



## Inclusion Pathway for Directors and Program Administrators

Goal: Children with special needs\* have access to quality early care and education, are included in typical program activities and routines, and have their individual needs and goals met.

| <b>Pathway</b>                                                                      | <b>Exploring</b><br><i>Committed to learning about ways to support all children as full participants within ECE program</i>                                                                                                                 | <b>Implementing</b><br><i>Committed to implementing formal program policies and procedures which allows all children to fully participate within ECE program</i> | <b>Refining</b><br><i>Committed to supporting staff and parent involvement in an inclusive environment that supports all children to fully participate within ECE program</i> | <b>Integrating</b><br><i>Committed to partnering with disability systems/providers and families to provide a fully integrated, inclusive ECE program</i>                                           |
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| <b>Program Policies and Administration</b><br><br><b>1. Enrollment and Outreach</b> | Recognizes and embraces the importance and significance of the Americans with Disabilities Act as related to ECE programs.                                                                                                                  | Extends a welcoming attitude to families with children having special needs who choose your program.                                                             | Identifies program as inclusive to R&R agency (Children’s Home Society) and community registries (Orange County Child Care and Development Planning Council)                  | Actively markets the fully inclusive ECE program, highlighting the mission, policies, and procedures.                                                                                              |
| <b>Program Policies and Administration</b><br><br><b>2. Policies and Procedures</b> | Learns about components of an inclusive program: <ul style="list-style-type: none"> <li>• Mission statement</li> <li>• Written policies and procedures</li> <li>• Children’s &amp; parents’ rights</li> <li>• Legal requirements</li> </ul> | Implements components of inclusive programs into written format (i.e., development of program handbook encouraging enrollment of children with special needs).   | Provides training to staff and parents on program policies and procedures.                                                                                                    | Regularly reviews and updates policies and procedures related to children with special needs; engages families in evaluating the effectiveness of the program’s inclusive policies and procedures. |

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| <b>Resources</b>                                                                                                             | <b>Exploring</b><br><i>Committed to learning about ways to support all children as full participants within ECE program</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Implementing</b><br><i>Committed to implementing formal program policies and procedures which allows all children to fully participate within ECE program</i>                                                                                                                                                                                                                                                                                                                              | <b>Refining</b><br><i>Committed to supporting staff and parent involvement in an inclusive environment that supports all children to fully participate within ECE program</i>                                                                              | <b>Integrating</b><br><i>Committed to partnering with disability systems/providers and families to provide a fully integrated, inclusive ECE program</i>                                                                                           |
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| <b>Program Policies and Administration</b><br><br><b>1. Enrollment and Outreach</b><br><br><b>2. Policies and Procedures</b> | <p><a href="#">Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)</a>: <i>The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute</i></p> <p><a href="#">An Administrator's Guide to Preschool Inclusion by Ruth Ashworth Wolery and Samuel L. Odom</a>, Early Childhood Research Institute on Inclusion <i>Posted: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute</i></p> <p><a href="#">Know the Law About Disabilities and "Challenging Behaviors" in California Child Care Programs</a>: <i>The Child Care Law Center</i></p> | <p><b>Mission Statement Samples:</b></p> <p><b>Public education:</b> <a href="#">Sample Inclusion Mission Statement for a Public School Board of Education</a></p> <p><b>Private preschool provider:</b> <a href="#">A Child's Place Learning Center, Inc. Inclusion Policy Handbook</a></p> <p><b>Policy Statement Sample:</b> <a href="#">Rockford Public Schools, Rockford MI</a></p> <p><b>Policies and Procedure/Parent Handbook Sample:</b> <a href="#">UCI Child Care Services</a></p> | <p><b>Steps to Take:</b></p> <ul style="list-style-type: none"> <li>Train your staff on your inclusive policies and procedures/parent handbook</li> </ul> <p><b>Sample:</b><br/> <a href="#">A Child's Place Parent Handbook and Staff Orientation</a></p> | <p><a href="#">Inclusion Checklist for Programs</a>: <i>Kids Included Together</i></p> <p><a href="#">Quality Indicators for Inclusive Preschool Programs</a> - <i>All of Us Together, WestEd Center for Prevention and Early Intervention</i></p> |

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| <b>Pathway</b>                                                                                     | <b>Exploring</b><br><i>Committed to learning about ways to support all children as full participants within ECE program</i> | <b>Implementing</b><br><i>Committed to implementing formal program policies and procedures which allows all children to fully participate within ECE program</i> | <b>Refining</b><br><i>Committed to supporting staff and parent involvement in an inclusive environment that supports all children to fully participate within ECE program</i> | <b>Integrating</b><br><i>Committed to partnering with disability systems/providers and families to provide a fully integrated, inclusive ECE program</i>             |
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| <b>Program Policies and Administration</b><br><br><b>3. Collaboration with Disability Services</b> | Learns about disability systems, referrals, and services; including IFSPs/IEPs/medical plans.                               | Accesses and reviews individual IFSP/IEPs, and works with service providers to identify adaptations and accommodations to program as needed.                     | Supports integration of IFSP/IEP specified services on-site and/or develops routine communication with off-site service providers.                                            | Facilitates staff and family contributions to team planning (such as IFSP, IEP, and/or medical team meetings) to continually meet the needs of the individual child. |

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| <p><b>Resources</b></p>                                                                                   | <p><b>Exploring</b><br/><i>Committed to learning about ways to support all children as full participants within ECE program</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Implementing</b><br/><i>Committed to implementing formal program policies and procedures which allows all children to fully participate within ECE program</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Refining</b><br/><i>Committed to supporting staff and parent involvement in an inclusive environment that supports all children to fully participate within ECE program</i></p>                                                                                                                                                                                           | <p><b>Integrating</b><br/><i>Committed to partnering with disability systems/providers and families to provide a fully integrated, inclusive ECE program</i></p>                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Program Policies and Administration</b></p> <p><b>3. Collaboration with Disability Services</b></p> | <p><b>Attend:</b></p> <ul style="list-style-type: none"> <li>• IEP Rights and Strategies Workshop</li> <li>• Basic Rights Workshop</li> </ul> <p><a href="#">Team of Advocates for Special Kids (TASK) Online Training Calendar.</a></p> <p><b>Attend:</b></p> <ul style="list-style-type: none"> <li>• Moving on at 3 Workshop</li> </ul> <p>Comfort Connection Family Resource Center. Call 714-558-5400 for schedule</p> <p><b>Attend:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Quality Start OC. Online Training Calendar:</a></li> </ul> <p>To understand how children are assessed and how to access early intervention services:<br/><a href="#">How to Get a Child Tested:</a><br/><i>California Childcare Health Program</i></p> <p><a href="#">10 Basic Steps in Special Education:</a> <i>Center for Parent Information and Resources, U.S. Department of Education, Office of Special Education Programs</i></p> | <p><b>Steps to Take:</b></p> <ul style="list-style-type: none"> <li>• Obtain permission from parent to contact service providers to make appropriate adaptations in your program.</li> <li>• Collaborate with service provider, classroom teachers, program administrator and parents.</li> </ul> <p><b>Sample Authorization Form: A Child's Place Learning Center, Inc. Inclusion Policy Handbook:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Authorization for the Release of Information</a></li> </ul> <p><b>CARA's Kit: Creating Adaptations for Routines and Activities</b></p> <p>To view, visit:</p> <ul style="list-style-type: none"> <li>• <a href="#">City of Irvine Child Resource Center (CRC)</a></li> <li>• <a href="#">Comfort Connection Family Resource Center</a></li> </ul> <p>To purchase:<br/><a href="http://www.naeyc.org/store/node/666">http://www.naeyc.org/store/node/666</a></p> | <p><b>A Child's Place Learning Center, Inc. Inclusion Policy Handbook:</b></p> <ul style="list-style-type: none"> <li>• The Importance of Multi-Agency Partnerships at A Child's Place Learning Center, Inc.</li> <li>• Expectations of the Inclusion Facilitators While at ACP</li> <li>• Rules and Responsibilities for Outside Agency Staff</li> <li>• Dress Code</li> </ul> | <p><a href="#">Role of the Child Care Provider in the Individualized Family Service Plan Process or Individualized Education Program Process:</a><br/><i>Adapted from Role of the Primary Caregiver or Home Visitor in the Individualized Family Service Plan Meeting CIHS/Sonoma State University-2005</i></p> <p><a href="#">Inclusion Works! Creating Child Care Programs That Promote Belonging for Children with Special Needs:</a> See Chapter 5. <i>Ca. Dept. of Education.</i></p> <p><a href="#">The ABC's of IEP.</a> <i>Head Start Center for Inclusion</i></p> |

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## Inclusion Pathway for Teachers and Caregivers

Goal: Children with special needs\* have access to quality early care and education, are included in typical program activities and routines, and have their individual needs and goals met.

| <b>Pathway</b>                                                                                                                               | <b>Exploring</b><br><i>Teachers/Caregivers learn about the impact of special needs on developmental domains and range of abilities; learn definition of inclusion and universal design</i> | <b>Implementing</b><br><i>Teachers/Caregivers collaborate with families and program staff to explore strategies and adaptations to support active participation of all children</i>                                                                                                                                                       | <b>Refining</b><br><i>Teachers/Caregivers consult with specialists in partnership with families to use individualized, adaptive strategies within their classrooms specific to an individual child's needs</i>       | <b>Integrating</b><br><i>Teachers/Caregivers regularly collaborate with family and specialized community partners, refine their classroom accommodations and adaptations, enriching the classroom for all children</i> |
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| <p><b>Teachers and Caregivers: Inclusive Care &amp; Learning Environments</b></p> <p><b>1. Physical Environment &amp; Daily Routines</b></p> | <p>Understands that a high quality early learning environment should reflect the individual needs of all children.</p>                                                                     | <p>Partners with the family to discuss observations, and explores options for adaptations and accommodations to routines, materials, and the environment to meet the individual needs of the child.</p> <p>Partners with director to utilize a standardized tool for assessing classroom readiness to meet the needs of all children.</p> | <p>Consults with specialists and family to implement adaptations of routines, materials, and/or environment that are specifically designed to meet unique needs, specified in the child's IFSP/IEP/Medical plan.</p> | <p>Regularly makes adjustments to the environment and routines based upon observation and input from family and disability specialists.</p>                                                                            |

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| <b>Resources</b>                                                                                                                             | <b>Exploring</b><br><i>Teachers/Caregivers learn about the impact of special needs on developmental domains and range of abilities; learn definition of inclusion and universal design</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Implementing</b><br><i>Teachers/Caregivers collaborate with families and program staff to explore strategies and adaptations to support active participation of all children</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Refining</b><br><i>Teachers/Caregivers consult with specialists in partnership with families to use individualized, adaptive strategies within their classrooms specific to an individual child's needs</i>                                                                                                                                 | <b>Integrating</b><br><i>Teachers/Caregivers regularly collaborate with family and specialized community partners, refine their classroom accommodations and adaptations, enriching the classroom for all children</i> |
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| <p><b>Teachers and Caregivers: Inclusive Care &amp; Learning Environments</b></p> <p>1. <b>Physical Environment &amp; Daily Routines</b></p> | <p><a href="#">Shelley Moore: Transforming Inclusive Education</a> (YouTube video)</p> <p><a href="#">Fair is not Always Equal</a> Adapted from <i>Teaching Everyone</i> by Whitney Rapp and Katrina Arndt and <i>Universal Design for Learning in Action</i> by Whitney Rapp</p> <p><a href="#">Inclusion, What it is and What it isn't:</a> <i>Child Care Plus, The Center on Inclusion in Early Childhood Tip Sheet #21, Montana Dept. of Health and Human Services</i></p> <p><a href="#">What is Inclusion in Child Care:</a> <i>Child Care Plus, Rural Institute on Disabilities, Missoula, MT</i></p> <p><a href="#">ZACA Center: Inclusion</a> (Video) <i>Seeds of Partnership, Santa Barbara County Education Office</i></p> <p><a href="#">High Quality Early Learning Environment:</a> <i>Seeds of Partnership, Santa Barbara County Education Office</i></p> | <p><a href="#">Questions to Consider in Universally Designed Learning (UDL)</a><br/><a href="#">Observations of Early Childhood Environments &amp; Checklist:</a> <i>Building Inclusive Child Care, Northampton Community College and Pennsylvania Developmental Disabilities Council</i></p> <p><a href="#">Play Modifications for Children with Disabilities by Susan R. Sandall:</a> <i>NAEYC, Beyond the Journal, Young Children on the Web, May 2003</i></p> <p><a href="#">A Child's Place Learning Center, Inc. Inclusion Policy Handbook</a></p> <ul style="list-style-type: none"> <li>• Parent Questionnaire</li> </ul> <p><b>Links to assessment tool(s):</b></p> <p><a href="#">Desired Results Access Project</a></p> | <p><a href="#">Using Routines-Based Interventions in Early Childhood Special Education:</a> <i>Dimensions of Early Childhood Vol. 40, No. 2, 2012</i></p> <p><a href="#">Environmental Support</a><br/><i>Head Start An Office of the Administration for Children and Families Early Childhood Learning &amp; Knowledge Center (ECLKC)</i></p> | <p><a href="#">Measuring the Quality of Inclusion: The Inclusive Classroom Profile</a> <i>Posted: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute</i></p>             |

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| <b>Pathway</b>                                                                                                           | <b>Exploring</b><br><i>Teachers/Caregivers learn about the impact of special needs on developmental domains and range of abilities; learn definition of inclusion and universal design</i> | <b>Implementing</b><br><i>Teachers/Caregivers collaborate with families and program staff to explore strategies and adaptations to support active participation of all children</i> | <b>Refining</b><br><i>Teachers/Caregivers consult with specialists in partnership with families to use individualized, adaptive strategies within their classrooms specific to an individual child's needs</i> | <b>Integrating</b><br><i>Teachers/Caregivers regularly collaborate with family and specialized community partners, refine their classroom accommodations and adaptations, enriching the classroom for all children</i> |
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| <b>Teachers and Caregivers: Inclusive Care &amp; Learning Environments</b><br><br><b>2. Activities &amp; Experiences</b> | Accepts Universal Design for Learning principles and understands that all children should be accepted, supported and included in classroom activities and experiences.                     | Understands the unique strengths and needs of the child, so that activities and experiences include adaptations that support the range of developmental abilities in the classroom. | Consults with family and specialists, developing specific adaptations of activities and experiences that are designed to meet the child's unique needs, as specified in the child's IFSP/IEP/medical plan.     | Partners with specialists so that interventions provided by the specialist occur within the context of regular classroom activities (e.g., co-planning and/or co-teaching for select periods).                         |

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| <b>Resources</b>                                                                                                                | <b>Exploring</b><br><i>Teachers/Caregivers learn about the impact of special needs on developmental domains and range of abilities; learn definition of inclusion and universal design</i>                                                                                                                                              | <b>Implementing</b><br><i>Teachers/Caregivers collaborate with families and program staff to explore strategies and adaptations to support active participation of all children</i>                                                                                                                                                                                                                                                                                                                                                                                            | <b>Refining</b><br><i>Teachers/Caregivers consult with specialists in partnership with families to use individualized, adaptive strategies within their classrooms specific to an individual child's needs</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Integrating</b><br><i>Teachers/Caregivers regularly collaborate with family and specialized community partners, refine their classroom accommodations and adaptations, enriching the classroom for all children</i>                                                                                                                                           |
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| <p><b>Teachers and Caregivers: Inclusive Care &amp; Learning Environments</b></p> <p><b>2. Activities &amp; Experiences</b></p> | <p><a href="#">Universal Design</a> - UDL 101 in Early Childhood Environments</p> <p><a href="#">Universal Design for Learning Guidelines: National Center on Universal Design for Learning AT CAST</a></p> <p>Attend:</p> <ul style="list-style-type: none"> <li><a href="#">Quality Start OC Online training calendar:</a></li> </ul> | <p><a href="#">Tips for Early Care and Education Providers: Simple Concepts to Embed in Everyday Routines: Administration for Children and Families</a></p> <p>Environment modifications to support learning:</p> <ul style="list-style-type: none"> <li><a href="#">Curriculum Modifications: An Introduction</a></li> <li><a href="#">Materials Adaptation</a></li> <li><a href="#">Classroom Visuals and Supports</a></li> </ul> <p><i>Head Start An Office of the Administration for Children and Families Early Childhood Learning &amp; Knowledge Center (ECLKC)</i></p> | <p>While it is important to understand the basics of making accommodations and adaptations in your classroom, it is imperative to consult and collaborate with specialists and families to individualize for the specific child.</p> <p>See the following resources:</p> <ul style="list-style-type: none"> <li><a href="#">Increasing the Playability of Toys and Play Materials</a></li> <li>CARA's Kit: Creating Adaptations for Routines and Activities (See Program Policies and Administration, 3. Collaboration with disability services, b. Implementing of this document)</li> <li><a href="#">The ABC's of IEP</a> Head Start Center for Inclusion</li> </ul> | <p><a href="#">ZACA Center: Integrated Therapy and Infusing Goals: Seeds of Partnership, Santa Barbara County Education Office</a></p> <p><a href="#">CONNECT Course: Weaving Inclusion into Everyday</a> Activities Frank Porter Graham Child Development Institute, The University of North Carolina at Chapel Hill. Online course (\$30 registration fee)</p> |

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# Training, Tools, and Additional Resource for Inclusive Practices

- Orange County Department of Education, Special Education Services, Early Childhood webpage: [www.ocde.us/EarlyEducation/Pages/default.aspx](http://www.ocde.us/EarlyEducation/Pages/default.aspx)
- Comfort Connection Library at the Regional Center of Orange County: <http://www.rcocdd.com/frc/ccfrc/>
- TASK trainings in Orange County <http://taskca.org/workshops>
- Orange County Child Care and Development Planning Council webpage list of inclusive programs: <http://www.occhildcarecouncil.org/Pages/Child-Care-Listing-for-Children-with-Special-Needs.aspx>
- Contact Early Learning Specialist at local school district for assistance in understanding district special education screening and services.
- Infant/Toddler & Preschool Learning Foundations and Frameworks: <http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>
- California MAP to Inclusion and Belonging website (WestEd): <http://cainclusion.org/camap>
- Child Care Law Center: <http://childcarelaw.org>
- Foundations of Inclusion Training Curriculum: <http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-Inclusion>
- Early Childhood Education Competencies, Special Needs and Inclusion: <http://ececompsat.org/competencies/sni/sni.html>
- Special Quest <http://www.specialquest.org/>
- ICP – Inclusive Classroom Profile: <http://npdci.fpg.unc.edu/measuring-quality-inclusion-inclusive-classroom-profile>





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- Inclusion Works! <http://cainclusion.org/camap/map-project-resources/inclusion-works/>
- Building Inclusive Child Care <http://ici.umn.edu/products/impact/221/15.html>
- Joint position statement from NAEYC/DEC:  
[http://www.naeyc.org/files/naeyc/file/positions/DEC\\_NAEYC\\_EC\\_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf)
- Universal Design for Learning Checklists: <http://cast.org/>
- Individuals with Disabilities Act (IDEA) Part C and Part B regulations: <http://idea.ed.gov>
- Super Duper Publications: Fun Learning Materials for Kids <http://www.superduperinc.com/Handouts/Handout.aspx>

