From All to Each & Every
Resources to Bring an Emphasis on Inclusion to ANY Conversation
All posted on your website:

https://fpg.unc.edu/presentations/all-
each-and-every-2019-handouts-powerpoints

2018 handouts
National Trends and Transitions
Shared Knowledge and Competencies Are Needed Across the Workforce
As children progress from infancy to preschool and through their early elementary years, it is important for them to have continuous, consistent, high-quality support for their development and learning. Ensuring this continuity and quality means that all professionals who work with children need a shared base of knowledge and skills.

Across age ranges and settings, care and education professionals need:
• core knowledge of developmental science and content knowledge;
• mastery of practices that help children learn and develop on individual pathways;
• knowledge of how to work with diverse populations of children;
• the capability to partner with children’s families and with professional colleagues; and
• the ability to access and engage in ongoing professional learning to keep current in their knowledge and continuously improve their professional practice.
Power to the Profession

National taskforce of organizations leading this initiative are:

1. American Federation of State, County and Municipal Employees
2. American Federation of Teachers
3. Associate Degree Early Childhood Teacher Educators
4. Child Care Aware of America
5. Council for Professional Recognition
6. Division for Early Childhood of CEC
7. Early Care and Education Consortium
8. National Association for Family Child Care
9. National Association for the Education of Young Children
10. National Association of Early Childhood Teacher Educators
11. National Association of Elementary School Principals
12. National Education Association
13. National Head Start Association
14. Service Employees International Union
15. ZERO TO THREE
Focus on the individual early childhood educator rather than on preparation programs.

Address potential missing elements identified in the *Transforming the Workforce* report, including teaching subject matter specific content, addressing stress and adversity, fostering socioemotional development, working with dual language learners and integrating technology in curricula.

Consider competencies from sister organizations (e.g., Council for Exceptional Children, DEC Recommended Practices, Council for Professional Recognition - Child Development Associate (CDA) Competency Standards).

Elevate inclusion, diversity and equity beyond the currently integrated approach to fully capture the depth and breadth of these issues.
Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Strategies

4a: Understanding positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children

4b: Understanding that the science of learning and child development indicates the need for distinct teaching skills and strategies appropriate to early childhood, along with differentiated instruction to support children’s individual needs, including those of bilingual children and children with developmental delays or disabilities

4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect universal design for learning principles

4d: Developing and sustaining reflective, responsive and intentional practice
Your input is needed

Draft #2 of Professional Standards and Competencies for ECE and the Equity and Diversity Position Statement is out for comment until June 14
All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. As a result, all early childhood educators have a professional obligation to advance equity. They can do this best when they, the early learning settings in which they work, and their wider communities embrace diversity and inclusivity as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.
New Resources for Your Inclusion Toolbox
An Advocate’s Guide to Transforming Special Education
In order for me to thrive, my school must...

Believe in me
Include me
Find me
Catch me when (or before) I fall
Meet me where I am and challenge me
Know me
Involve me and my family
Stick with me
WE KNOW WE’VE SUCCEEDED WHEN:

- The superintendent/CEO, principal, special education and general education teachers, staff, and student families believe all students can graduate prepared for college and/or career.

- The superintendent/CEO and principal set an educational vision that addresses how to use school money, staff, space, and time to support students with disabilities, and makes this a priority for everyone — not just special education specialists.

- Leaders hold all staff accountable for having high expectations for students with disabilities and proactively include these students in the classroom. The school team - including teachers, administrators, and instructional support staff - takes responsibility for the success of every student. They make sure all students receive appropriate support to engage in challenging work, and they regularly discuss each student’s progress.
“[Our philosophy] is making sure that you are always thinking that the child is a general education student first...Here’s your general education student who has some special needs; not here is a special education student.”

Teacher, Oxford Preparatory Academy 2016 report by the California Charter Schools Association
Students with disabilities who are included are more likely to graduate within four years

Percent likelihood of four-year graduation in the state of Massachusetts by inclusion status*, from 2005 to 2012

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Included (%)</th>
<th>Separated (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory Disabilities</td>
<td>87%</td>
<td>31%</td>
</tr>
<tr>
<td>High-Incidence Disabilities</td>
<td>84%</td>
<td>43%</td>
</tr>
<tr>
<td>Low-Incidence Disabilities</td>
<td>81%</td>
<td>20%</td>
</tr>
<tr>
<td>Health Impairment/Neurological</td>
<td>78%</td>
<td>31%</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>61%</td>
<td>35%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>57%</td>
<td>19%</td>
</tr>
</tbody>
</table>

*Inclusion status refers to the setting in which students with disabilities receive their education.

Fact Sheet of Research on Preschool Inclusion

This 6-page handout presents 11 evidence-based facts that support inclusive practices in the preschool.

Research Synthesis Points on Practices That Support Inclusion

This document provides brief descriptions and supporting references for the evidence-based and promising practices that support early childhood inclusion. These practices are organized into three major sections corresponding to the defining features of high-quality early childhood inclusion as described in the joint position statement.
Classroom Routine Support Guides

These guides were developed to assist teachers and caregivers in problem-solving a plan to support young children who are having challenging behavior. Organized around the routines/activities that would typically occur in an early childhood setting, the guide is designed to help early childhood professionals understand the purpose or meaning of the behavior, and to support them to select strategies to make the behavior irrelevant, inefficient, and ineffective. They can do this by selecting prevention strategies, teaching new skills, and changing responses to eliminate or minimize the challenging behavior, examples for which are provided in the guides.

<table>
<thead>
<tr>
<th>Child waits attention of peers</th>
<th>What can I do to prevent the problem behavior?</th>
<th>What can I do if the problem behavior occurs?</th>
<th>What new skills should I teach?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow the child to lead a circle activity</td>
<td>Ignore inappropriate behavior</td>
<td>Teach the child to “first sit, then choose”</td>
<td></td>
</tr>
<tr>
<td>Let the child to pick a friend to lead the next circle activity</td>
<td>Praise peers for participating and if child imitates, kindly remark on how he/she is participating</td>
<td>Teach child to raise hand</td>
<td></td>
</tr>
<tr>
<td>Catch the child performing task irrelevantly (I see Josh doing the noisy Relay) or “Look how Emma clapped just like me”). Choose children who are sitting “cross-ways” to pick next activity while saying “____ is sitting nice, you can pick the next song.”</td>
<td>Remind “First sit, then you choose”</td>
<td>Teach the child how to look for a peer who is sitting correctly to lead activity</td>
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</tr>
<tr>
<td>Show the child a “tell picture” (available in “What Do We Do In Circle” scripted story) to cue to sit</td>
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</tr>
<tr>
<td>Model raising hand (or show a visual cue card) when children call out or get up to gain teacher’s attention</td>
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</tr>
</tbody>
</table>

**CIRCLE TIME (continued)**

- More Strategies for Toddlers and Developmentally Young Children
  - Provide interactive activities (e.g., turn-taking play) that encourage child to child contact and attention
  - Offer each child a chance to “perform”, beginning with the child who has attention needs. For example, the child could be asked to walk into the center and twirl around and then go back to her spot
  - Provide each child with lots of attention while conducting circle time. This can be accomplished by asking children’s names, touching children, and making eye contact with each child. Encourage the toddler to sit near a friend or the lap of an adult. Encourage toddlers to help each other
  - Tell child clearly what to do in simple, specific language
  - Provide additional direction through verbal and physical demonstration of how to do it. Validate child emotion and then redirect. For example, “You are so excited, it’s fun to hold hands and dance. Now we are sitting for story. Sit on your bottom so we can all see the book.”
  - Allow child to leave activity if behavior is too disruptive. For example, you might tell a child “When you are crowding in front of your friends, they can’t see the book. Would you like to find another activity in the classroom to do? Mae, Salem can help you.”
  - Teach child to participate independently in the activities. Teach child to engage in activity with peer that they both enjoy
  - Teach child to make choices (e.g., allow the child to choose between sitting near a friend or on the lap of teacher)
How Inclusion is Benefitting One Child Without Disabilities: Dillon’s Story

This one-page article shares the perspectives of the family of a young child who is typically developing regarding the benefits they see accruing from their son’s participation in inclusive early childhood programs.
Audiovisual Sources

Everyone’s Welcome

Watch this delightful video and use it to discuss how to make everyone welcome in your work with children and families.
**Topic: Exploring Similarities and Differences**

Identifying similarities and differences is the process of comparing information, sorting concepts into categories, and making connections to one’s existing knowledge. Simply put, identifying similarities and differences helps us make sense of the world. The Vermont Guiding Principles remind us that children vary tremendously by culture, language, ability, race, ethnicity, and religion. Likewise, families vary in these dimensions as well as configuration and life circumstances.

Supporting each young child’s full and equitable participation requires early childhood professionals to build the capacity for children to recognize and talk about differences in ways that are honest and accurate, but also thoughtful and kind. This takes intentionality on the part of educators, and daily practice and modeling by children and adults.

This issue of The Right Stuff provides resources to support professionals and families to think about similarities and differences in new ways and to support children in doing the same.

**Diversity: Contracting Perspectives (0-5)**

https://vimeo.com/127267880

What is the best way to feed a young child? How should adults provide toilet teaching supports to young children? What are your beliefs about how to help a young child learn to draw or write? Watch this video to discover many similarities and differences in cultural views about the right or best way or the best to support development related to feeding, drawing, toilet teaching, and other skills. This is a great resource for promoting discussion about and consideration of the many ways in which to support each and every young child.

Children See Difference Differently (adults)

https://www.youtube.com/watch?v=1MUHytpyBEU

Sometimes differences that may be obvious to adults are not obvious to children. This delightful video reminds us of this fact in a light hearted way. This can be an interesting video to show to children to see what differences they notice. “What’s similar? What’s different?” can also be a fun activity to do live with children.

**We Are Different, We Are the Same (3-6)**


This document offers five different activities that can be used to explore similarities and differences in a fun, thoughtful, and informative way. Children’s books that could also be used to explore these topics are listed (e.g., The Sneetches by Dr. Seuss), along with additional resources for educators.

**Individualizing Morning Greetings (4-6)**

https://www.youtube.com/watch?v=9m98k1rHhPs

https://www.youtube.com/watch?v=b6IwpTlx7YV

Effective morning arrivals in an early childhood classroom can set the stage for a positive and productive day. These videos show how thoughtful teachers have orchestrated that process to allow for individual differences. In one case, a new “greeter” is chosen each day and options for the other students are a hug, handshake, high five, or wave. And if you want to see what this might look like with slightly older children, check out https://www.youtube.com/watch?v=V3dhIfhdT0E
Audiovisual Sources

Results Matter Video Library

The Library contains video clips about early intervention, the use of observation, documentation, and assessment to inform practice, effective applications of technology and more. This catalog provides an overview of each of the hundreds of free, downloadable clips in the library, including the duration of each clip.

Results Matter Video Library

We wish to thank the families and early childhood education teams who have partnered with us to create the videos in the Results Matter Video Library. CDE produces these videos for professional development activities and obtains voluntary written permission from all parties who appear in these video clips.
Early Childhood Recommended Practice Modules

These modules were developed for early care and education, early intervention, and early childhood special education faculty and professional development providers to use within their coursework and trainings. These modules are designed to support the implementation of the Division of Early Childhood Recommended Practices. Audio clips, video clips, hand-outs, activities, and supports for instructors are all available online.
What is High Quality Early Childhood Inclusion?

Finding a shared definition of early childhood inclusion has not always been an easy task for those of us in the field of early care and education. I remember quite well walking into my first teaching experience, a classroom full of toddlers, all of which had unique abilities and needs. I asked myself, “Is this inclusion?”

When I was a beginning teacher, simply having children with disabilities enrolled in my class made it an “inclusive” class. I quickly learned that getting each child engaged in daily routines and activities took intentional preparation and planning. Getting extra planning time, additional training, access to adaptive materials, or the right support staff was not always easy, and sometimes felt impossible. I learned quickly in that first teaching experience that a high-quality environment did not always equate
It's important for early childhood personnel to use a variety of strategies to communicate with families and to offer opportunities for families to share information about themselves and the child. Different families will appreciate and be responsive to different ways of communicating. Therefore, it is important to always affirm the languages spoken by families in the program and use multiple forms of communication, including:

- **In person**
- **Paper**
- **Electronic** (e.g., email, texts, and apps)
Vermont Family Stories Project

Family Stories Project: Initial Voices

Families with young children in several parts of Vermont were asked the same questions:

- What can people do to help you feel respected?
- What does a program/school need to do to support your family’s priorities, values, & culture?
- What is your greatest worry for your children when they are in the care of someone else?
- What is your greatest hope for your children when they are in the care of someone else?
- Imagine the best program/school that supports your children and includes your family. What does it look like?

[Image of a family canoeing on a river]
CLEAR COMMUNICATION: Families noted that open, clear communication was one way that they were shown respect. A key part of communication was for teachers to know both about the children in their care and about the children’s families. Consistent communication was often mentioned as a way to help families feel connected to and welcomed in their children’s early care and education environment. Being able to communicate with one another about needs, interests, concerns, and priorities were often mentioned as a way that teachers could support families.

“Communicate. Find out what our family is like and what is important to us, and then talk to us regularly about what is going on with our daughter.”
SAFETY: Safety was an idea heard throughout family responses when addressing hopes, worries, and qualities of a great program. This not only included keeping children safe in terms of health/wellness, but also to keep them safe from the consequences of adult neglect. The mention of safety often coincided with discussion of building respectful communities and facilitating children’s social relationships.

“My greatest worry is that she'll get hurt, teased or made to feel badly about herself and the teachers won't be aware or able to prevent it.”
CREATING COMMUNITY: This theme emerged as families discussed the ways they could feel supported and included as part of a larger, welcoming community. Across a great number of families, there was emphasis on the simple act of being greeted by teachers and administrators.

“It would celebrate diversity, art, imagination, creativity and a healthy lifestyle. It would also have a strong sense of community where students would feel valued for who they are and what they have to offer.”
I wish our school, which celebrates its racial and ethnic diversity, would value and include its students with disabilities as part of that diversity. I wish our school would make explicit efforts to include families like ours, and would try to understand why children with disabilities struggle to participate in school.
CREATING A RESPONSIVE & CARING CULTURE: Comments in this category present the idea of teachers understanding and supporting children’s individual needs and the importance of teachers understanding young children’s development. Families discussed the importance of caregivers and teachers creating a positive environment, nurturing children, encouraging them to grow at their own pace, scaffolding their learning, and promoting their exploration of new interests.

“Teachers who love teaching, who are flexible thinkers, who inspire creativity and scaffold learning for every child. Placing great emphasis on social emotional wellbeing of everyone children and adults and prioritizing that above academics and test scores.”

“That my son is happy, engaged, with friends socially, valued, known, heard, understood & presumed competent.”
Listening to Family Stories

CLEAR COMMUNICATION

How can we maintain clear, open, and consistent communication?

What is it important for us to know about your interests, concerns, and priorities so we are well-prepared to support your child?

What would be the most helpful way for us to keep in touch on an ongoing basis?

What can we do to be open, genuine, reflective and respectful, and active listeners and communication partners?

What would be helpful ways for us to collaborate so we’re working together to support your child’s learning and development?
Listening to Family Stories

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Personas

Simon was adopted at birth by his moms, Julie whom Simon calls mama and Kathy whom Simon calls mommy. Simon is on the autism spectrum, a diagnosis that was made when he was 18 months old.

In PreK, Simon received early childhood special education services at his inclusive child care program. With great support from his teachers, therapists, and family, Simon made significant progress.

In Kindergarten, Simon’s teachers report that he excels in all academic areas. His teachers and family both identify outdoor play as Simon’s favorite activity. After time to run, jump, and climb, Simon is reported to return to the classroom calmer and more ready to learn.

In interactions with adults, Simon often avoids eye contact. His responses in social interactions with adults are often curt and inconsistent. When there are changes in the classroom routines or other unexplained occurrences, Simon’s teachers report that he becomes agitated and angry.
Jake is 4-1/2. He is an only child. He lives with his mother and father. His mother has some intellectual challenges. She takes very good care of Jake and sees that his clothes are clean and he is well fed. But she doesn’t know much about how to support the learning and development of a preschooler. By report, Jake has never used crayons, held or read books, or spent time with other young children.

At school, the things Jake plays with are cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like stacking small blocks, using scissors and crayons, or completing simple puzzles, he appears to get frustrated, but doesn’t seem to be able to explain how he feels or why he’s unhappy. His teachers report that he doesn’t have any friends yet and hasn’t mastered the concepts of sharing or turn taking.
**Element 1: Motor Development and Coordination**

**Goal 2:** Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.

<table>
<thead>
<tr>
<th>Younger Preschoolers (36-48 months)</th>
<th>Older Preschoolers (48-60 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feed themselves using utensils independently</td>
<td>1. Demonstrate fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle)</td>
</tr>
<tr>
<td>2. Refine grasp to manipulate tools that require strength, control and dexterity (e.g., pressing down with pencils or crayons to make a clear mark, cut paper, joining snap beads)</td>
<td>2. Use eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard)</td>
</tr>
<tr>
<td>3. Demonstrate more complex eye-hand coordination (e.g., complete puzzles with smaller pieces, use tongs to grasp objects)</td>
<td></td>
</tr>
</tbody>
</table>
Element 3: Relationships with Adults and Peers

**Goal 1:** Children develop healthy positive relationships with adults and peers

<table>
<thead>
<tr>
<th>Older Toddlers (18-36 months)</th>
<th>Younger Preschoolers (36-48 months)</th>
<th>Older Preschoolers (48-60 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop trust and interacts comfortably with familiar adults</td>
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<td></td>
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<tr>
<td>2. Take turns during simple games and in conversation</td>
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<td></td>
</tr>
<tr>
<td>3. Demonstrate increased interest as well as frustration with other children</td>
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<td></td>
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<tr>
<td>4. Begin to imitate roles and relationship through play e.g., feeding baby doll, driving daddy’s car, dancing like a</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>1. Play with other children sharing objects, talking back and forth for several minutes</td>
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</tr>
<tr>
<td></td>
<td>2. Establish secure and trusting relationships with familiar adults</td>
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<tr>
<td></td>
<td>3. Begin to respect the rights of others</td>
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<tr>
<td></td>
<td>4. Communicate with familiar adults and accepts some guidance and direction</td>
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</tr>
<tr>
<td></td>
<td>5. Cooperate with others during play and in daily routines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Develops friendships with peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Uses socially appropriate behavior with peers and adults</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Play and cooperate with other children sharing objects, conversations, and ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Respect the rights of others recognizing their feelings and responding with courtesy and kindness</td>
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<tr>
<td></td>
<td>3. Accept guidance and direction from familiar adults and seeks their support when needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Suggest solutions to social problems</td>
<td></td>
</tr>
</tbody>
</table>
During a recent coloring activity, Jake got frustrated when he couldn’t hold the crayon or make it go where he wanted it to. He threw his crayons on the ground and said, “I hate this!” How would you simultaneously support Jake’s fine motor development and his social emotional development?
Module 1: Embedded Interventions

Learn about the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Available in Spanish
Available in Portuguese
简体中文
<table>
<thead>
<tr>
<th>Topics</th>
<th>Evidence-Based Practices on This Topic</th>
</tr>
</thead>
</table>
| Supporting young children who are dual language learners (DLLs) | Resources to Support the Full Participation of Young Children who are Dual Language Learners and their Families  
http://fpg.unc.edu/presentations/vermont-resource-collections |
| Building resilience: Supporting young children who have experienced trauma or maltreatment | Building Resilience: Resources for Supporting Young Children Who Have Experienced Trauma and Maltreatment and Their Families  
http://fpg.unc.edu/presentations/vermont-resource-collections |
| Culture, diversity and equity                 | Culture, Diversity, and Equity Resources  
http://fpg.unc.edu/presentations/vermont-resource-collections |
| Family engagement                             | Family Engagement Resources  
http://fpg.unc.edu/presentations/vermont-resource-collections |
The DAP framework is grounded both in the research on child development and learning and in knowledge on young children’s optimal learning and development.

The DAP Position Statement

DAP Position Statement
3 Core Considerations of DAP
10 Effective DAP Teaching Strategies
From All to Each and Every

- Contextually Appropriate
- Individually Appropriate
- Chronologically Appropriate
Chronologically Appropriate Practices • State Early Learning Standards & Guidelines

Contextually Appropriate Practices • Building Resilience • Preventing Suspensions & Expulsions • Engaging Each & Every Family

Individually Appropriate Practices • DEC Recommended Practices • Culturally Responsive • Teaching • Practices for Supporting Children who are Dual Language Learners
Assessing Opportunities to Support Each Child: 12 Practices for Quality Inclusion

Camille Catlett and Elena P. Soukakou

The newest member of Miss Dorina’s preschool classroom will be Taylor, who is three years old and full of life. Balls, cars, and anything that makes noise are favorite play things for him. Until recently, Taylor received early intervention services at home. He has made terrific progress since he was first diagnosed with an autism spectrum disorder, but still has significant delays in receptive and expressive language and social-emotional development.

When Taylor’s parents met with Miss Dorina last week, they mentioned that he sometimes has difficulty interacting with adults, expressing his needs or feelings, and connecting with other children because of his language delays. His parents also shared that Taylor is usually eager to interact with the other children but that does so in ways that may be too rough and frightening to them.

Miss Dorina knows that she will be able to count on her early childhood specialist and school psychologist, for ideas about supporting Taylor within classroom routines. How can I make my classroom welcoming and support play with his classmates? And how can we all support Taylor and all the other children, too?

Over the last two decades, the field of early childhood intervention has enabled a greater understanding of how we can best support the learning needs of young children with identified disabilities included in early childhood classrooms. Research findings on the effectiveness of quality inclusion, along with innovations that are generated in everyday practice, have equipped us with a rich knowledge, support systems, and resources for meeting the needs of young learners. But how can we proactively assess our opportunities to support the unique needs of a young learner like Taylor?
Five things to know about STEM learning in young children

All children have the capacity to engage in activities that teach them about science, technology, engineering, and mathematics (STEM), not just older students.
At the far end of Islington Road in Newton, Massachusetts
LEARNING is not a hat, and ONE SIZE does not fit all.