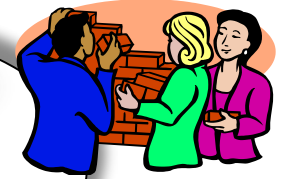


Evidenced  
Based Practices

Collaboration  
&  
Teaming



Adaptations &  
Support Systems

Vision  
&  
Attitude



What Makes  
Inclusion Work  
in Early  
Childhood?

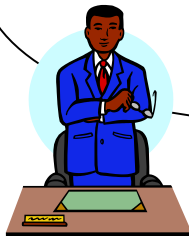
Family &  
Community  
Partnerships



Professional  
Learning



Administrative  
Support



Formal Time  
to Plan &  
Reflect



## What Makes Inclusion Work in Early Childhood?

|   |   |
|---|---|
| <p><b>Vision &amp; Attitude</b></p> <ul style="list-style-type: none"> <li>• There is a vision statement known.</li> <li>• It supports the belief that all children can and will learn.</li> <li>• Teams have similar vision and attitudes.</li> <li>• Staff is supported to question why practices are in place and to suggest improvements.</li> <li>• All children are considered full members of the classroom community</li> </ul>   | <p><b>Formal Time to Plan &amp; Reflect</b></p> <ul style="list-style-type: none"> <li>• Team members honor the time frame determined, coming on time and leaving on time, so that the next meeting can begin.</li> <li>• Schedules accommodate common planning time.</li> <li>• Teams use the meeting to look at data collected and plan support for children</li> <li>• Administration honors time by providing support to meet as a team.</li> </ul>   |
| <p><b>Collaboration &amp; Teaming</b></p> <ul style="list-style-type: none"> <li>• Teams meet regularly. Teams use an agenda, a strategy to document meetings and decisions, and keeps within an allotted time frame.</li> <li>• General and special education teachers work as a team.</li> <li>• Teachers and paraeducators use data so that next steps can be discussed at planning meetings.</li> <li>• Teachers and support staff bring lessons plans to discuss during collaborative meetings.</li> <li>• Items from previous meetings are reviewed to ensure follow-up.</li> </ul>         | <p><b>Family &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• Families are invited to and participate in meetings.</li> <li>• Families are communicating with teams, and teams are communicating with families.</li> <li>• Families are contacted for good news as well as struggles.</li> <li>• Families are given an opportunity to complete a satisfaction survey.</li> <li>• Families are linked with community programs/services that support young children and their families.</li> <li>• Community agencies may come on site to work with families.</li> </ul>   |
| <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Staff is supported to implement new strategies learned, such as co-teaching, adapting and modifying.</li> <li>• Staff adjusts teaching strategies based on new information from professional learning opportunities.</li> <li>• Staff has time for reflecting and problem solving with others to implement new strategies.</li> <li>• The system is committed to learning through a variety of venues. Staff has a variety of opportunities for learning.</li> <li>• Staff uses evidence-based practices.</li> </ul> | <p><b>Evidenced Based Practices</b></p> <ul style="list-style-type: none"> <li>• Teachers are using diverse instructional practices.</li> <li>• Groups are fluid and based on the needs of individual children</li> <li>• General and Special Education teachers are co-teaching when appropriate.</li> <li>• Related services are provided within the routine of the general education classroom. Pull out is infrequent.</li> <li>• Children's progress is continually monitored through authentic assessment.</li> </ul>   |
| <p><b>Adaptations &amp; Support Systems</b></p> <ul style="list-style-type: none"> <li>• Adaptations being used are documented for future reference.</li> <li>• Accommodations and modifications are determined through the IEP process and are used consistently with children.</li> <li>• Teams consider a variety of accommodations and modifications before changing an activity for a child</li> <li>• Natural supports are part of the plan for supporting each child</li> <li>• Paraeducators are trained and supervised to support children effectively</li> </ul>                        | <p><b>Administrative Support</b></p> <ul style="list-style-type: none"> <li>• Administrators are supportive of inclusion in concrete and identifiable ways.</li> <li>• Administration provides leadership to encourage success and break down barriers to inclusion.</li> <li>• Administration values open communication regarding supports and services for children</li> <li>• There is a clear line of communication for problem solving.</li> <li>• Administration clearly supports time for teachers to reflect, problem solve and share decision making.</li> <li>• The system is unified so that all teachers are teaching, adapting and supporting all children in inclusive settings.</li> </ul> |

