 3	Target Behavior 4	Target Behavior 5
Schedule					

*Individual children will have varying numbers of target behaviors that are currently identified for instruction. Simply make the matrix larger or smaller as needed to address the individual child's plan.

Permission to copy not required-distribution encouraged

Sandall, S., Giacomini, J., Smith, B.J., & Hemmeter, M.L., (Eds.). (2006). *DEC recommended practices toolkits* [CD-ROM]. Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.



ELO-at-a-Glance



Date: _____

Team members: _____

Child's name: _____

Routines: _____

Objective: _____

What are you going to do?

What are you going to say?

How will you respond?

What materials do you need?

How many opportunities will you provide each day?

Monday	Tuesday	Wednesday	Thursday	Friday



Instruction-at-a-Glance



Date: _____

Child's name: _____ Teacher's name: _____

Objective: _____

1. Setting for instruction

When? _____

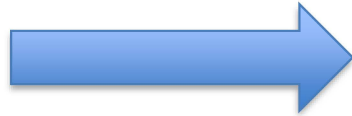
Where? _____

How often? _____

Materials needed? _____

2. Instructional interaction

Antecedent	Child behavior	Consequence
Instruction		Positive reinforcement
Prompt		Corrective feedback



Section #1

Name: Sonny

Objective: Sonny will use a single word to request an item.

Prompt: - given a verbal prompt
AND
- given a visual choice



Instruction-at-a-Glance



Date: _____

Child's name: _____ Teacher's name: _____

Objective: _____

1. Setting for instruction

When? _____

Where? _____

How often? _____

Materials needed? _____

2. Instructional interaction

Antecedent	Child behavior	Consequence
Instruction		Positive reinforcement
Prompt		Corrective feedback



Section #2

When? At center time

Where? In block center

How often? 3-5 times per day

Materials needed? Blocks and figure

Section #2 Your Turn

When?

Where?

How often?

Materials needed?



Instruction-at-a-Glance



Date: _____

Child's name: _____ Teacher's name: _____

Objective: _____

1. Setting for instruction

When? _____

Where? _____

How often? _____

Materials needed? _____

2. Instructional interaction

Antecedent	Child behavior	Consequence
Instruction		Positive reinforcement
Prompt		Corrective feedback



Section #3

Desired Behavior: Sonny will use 1 word to request an item



Instruction-at-a-Glance



Date: _____

Child's name: _____ Teacher's name: _____

Objective: _____

1. Setting for instruction

When? _____

Where? _____

How often? _____

Materials needed? _____

2. Instructional interaction

Antecedent	Child behavior	Consequence
Instruction		Positive reinforcement
Prompt		Corrective feedback



Section #4

Instruction:

“What do you want? “

Prompt:

Show visual of block and people.

Say “Block or people.”

Section #4 Your Turn

Instruction:

Prompt:



Instruction-at-a-Glance



Date: _____

Child's name: _____ Teacher's name: _____

Objective: _____

1. Setting for instruction

When? _____

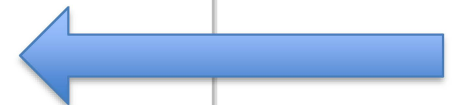
Where? _____

How often? _____

Materials needed? _____

2. Instructional interaction

Antecedent	Child behavior	Consequence
Instruction		Positive reinforcement
Prompt		Corrective feedback



Section #5

Positive Reinforcement:

- Repeat “block”
- Give block

Corrective Feedback:

- Withhold access to the material

Section #5 Your Turn

Positive Reinforcement:

Corrective Feedback:

Accommodations and Modifications

- Adjustments to the classroom environment or materials to ensure all children have appropriate access to activities and routines
- Inclusive classrooms should have a continuum of supports for children that promote their access and participation.

Accommodations and Modifications

- Environmental support
- Materials adaptation
- Activity adaptation
- Special equipment
- Peer support
- Adult support
- Child preferences
- Invisible support

Individual Child
Supports

High-Quality
Inclusive
Classrooms

Data Collection should:

- Provide information about a specific aspect of the behavior
- Inform the teacher/educator about the how well the embedded schedule is working
- Offer suggestions about next steps and prompt reduction

Data Collection Examples

- Duration
- Levels of Assistance
- Time Sampling
- Duration
- Event Sampling
- Category Sampling
- Peer Interaction
- Task Analysis
- Interval/Whole Interval

Student Data Sheet

Student: _____

Trainer: _____

Date: _____

Time: _____

Unprompted Correct	C
Full Physical	FP
Partial Physical	PP
Minimal Physical	MP
Point Prompt	PO
Verbal Prompt	V

Activity	Check Schedule	Pick Up Picture	Match Picture	Complete Task	Return to Schedule

Duration Recording Form

Duration Measures

Trainer

Date

Time

Activity Schedule

activity	open book turns page	Removes Picture	match pic obtains act	Completes activity	puts away activity	Duration	total duration
1							# PP: # VP:
2							
3							
4							

PP - Physical Prompts




VP - Verbal Prompts

Peer Interaction

Child's Name: _____

Observer: _____





Check yes (Y) or no (N) at time one (T1) and time two (T2) to indicate whether the child is interacting with a peer at the time of observation. T1 and T2 observations should be at least 5 minutes apart.

Activity	Date: ____	Date: ____	Date: ____	Date: ____	Date: ____
Centers 	T1: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N
Lunch 	T1: <input type="checkbox"/> Y <input checked="" type="checkbox"/> N T2: <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N
Outside 	T1: <input type="checkbox"/> Y <input checked="" type="checkbox"/> N T2: <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N	T1: <input type="checkbox"/> Y <input type="checkbox"/> N T2: <input type="checkbox"/> Y <input type="checkbox"/> N
Ratio:	<u>2</u> #yes <u>6</u> total # observed	____ #yes ____ total # observed	____ #yes ____ total # observed	____ #yes ____ total # observed	____ #yes ____ total # observed



Amy's Transition

Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
 Arrival	0 1 2 (3)	0 1 2 (3)	0 1 2 (3)	0 1 2 (3)	0 1 (2) 3
 Circle	0 1 2 (3)	0 1 2 (3)	0 1 (2) 3	0 1 (2) 3	0 (1) 2 3
 Nap	0 1 2 (3)	0 1 (2) 3	0 (1) 2 3	0 (1) 2 3	0 (1) 2 3
 Clean-up	0 1 2 (3)	0 1 (2) 3	(0) 1 2 3	(0) 1 2 3	(0) 1 2 3
Other: <u>Bus Ride</u>	0 1 2 (3)	0 (1) 2 3	0 (1) 2 3	0 (1) 2 3	(0) 1 2 3
Average Score	Average Score: 3	Average Score: 2.2	Average Score: 1.4	Average Score: 1.4	Average Score: .8

Rate the problem behavior:

0 = no problems, 1 = whining, resisting, 2 = screaming, falling on floor, 3 = screaming, hitting, other aggression

That was a busy hour and a half!
How else can I help?

Questions and Comments