

Inclusion Means Everyone!

Inclusive Practices in Preschool

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EDUC 780

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Learning Objectives... Participants will ...

1. define inclusion/inclusive practices in Early Childhood Education (ECE) settings
2. list 5 benefits of inclusive practices
4. define “People First Language”
5. List the roles and responsibilities of the Early Childhood Educators and Early Childhood Special Educators in inclusive classroom and Special Day Class

Learning Objectives... Participants will ...

6. define autism

7. list 3 characteristics of autism and teaching strategies

8. learn the importance of collaboration

9. Identify the difference between the IEP and IFSP

10. List the referral process and the timeline to access special education services

- **What is Inclusion/Inclusive Practices?**
- **Cody's story**
 - Who was concerned about Cody's behaviors?
 - What was Cody's parents reaction?
 - How did Cody get the diagnosis
 - What was Cody's diagnosis?
 - Who were the specialists that worked with Cody?
 - What type of preschool setting did Cody Attend?
- **Preschool Inclusion: Drew**
<https://www.youtube.com/watch?v=GR6TI1EhQ8c>

- The Head Start preschool program is the largest provider of inclusive services for children with special needs in the United States (Muccio et al., 2014).
- In 1972, Public Law P.L 92-424 mandated that 10% of the total students enrolled in Head Start preschool classrooms is reserved to serve students with special needs and their families (Allen & Cowdery, 2009).
- Currently Head Start preschool program is not mandated to assess the quality of inclusive practices.
- Research on the assessment of inclusive practices within Head Start preschool classrooms is extremely scarce in the current literature.

Disabilities A-Z

A – Autism, ADHD

B – Behavior Disorders

C - Cerebral Palsy

D – Down Syndrome

E – Emotional Disturbances

F- Fragile X Syndrome

G...

S - Speech and Language Impairment

T – Traumatic Brain Injury

U...

What are the benefits of Inclusion For...

Children with special needs

Children who are typically growing

Parents/Family members

Teachers/Administrators/Staff members

Specialists

Community

“People First Language”

It is the child/person who has a special needs or disability:

Identify the **person first** and the special needs second

i.e. John has autism

The girl has asthma

Let's practice this with your elbow partner

Blind

Cerebral Palsy

Deaf

Down Syndrome

Terminology

- **Typical developmental** rather than normal development
- **General Education** rather than regular education
- Jargon free language – Please ask when you don't understand an acronym

0-3 years - Example

John's **EI** asked me to contact the **IRC** and request an **ASQ** and an **IFSP**

3-5 years - Example

Jane's **DIS** specialist shared that she needs to do a **PBSP** and asked me to complete the **FA** and the **DRDP** and request an **IEP** to share the data with **EESD** of **CDE**

- Inclusive Terms
 - Family Member
 - Caregiver/Infant Care Teacher
 - Specialist

Inclusive practices happens when...

- The interests, strengths, unique characteristics, and needs of ALL children are considered when planning activities, environments, and interactions
- Family members, infant care teachers, and specialists talk together about how to promote each child's belonging in the setting
- Appropriate adaptations, accommodations, supports, and services are available and provided whenever needed to promote authentic belonging

Importance of Collaboration

- Role of the Parent
- Role of the ECE Educator
- Role of the EC Special Educator
- Specialists working with children with special needs
 - Psychologist
 - SLP
 - OT
 - PT
 - Behavior Specialist
 - Mobility Specialist
 - Hearing Specialist

Autism Spectrum Disorders

Autism.....Asperger's Syndrome

Developmental Characteristics

- PDD (Pervasive Developmental Disorder)
- Significant delay or inappropriate use of language
- Impaired social relationships
- Obsessive or ritualistic behaviors.

Intervention/Treatment Approaches

- Applied Behavior Analysis (ABA)
- Functional Behavior Analysis
- PECS
- TEACCH
- Sensory Integration (SI) Therapy
- Floor Time

Autism Vision: Creating Classroom Connections for Children with Autism

<https://www.youtube.com/watch?v=f0TVX7KahTE>

Education of Young Children with Autism

Prevalence of Autism:

- About 1 percent of the world population has autism spectrum disorder. ([CDC, 2014](#))
- Prevalence in the United States is estimated at 1 in 68 births. ([CDC, 2014](#))
- More than 3.5 million Americans live with an autism spectrum disorder. ([Buescher et al., 2014](#))
- Prevalence of autism in U.S. children increased by 119.4 percent from 2000 (1 in 150) to 2010 (1 in 68). ([CDC, 2014](#)) Autism is the fastest-growing developmental disability. ([CDC, 2008](#))

Individuals with Disabilities Education Act (IDEA) of 1975 and Individuals with Disabilities Education Improvement Act (IDEIA) of 2004

- Early Intervention Services (0-3) - Part C
 - Inland Regional Center
 - Infant Circle
 - Education Therapy Assessment Services (ETAS)
- Preschool services (3-5) - Part B
 - Local Education Agency

<http://www.specialednews.com/special-education-dictionary/ideia--individuals-with-disabilities-education-improvement-act.htm>

Part C: birth-2 years

- Part C of IDEIA applies to infants and toddlers and their families.

- Provides Early Intervention Services (0-2) to every eligible child and their families under the federal grant program.

- Utilizes an Individual Family Service Plan (IFSP) with children and their families.

- Provides services and education to children in their **Natural Environment**.

- Ensures Local Service Access to all children.

- Encourages Active **Parent Involvement**.

Part B: 3-21 years

Part B of IDEIA applies to children 3 through 21 years of age, while Section 619 of Part B applies specifically to children 3 to 5 years.

Provides Special Education and Related Services under the Free and Appropriate Education Act (FAPE).

Utilizes an Individual Education Program (IEP) with children and their families.

Provides services and education to children in the **Least Restrictive Environment (LRE)**.

- Ensures Local Service Access to all children.

- Encourages Active **Parent Involvement**.

IFSP and IEP

In order to obtain early intervention and special education services

- IFSP – 0 to 3 years

Individualized Family Service Plan

- IEP – 3 to 22 years

Individualized Education Program

Referral Process and Timeline

Assessment and IEP Timeline

Referral	Assessment Plan	Informed Consent	Complete Assessment & Hold IEP Team Meeting	Development and or Implementation of IEP	IEP Review
Verbal or Written Referral from Parent, School Staff or Community	From LEA	From Parent	LEA responsible	By LEA	By LEA
	Within 15 Days	At Least 15 Days	Within 60 Days of Consent (not including days between regular school sessions or vacation in excess of 5 school days)	Immediately	Annually

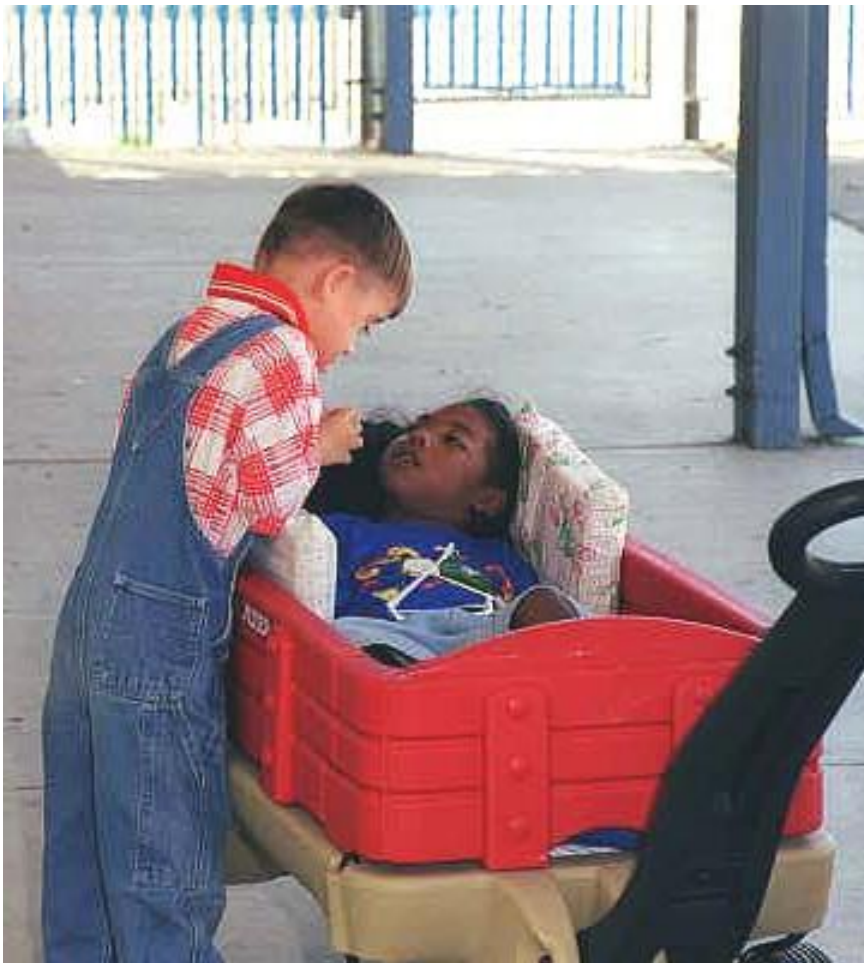
Early Childhood Educator

- Educational Qualifications
- Salary Range
- Role of the Early Childhood Educator
- Classroom settings:
General Education

Early childhood Special Educator

- Educational Qualifications
- Salary Range
- Role of the Early Childhood Special Educator
- Classroom settings:
Special Education and
General Education

Belonging



Belonging is Promoted through Inclusive Practice

References

Autism Society of America

<http://www.autism-society.org/what-is/facts-and-statistics>

Centers for Disease Control

<http://www.cdc.gov/>

California Inclusion

<http://www.cainclusion.org/bt/>

Preschool Inclusion: Drew

<https://www.youtube.com/watch?v=GR6TI1EhQ8c>

Riverside County SELPA

http://www.rcselpa.org/parent_teacher_resources/cac/cac_resources

Vakil, S., Welton, E., O'Connor, B., & Kline, L. S. (2009). Inclusion means everyone! The role of the early childhood educator when including young children with autism in the classroom. *Early Childhood Education Journal*, 36(4), 321-326