

# Summary Report for the 2019 National Early Childhood Inclusion Institute

Summer 2019

The National Early Childhood Inclusion Institute has become one of the premier educational opportunities for anyone involved in the care and education of young children with special needs in inclusive settings. For 19 years, the Institute has drawn people from across the nation and around the world to Chapel Hill:

- to learn about the latest research findings, models, and resources that guide inclusive policy, professional development and practice;
- to develop collaborative relationships and cross-agency systems that support early childhood inclusion;
- to have the opportunity to meet, learn from, and problem solve with peers.

Frank Porter Graham Child Development Institute is the major sponsor and organizer of the Inclusion Institute.

**W**e thank all of you for your support of and vision for the 2019 Inclusion Institute; your contributions made the Institute a source of motivation and inspiration. Echoing the words of a participant, *“It was an AMAZING conference with wonderful presenters and information, I can’t wait until next year!”* From beginning to end, the Inclusion Institute brimmed with energy and excitement. New to 2019, we wove a thread on trauma and resilience throughout the conference and received overwhelmingly positive feedback from participants. They spoke about the impact of the sessions and the new knowledge they gained to support their work.

## Program

The Institute included many formal opportunities for learning and sharing:

- 2 pre-institute, ½-day workshops
- 1 pre-institute workshop that extended into day two for an additional 3 hours of learning
- 1 keynote
- 2 plenaries
- 9 reflection sessions (at the beginning and the end of the Institute)
- 51 concurrent sessions

## Keynote and Plenaries

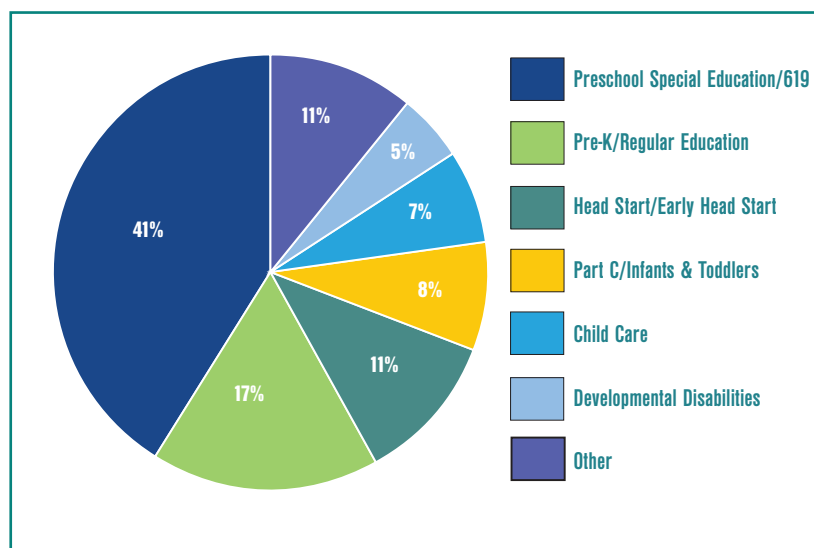
Mary Beth Moore’s keynote address started the conference off with a bang, sharing the story of her journey as the mother of a child with a disability, including lessons learned from embracing the unexpected. As voiced by a participant, *“She brought us into her life and was so clear I could visually see the walk she and her family went through in supporting her son. An absolutely amazing story.”*



Next, back by popular demand, the Federal Town Hall Plenary provided the opportunity for federal representatives to connect with participants through live polling and individual questions and comments, facilitating discussion between panelists and audience members centered on inclusion. Participants in a live poll highlighted the importance of federal support, with LEADERSHIP the most frequently listed support that made it possible to facilitate successful inclusion.

In the 2ND Plenary, two Teachers of the Year shared their inspiring personal stories of resiliency and using those stories to build bridges. The impact of this session is best described by the voices of our participants:

- *“It was an incredible session. Very meaningful and gave purpose to what we are doing as educators.”*
- *“This session was phenomenal! I was moved to action, inspired and encouraged!”*



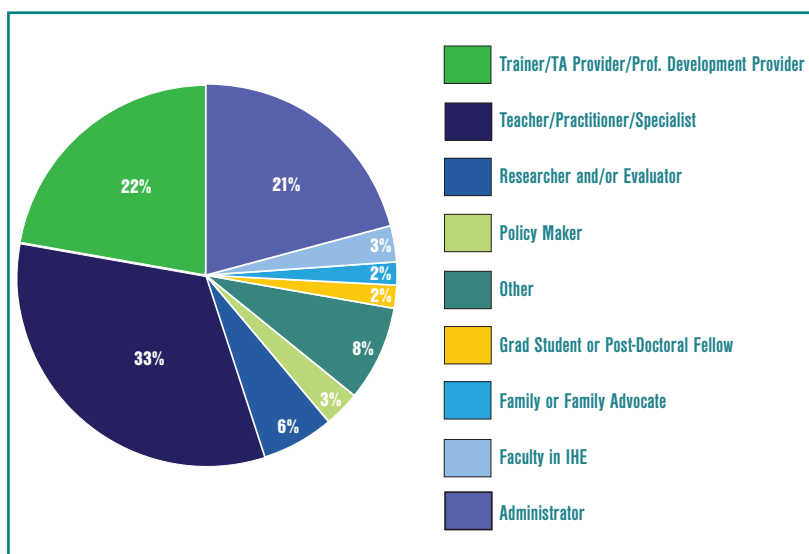
## Participant Ratings of the Institute

We gathered feedback on the overall Institute from an online survey and compiled ratings for each workshop, plenary, and concurrent session. Based on these data sources, participants rated all aspects of the Institute highly. Mean ratings of the overall Institute using a 1–5 scale with 5 being highest, were 4.60 for the overall quality of Institute, 4.54 for the quality of presenters and resources, and 4.66 for the relevance of the information shared. The individual ratings for each session provided additional data on how the Institute hit the mark on topics and presenters. The summary means across all sessions on a 1–5 scale, with 5 being highest, were positive: 4.42 for quality and 4.51 for relevance. Even an unexpected late-day fire alarm during the final sessions did not stop presenters or participants: learning and sharing continued outside on the lawn.

As we move forward we realize there is still much for all of us to learn and to do in early childhood inclusion. The above feedback has provided us with areas where participants report needing additional information and resources and we are already beginning work on identifying presenters and sessions to fill these needs at the 2020 Inclusion Institute.

Thank you all for making a difference in the lives of professionals, children, and families near and far. We look forward to hearing about your work on behalf of inclusion over the next year and seeing you in 2020.

—Tracey West (*Institute Chair*) and  
the Inclusion Institute Team



**Figure 3: Percentage of participants representing one of eight roles**



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## Institute Advisors & Planning Committee

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ECTA Center – The Early Childhood Technical Assistance Center  
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