

# Beyond the Classroom: A Focus on State Systems that Foster Inclusion

International Early Childhood Inclusion Institute  
May 17, 2023

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### Presenters:

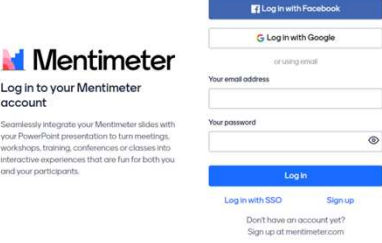


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### Plans for Today

- Setting the Stage – Research on Inclusion
- Educational Environments and Key Data
- State Systems and Indicators of High-Quality Inclusion
- Moving the Needle: The South Carolina Story
- Applications for Your State
- Wrap-Up and Next Steps




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## Setting the Stage



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### Inclusion Benefits Children with Disabilities

- Positive gains across all areas of development
- Higher level social skills
- Improved peer relationships
- Gains in language and literacy skills
- Benefits for all children regardless of nature, type or severity of disability

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### Inclusion Benefits Children *without* Disabilities

- Greater cognitive and language skills
- Higher level empathy skills
- Advanced social skills and stronger peer relationships
- Achieve an awareness, respect, and understanding of diverse abilities
- Inclusive classrooms tend to be of higher quality in general, so all children benefit

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### Inclusion Benefits Educators and Systems

- Better able to assess children's needs and identify barriers
- Access to professional development
- Access to early intervention practitioners, special education specialists, therapists and other colleagues who bring fresh perspectives and innovative teaching techniques
- Cost benefits

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### Issues of Access

- Number of young children with disabilities served in inclusive settings remains unchanged since the passage of IDEA
- Fewer than half of young children ages 3-5 receive special education services in regular early childhood programs
- Three-year-olds are the least likely group of young children to receive services in inclusive settings

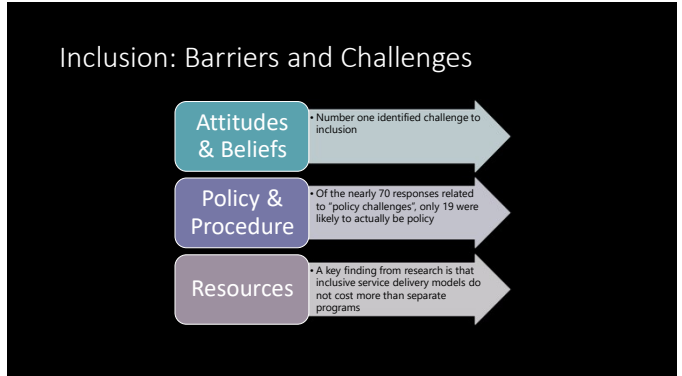
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### Issues of Equity

- Disparities in access to inclusive settings for children with certain disability categories
- Children of color are less likely to receive a developmental screening or obtain early intervention services
- Children of color overrepresented in special education and more likely to be placed in segregated settings

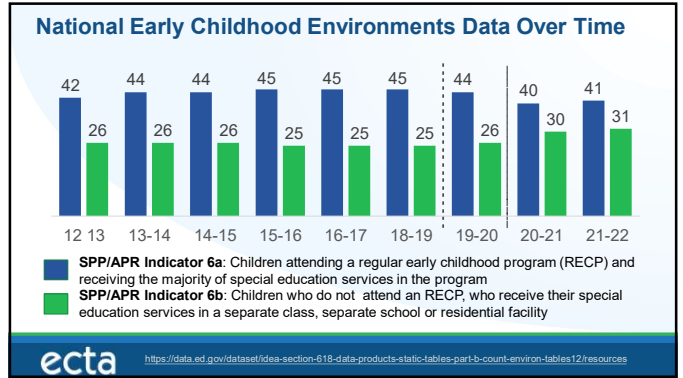
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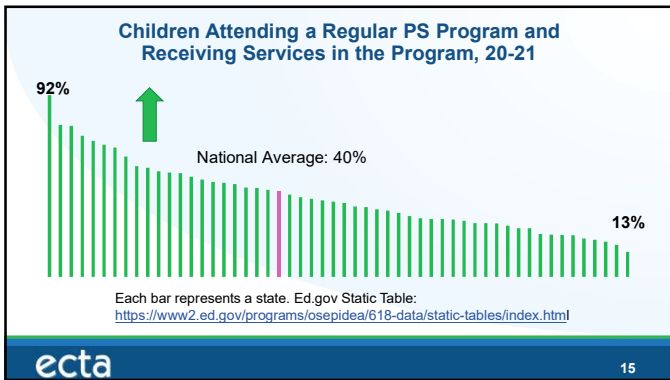
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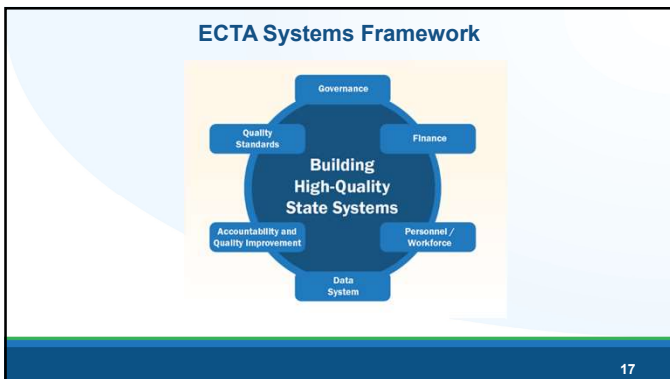
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**Indicators of High-Quality Inclusion**

These four sets of indicators were designed by a group of [national partners](#), to support state leaders, local administrators and front-line personnel in the early care and education system providing programs and services to children, ages birth through five and their families.

- ★ State Indicators
- 👥 Community Indicators
- 🏠 Local Program Indicators
- 📍 Early Care and Education Environment Indicators

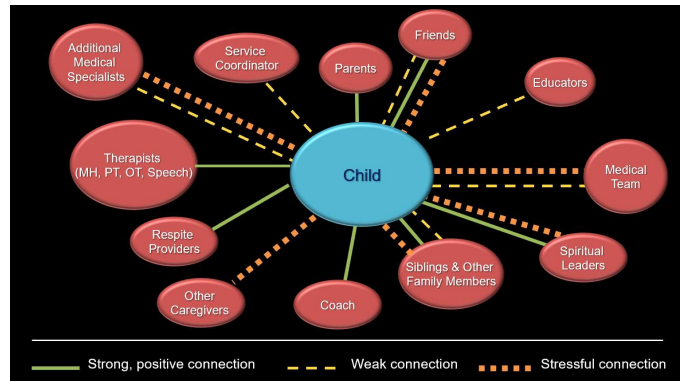
- ECTA Indicators of High-Quality Inclusion: <https://ectacenter.org/topics/inclusion/indicators.asp>
- Early Care and Education Environment Indicators and Elements of High-Quality Inclusion: <https://ectacenter.org/topics/inclusion/indicators-ecce.asp>

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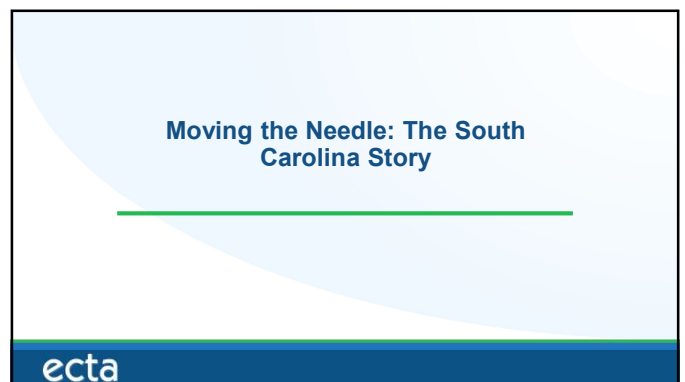


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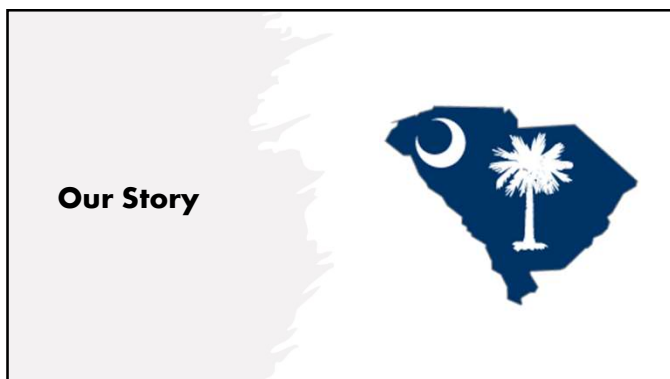
Importance of Beneficiary Voice

- Not about us without us!
- Importance of including intended beneficiaries right from the start in these discussions
- Think about beneficiaries with diverse viewpoints of the issue including:
  - Demographic Relevance
  - Geographic Relevance
  - Issue Experience
  - Direct Engagement

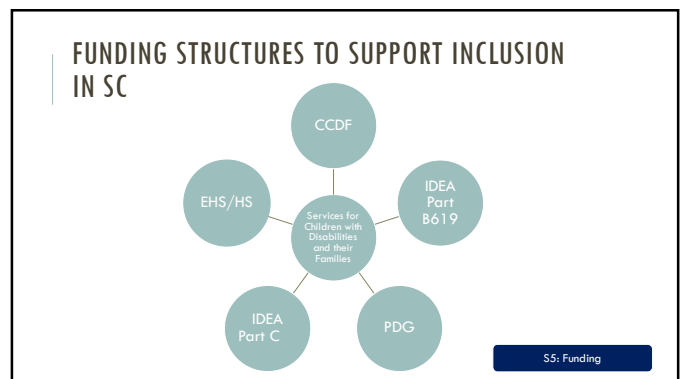
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Key	
—	Strong Partnership
+++	Stressful Partnership
---	Weak Partnership
→	Support provided from your organization
←	Support provided to your organization
↔	Reciprocal Partnership

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**SOUTH CAROLINA**  
Child Care Inclusion Collaborative

**Project Aims**

- Enhance the capacity of child care program directors to provide administrative support to staff as they provide access and participation of children with developmental delays/disabilities in child care programs with same-aged peers.
- Enhance the capacity of teachers in child care programs to support children with developmental delays/disabilities to access and meaningfully participate in activities and routines.
- Facilitate strategic partnerships to augment current infrastructure to support child care programs' implementation of inclusive practices.
- Establish a culture of ongoing policy and systems evaluation to support sustainable practices in support of inclusion.


S2: Policy/Guidance  
S4: Accountability Systems

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### HOW SCIC PROMOTES INCLUSION



- Professional development to child care programs to support implementation of inclusive teaching practices
- Partnership and Collaboration
- Outreach and Awareness



S9: Professional Development

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### INCLUSION SUMMER COURSE

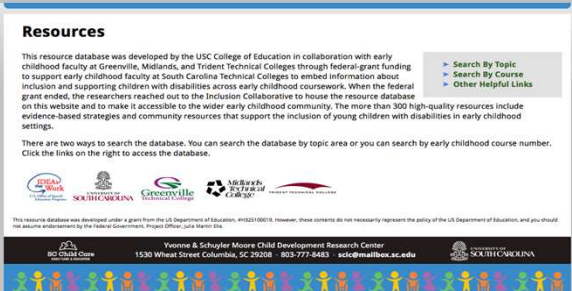
- Designed specifically for individuals in the child care system who provide oversight and/or training and technical assistance to child care programs in SC
- Introduces students to the concept of inclusion in early childhood setting and provides research-supported strategies that support children with disabilities in general education settings

## Offering a new cohort opportunity for Summer 2023

S9: Professional Development

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## Online Resource Database



**Resources**


This resource database was developed by the USC College of Education in collaboration with early childhood faculty at Greenville, Midlands, and Trident Technical Colleges through federal grant funding to support early childhood faculty at South Carolina Technical Colleges to embed information about inclusion and supporting children with disabilities across early childhood coursework. When the federal grant ended, the researchers reached out to the Inclusion Collaborative to house the resource database on this website and to make it accessible to the wider early childhood community. The more than 300 high-quality resources include evidence-based strategies and community resources that support the inclusion of young children with disabilities in early childhood settings.

There are two ways to search the database. You can search the database by topic area or you can search by early childhood course number. Click the links on the right to access the database.

- Search By Topic
- Search By Course
- Other Helpful Links


Yvonne & Schuyler Moore Child Development Research Center  
1530 Wheat Street, Columbia, SC 29208 803-777-6483 scic@mailbox.sc.edu

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S2: Policy/Guidance  
S4: Accountability Systems

We offer a tiered framework of technical assistance to build program capacity to increase the use of evidence-based inclusive early childhood practices.



**Mission:** to increase inclusive opportunities and school readiness for preschool children with disabilities to lead to more positive outcomes for children and families.

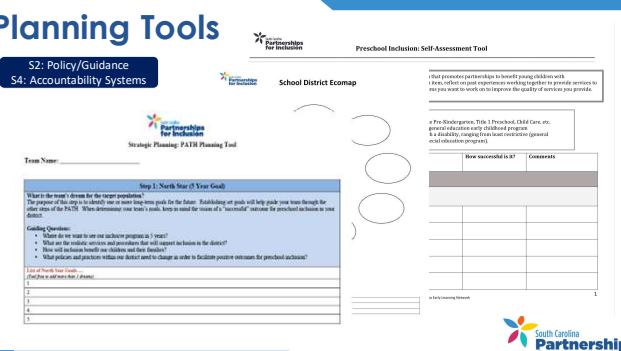
**Goal:** for local education agencies (LEAs) to be better positioned to increase access to the general education curriculum for preschool children with disabilities.

[www.scpartnershipsforinclusion.org](http://www.scpartnershipsforinclusion.org)

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## Planning Tools

S2: Policy/Guidance  
S4: Accountability Systems



**Strategic Planning: 7-10 Year Planning Tool**

**Step 1: North Star (5 Year Goal)**

What is the most pressing challenge for your organization? The purpose of this step is to identify one or more long-term goals for the future. Establishing a goal will help guide your team through the next steps of the PACT. When establishing your team's goals, keep in mind the focus of "successful" outcomes for preschool children in your district.

**Guiding Questions:**


- What do we need to see our inclusive program in 5 years?
- What are the resources, services, and conditions that will support our success in the district?
- How will we know if we are successful in the future?
- What people and practices will be needed to bring us to the desired position for preschool children?

South Carolina Partnerships for Inclusion

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## Additional Supports Available through SCPI

S9: Professional Development



SC Early Childhood Inclusion Conference

Special Education Itinerant Teacher Academy

Addressing Barriers to Inclusion

Pyramid Pieces: Promoting Inclusive Early Childhood Educational & Social Supports

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## MULTI-SYSTEMS INCLUSION EXPANSION IN EARLY CHILDHOOD (MIX EC)

- Expand and maintain a system of inclusive programming for young children with disabilities (0-5) in the State of South Carolina
- Increase the availability of information and supports that help families and ECE programs and service providers to nurture the success of children with disabilities and children with behavioral challenges
- Strengthen the early childhood workforce's conceptual knowledge and instructional practices related to the inclusion of young children with disabilities and children with behavioral challenges by facilitating the systematic dissemination of evidence-based practices across the early childhood mixed delivery system.

S2: Policy/Guidance  
S4: Accountability Systems

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## EARLY CHILDHOOD HIGHER EDUCATION INCLUSION CONSORTIUM

- All 2-and 4-year faculty who teach relevant coursework in early childhood education and special education.
- 94 faculty across 18 institutions of higher education in SC.
- Currently offering a quarterly brown bag webinar series
- Monthly newsletter to include topics of interest and resources

S11: Preservice Education & Personnel Prep


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## Special Education Itinerant Teacher Academy

- Three 4-week workshops (access to CEUs)
  - Introduction & Instruction in the Community Classroom
  - Social-Emotional Development & the Pyramid Model
  - Partnerships: Coaching & Consultation
- Format:
  - Weekly asynchronous content (videos, readings, recorded PowerPoints)
  - Meet virtually 1x weekly for 1hr
    - Whole group discussion of weekly content
    - Breakout rooms with your team
    - Whole group planning and problem solving.
- Participants receive books and materials.
- Districts receive ongoing contact and support as they implement an itinerant model in your district (in partnership with PDG and SCPI).

S9: Professional Development

(Dinnebell et al., 2001; Odom et al., 1999; Odom et al., 2001; Nelson et al., 2011)





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## Who can participate?

**Who is expected to participate?**

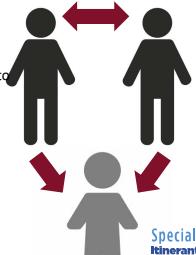

- At least two people from each district (maximum 5).
- Your district team should consist of at least:
  - 1 Administrator
  - 1 Early Childhood Special Educator
- You may want to include:
  - An SLP
  - A school psychologist
  - A behavior specialist
  - An OT or PT
- Consider who attends your ECSE evaluation and placement meetings


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## Community-based Placement & Partnerships

- Guidance and support to the child's family
- Offers indirect/consultation services to the students' general education
- Engages collaboratively with related service providers
- Completes progress reports, annual reports, and contributes to the development of the IEP

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WHERE BELONGING BEGINS FOR DEAF & HARD OF HEARING CHILDREN

S2: Policy/Guidance  
S4: Accountability Systems


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## Programs




**PARENT COUNSELING**  
Parents are the key to their deaf & hard of hearing child's journey. We support parents in this journey by means of education, support, and empowerment, free of charge.




**SERVICES FOR CHILD CARE PROVIDERS**  
We provide hearing screenings and CCCC training to child care providers across SC, free of charge.



**ADVOCACY & POLICY**  
We collaborate with legislators, agencies, and influencers to promote policies that benefit those who are deaf and/or hard of hearing.



**TECHNICAL ASSISTANCE & TRAINING**  
We share best practice strategies for hearing loss with pediatricians, educators, and the community.



**AWARENESS & EDUCATION**  
We utilize social media, our website, media events, and exhibiting to foster awareness and action.

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**Ready, Set, Screen!**

More than 9,000 South Carolina children are deaf or hard of hearing and are not identified and/or receiving appropriate interventions... THAT'S ALMOST 400 PRESCHOOL CLASSROOMS!

FOR ADDITIONAL INFORMATION, VISIT: [beginnings.org](http://beginnings.org)

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S9: Professional Development

# CRAWl

## Childcare Ready for All


Kate K. Chappell, PhD, APRN, CPNP-PC  
Victoria H. Davis, DNP, APRN, CPNP-PC



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## What is CRAWl?

**CRAWl is a nurse-led program working with childcare providers and families of children with significant healthcare needs. The mission is to support families of children with significant healthcare needs by preparing childcare providers to manage single health needs such as g-tube feeds, seizure response, or stable heart defects.**



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## State Leadership Team

S1: Cross-Sector Leadership  
 S2: Policy/Guidance  
 S4: Accountability Systems

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## Vision

The **vision** of the Pyramid PIECES State Leadership Team is to promote social emotional well-being for infants, young children, and their families and to assure they have access to developmentally appropriate, equitable, & inclusive learning environments.

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## Mission

Promote & sustain	Collaborate across	Prioritize	Address	Support
Promote & sustain high fidelity implementation of Pyramid Model practices through a comprehensive professional development network.	Collaborate across sectors to integrate the Pyramid Model framework with other related efforts in our state.	Prioritize intentional family collaboration & empowerment.	Address systematic inequities in early childhood intervention and education through implementation of evidence-based practices.	Support monitoring & evaluation systems to ensure fidelity of Pyramid Model practices and positive outcomes for young children & families.

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## Program-Wide Implementation & Behavior Support Network

S9: Professional Development

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## Program-Wide Implementation: Primary Goals

In collaboration with the SC Pyramid Model State Leadership Team, Early Childhood professionals will be supported by enhancing their teaching practices, so that they can further promote the social and emotional needs of young children, including those young children with disabilities and children with behavioral challenges.

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## Behavior Support Network: Primary Goals


Designed to support the implementation of Tier 3 interventions for children who are exhibiting persistent challenging behavior in order to prevent exclusionary discipline practices, such as suspension and expulsion.

- Support and guide you
- Bring your knowledge to life
- Grow your capacity
- Listen to you and collaborate
- See the function of behavior
- You examine your teaching
- Clear the air as you try new things
- Team with families
- Reduce challenging behaviors
- Love your job again
- Increase outcomes for children

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## Types of Services


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## In Districts

- Available to school districts who partner with Pyramid PIECES to develop program-wide implementation of the Pyramid Model
- School leadership teams receive guidance for planning developmentally appropriate responses to challenging behavior that helps reduce the use of suspension and expulsion
- District Behavior Support Coaches (internal school coaches) receive coaching in the effective use of Tier 3 individualized interventions and using PTR-YC to facilitate positive, team-based interventions that support children, families, and teachers in 4K classrooms

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## In Community-Based Child Care

- Available to community-based childcare programs and family child care homes
- Centers receive a coach who facilitates the team process to implement Tier 3 interventions based on PTR-YC and Pyramid practices
- Teachers receive hands-on support and guidance to change classroom responses to challenging behaviors
- Administrators receive guidance on how to support teachers and families
- Families receive support in advocating for the needs of their child

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Promoting Integrated Early Childhood Emotional & Social supports


## Community of Practice

Activity: 41 Professional Development, Aligned Credentials, Degrees

S9: Professional Development




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Transition, Early Childhood, Academic, Multi-tiered Systems, Social/Emotional/Behavioral

- Technical Assistance Network supporting the Office of Special Education Services of the SC Department of Education to improve results for students with disabilities
  - Professional Learning Opportunities for schools and districts
    - Communities of Practice
    - On-Site assistance
    - Webinars
    - Summer Training Opportunities
    - Individual student or teacher supports (ECHO model)

S2: Policy/Guidance  
S4: Accountability Systems

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S1: Cross-Sector Leadership

## WHO?

- SC TA Centers
  - Academic Alliance of South Carolina (AASC)
  - Behavior Alliance of South Carolina (BASC)
  - South Carolina Partnerships for Inclusion (SCPI)
  - Transition Alliance of South Carolina (TASC)
- SC TEAMS Partners
  - Family Connection
  - Able SC




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## Mission & Vision

**Mission**

- Collaborate with the South Carolina Department of Education's Office of Special Education Services to increase the local capacity of districts and schools to support the implementation and scaling up of evidence-based practices to improve outcomes for children ages three to twenty-one with disabilities in the state.

**Vision**

- To serve as a premier technical assistance center network providing support to South Carolina's school districts in building local capacity to implement evidence-based practices effectively.

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S9: Professional Development

## WHY?

- Establish a coherent, integrated approach for providing technical assistance (TA) and support to schools and districts
- Bridge the gap between research and practice for the implementation of evidence-based practices (EBPs)
- Inform the Policy to Practice cycle

```

    graph TD
      RTA[Research & TA] --> PG[Policy Guidance]
      PG --> IE[Implementation of EBPs]
      IE --> RTA
  
```

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S12: Public Awareness

## Outreach Efforts

**SCPI**

**Social Media:**

- 📧 @sc\_partnershipsforinclusion
- 📷 @SCPartnershipsforInclusion
- 📺 @SCPIInclusion
- 📺 @SCPartnershipsforInclusion
- 📺 @SCPartnershipsforInclusion

**Website:**  
www.scpartnershipsforinclusion.org

**Newsletter:**  
Subscribe for regular updates and quarterly newsletters filled with useful content surrounding early childhood inclusion.

**SCIC**

**Social Media:**

- 📧 @SCInclusionCollaborative
- 📷 @SCInclusionCollaborative9677

**Website:**  
www.scinclusion.org

**Newsletter:**  
Subscribe for regular program updates and upcoming events!

**Other:**  
Program Director, Heather Googe, recently appeared as a Guest Expert on the podcast "One Day Your Thank Me".

**Pyramid PIECES**

**Social Media:**

- 📧 @scpyramidpieces
- 📷 @scpyramidpieces
- 📺 @scpyramidpieces

**Website:**  
www.scpyramidpieces.org

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## A Few Words from Our Partners

South Carolina Partnerships for Inclusion

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## Key Takeaways

Make connections

Know what funding streams are coming into your state

Seek out your state plans

Be pleasantly persistent! 😊

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## Applications for Your State

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## Reflect & Discuss

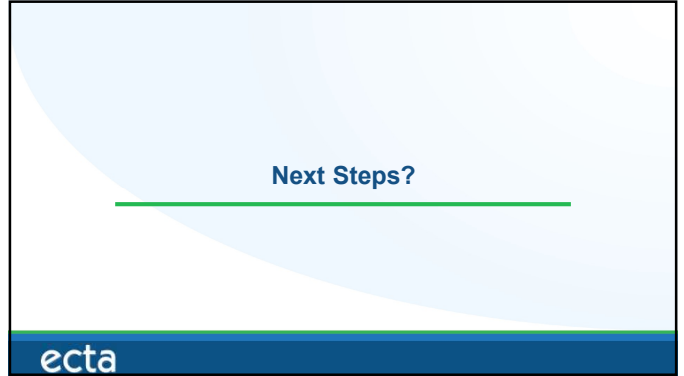
- What are the key initiatives in your state?
- What are the opportunities to leverage?
- What are the challenges?
- How might you apply a strategy used in South Carolina to advance your state efforts?

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**Contact Us**



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**ecta**


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**ecta** Early Childhood  
Technical Assistance Center

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Find out more at [ectacenter.org](http://ectacenter.org)

\* The ECTA Center is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through cooperative agreement number 1K22EP170001 from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the Department of Education's position or policy.

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